

Oakland Technical High School

Oakland Unified School District



WASC Interim Progress Report

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Oakland Technical High School, 351 Broadway, Oakland CA 94611

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I: Student/Community Profile Data

General Background and History

1. Community

a. Brief description of the community served by the school

Oakland Technical High School (often referred to as Oakland Tech or simply Tech) encompasses two campuses on 13 acres in North Oakland and is one of three comprehensive high schools in the Oakland Unified School District (OUSD.) The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school. The school boasts championship athletic teams and vibrant arts programs. Its alumni have reached national prominence in athletics, the arts, business, and politics. Oakland Tech parents and community members are very involved, as for example, when they responded to the need for a baseball field in north Oakland by organizing a “Field of Dreams” fundraising and construction effort.

Built in 1914 and designed to resemble the main science building at the Massachusetts Institute of Technology, Oakland Tech was historically the premiere vocational school in Oakland, offering courses as diverse as automobile and aviation mechanics in addition to woodshop and metal-working. These programs were phased out in the 1970s, and the shops were remodeled over the years into new science labs, a health clinic, a dance studio and classrooms.

The faculty and administration have long been on the forefront of major changes in the district, working together to institute one of the state’s first Partnership Academies, the Health and Bioscience Academy in 1985, and a second academy, the Engineering Academy, soon after. In 1986, two teachers developed the rigorous Paideia program of integrated humanities studies for 10th-12th graders. The school’s celebrated 9th grade California Studies program began as a preparatory course for Paideia, but was expanded to include all freshmen during the 2012-2013 school year. Oakland Tech became one of the first Digital High Schools, participated in the Bay Area School Reform Collaborative in the 1990s, and helped shape the district’s School Site Empowerment policy as the largest pilot school for the site-based decision-making model of operations earlier in this decade.

Currently, the Oakland Unified School District (OUSD) is in the process of a changeover that will require all 10th through 12th grade high school students to enroll in a “Linked Learning Pathway” by the year 2020 in an effort to increase graduation rates, improve academic achievement and better prepare all students for college and 21st century careers. With six existing career pathways at Oakland Tech and approximately 90% of 10th graders and 50% of 11 and 12th graders currently part of a pathway, implementing this district-wide initiative has been a main focus of the school administration and staff over the last several years (*Source: OUSD Internal Dashboards, 2016*). For instance, as a result of staff efforts and student interest feedback collected since 2015, last year a new “Race, Policy & Law” pathway was created and this school year, it began with its first cohort of sophomores. Although the ongoing transition toward a “wall-to-wall pathway” school model has presented new challenges and questions for Tech, it also offers exciting opportunities to reshape traditional high school education and better prepare Oakland students for their futures.

Oakland, California, is the largest city in Alameda County and the 8th largest city in California with an estimated population of 420,005 (*Source: US Census Bureau, 2016*). This represents an increase of 7.4% from the 2010 Census figure of 390,724. The city shares a border to the north with Berkeley and 13 miles to the south with San Leandro. It is bounded on the west by the San Francisco Bay and on the east by the sweeping East Bay Hills. The city of Piedmont (population 11,000) lies within the borders of Oakland, with a median household income of \$208,772, as compared to \$54,683 for Oakland. The northern part of Oakland adjacent to Piedmont includes the neighborhoods of Montclair, Rockridge, and Temescal, which have higher median incomes than the western parts and southern parts of the city.

Oakland is a racially and ethnically diverse city, as can be seen from **Figure #1** below. African Americans are the single largest ethnic group at 27.3 % of the population, with the White and Hispanic/Latino populations following closely. There is a Chinatown neighborhood downtown, and the sections of the city with the highest Asian population are from just east of downtown and Lake Merritt to 35th Avenue. Parts of these neighborhoods overlap with sections with the highest Hispanic/Latino populations, from 15th Avenue to 85th Avenue. The African American population is distributed throughout the city, although the western and southern areas are more heavily African American than other ethnic groups. The areas of the city with the highest White population are from Lake Merritt to 15th Avenue, the East Bay Hills, and the neighborhoods of Montclair, Rockridge, and Temescal (*Source: US Census Bureau, 2000*). Although Oakland is more than 25% White, most White high school students enroll in private schools rather than public schools.

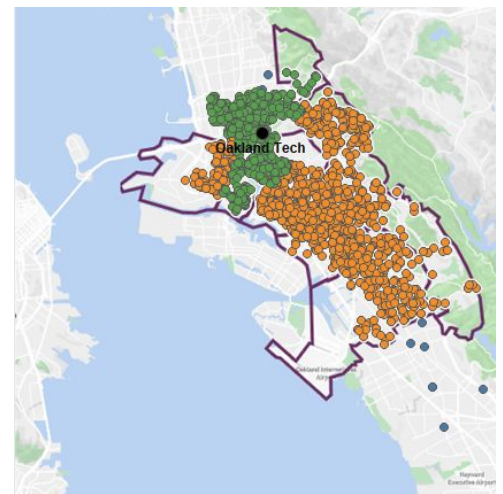
Figure #1 - Ethnic Demographics of Oakland

Year	Total Population	White	African American	Hispanic/ Latino	Asian	Pacific Islander	American Indian	Other Race	2 or More Races
2000	399,484	93,953	140,139	87,467	60,393	1,866	1,471	1,229	12,966
		23.5%	35.1%	21.9%	15.1%	0.5%	0.4%	0.3%	3.2%
2010	390,724	101,308	106,637	99,068	65,127	2,081	1,214	1,213	14,0767
		25.9%	27.3%	25.4%	16.7%	0.5%	0.3%	0.3%	3.6%

Source: Association of Bay Area Governments, US Census Bureau (2010). Percent shown is ethnic group population as percentage of total population for each year.

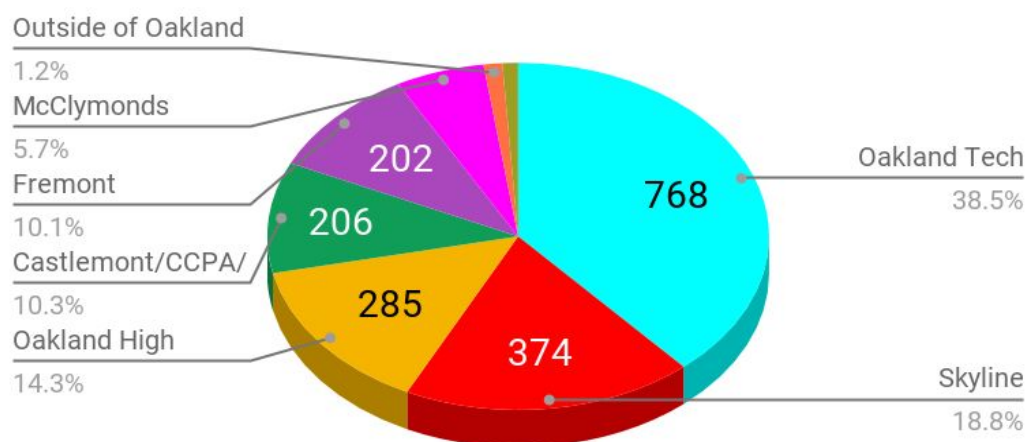
Oakland Tech’s history is deeply intertwined with the history of the city around it. Oakland is considered one of the most liberal major cities in the nation with a long history of political activism, and Oakland Tech’s culture mirrors this. Students were active in the Civil Rights Movement in the late 1960s and 70s, in the creation of Martin Luther King, Jr. Day as a federal holiday through the “Apollo Bill” in 1981, in the Occupy Movement in 2011, and in Black Lives Matter protests after the Michael Brown shooting in 2014. More recently, students staged a massive walkout on November 9, 2016 after Trump’s election and feel supported by school staff to continue to fight against injustices they perceive in their school, community and nation.

Figure # 2: LIVE/GO Map of Where Students who Attend Oakland Tech Live



The school adjoins the economically and racially diverse Temescal and Rockridge neighborhoods of Oakland and is less than a mile from the Piedmont border. The attendance area also includes north Oakland and downtown Oakland, with additional students coming from the neighborhoods to the west on the Oakland-Emeryville border and Martin Luther King Jr., as well as Lake Merritt and Montclair. 50% of Oakland Tech ninth graders come from four middle schools: Montera, Claremont, Edna Brewer, and Westlake. Another 17% of freshmen come from private or other out-of-district schools. However, with the school's popular school-to-career academies and the district's OPTIONS program of open enrollment, Oakland Tech draws a large number of students from public and charter schools from all parts of the city (*Source: OUSD Data Dashboard, 2017*). **Figure #3** below illustrates Oakland Tech enrollment by attendance area.

Figure # 3 - Enrollment by Attendance Area



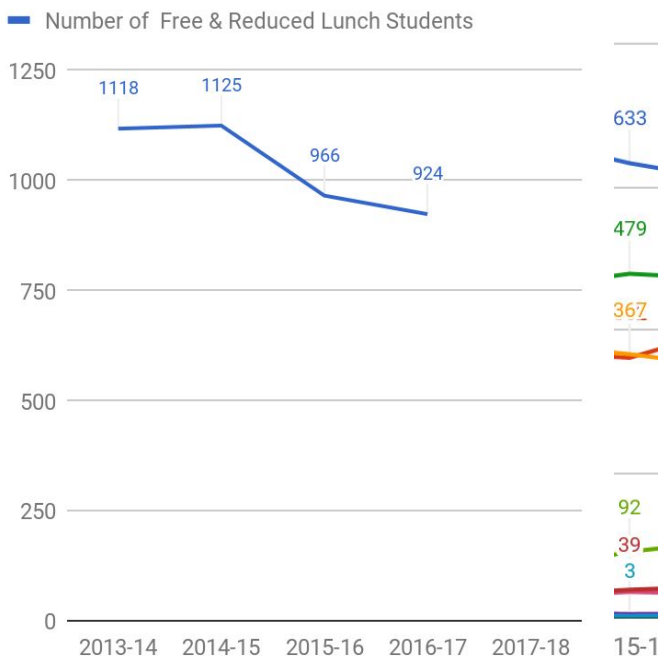
b. Family and Community Trends

In recent years, Oakland has experienced demographic shifts as a result of gentrification and rising costs of living. Most prominently, the percentage of African Americans in Oakland decreased by 24% between 2000 and 2010, a sharp decline especially considering that at its peak in 1980 African Americans made up 47% of all Oakland residents (*Source: US Census Bureau 2010*). Conversely, the populations of Whites and Latinos, and to a lesser degree, Asians, have each increased substantially as illustrated in **Figure # 1**. In addition, the number of foreign-born immigrants living in Oakland has decreased from 28.4% percent in 2000 to 26.7% in 2015. The median household income rose from \$40,055 in 2000 to an estimated \$54,683 in 2016, while individuals living in poverty increased from 19.4% in 2000 to an estimated 20.4% in 2016 (*Source: US Census Bureau 2016*). Moreover, the unemployment rate for Oakland decreased from approximately 16% at its peak in 2009 to under 5% currently (*Source: Bureau of Labor Statistics, 2017*).

Although Oakland Tech remains the most diverse public high school in Oakland, the shifts in its student body reflect these larger changes. As **Figure # 4** demonstrates, the African American population of the school has dropped from 753 students or 37.9% of the student body in 2012, to 574 students or 28.8% of

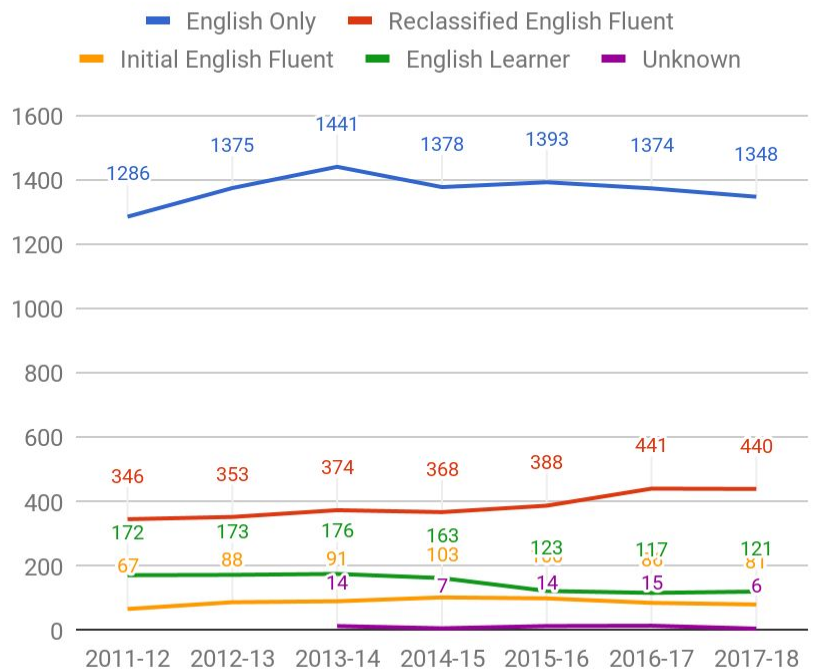
the body in 2017. Meanwhile, the White population has increased from 422 to 483 students, the Asian population has increased from 341 to 403 students, and the multiple race population has increased from 36 to 120 students since 2012. **Figure # 5** represents the approximately 17% decline of students who qualify for free and reduced lunch since the 2013-2014 school year. While the majority of Oakland Tech students continue to be native English speakers, **Figure #6** illustrates the slight shifts in language fluency levels at Oakland Tech since 2011. The shifts in the population served at Tech have amplified concerns regarding equity within the school community.

Figure #5 - Historical Free & Reduced Lunch Demographics



Source: OUSD Data Dashboard (2017)

Figure #6 - Historical Language Fluency Demographics



Source: OUSD Data Dashboard (2017)

c. State/Federal Program Mandates

The Local Control and Funding Formula (LCFF), enacted in 2013-2014, is the new public education funding system that California uses to better serve high-need students and to reduce class sizes in grades K-3. LCFF provides a uniform base grant for each school district per unit of average daily attendance (ADA). Also, Oakland Technical High School receives a supplemental LCFF grant based on the percentage of targeted disadvantaged students (English Learners, Low Income Students, and Foster Youth). As part of the LCFF, every district is required to create a Local Control Accountability Plan (LCAP). The LCAP reports in detail how LCFF funds are used to improve student outcomes and increase or improve services for students with a focus on English Learners, Foster Youth, and Low Income students. In addition to LCFF funds, Oakland Tech is also a recipient of Title 1, Measure G, and Measure

N funds, as detailed in the school's Single Plan for Student Achievement (SPSA).

Title 1 funds are used for tutoring and peer tutoring opportunities, as well as a School Culture Teacher on Special Assignment (TSA), who works to improve attendance, decrease tardies, and improve school climate. Measure G funds are used for extended contracts and substitutes that support teacher observations, coaching, and inquiry cycles for teachers working towards a common understanding or rigor, engagement, and performance-based assessments. Measure N funds have been used for numerous career-based learning initiatives, including creating a 7-period day for all freshmen that includes a Computer Science course, expanding existing pathway programs to accommodate 80% (up from 50%) of the student population, TSA's, Work-Based Learning Liaison and Pathway Coach positions to support pathway growth, a cadre of Student Support Specialists who provide direct support to struggling students and work to increase the number of Work-Based Learning opportunities available to students (including career speakers, job shadows, college visits, internships, etc.), and teacher collaboration to allow for interdisciplinary curriculum development and wrap-around supports for students in pathways (*Source: 2017-18 Single Plan for Student Achievement Proposed Budget*).

d. Parent/Community Organizations

Oakland Tech benefits from the direct involvement of several active parent organizations, as well as a Collaborative School Site Council and English Learner Advisory Committee. The school also has an involved advocacy organization especially for African American parents called the African American Student Action Planners (AASAP). The Parent Teacher Student Association (PTSA) increased its activities in support of the school eight years ago. It currently maintains many of the school's communications including the weekly Bullhorn e-newsletter, the quarterly *Bulldog Bytes* newsletter, and the school website. In addition, the PTSA Grant Program provides grants totalling more than \$60,000 annually to fund classroom materials, purchase technology, and support the school's sports and arts programs in order to enrich the school experience for all students. In addition, an on-site parent liaison provides services which reach approximately 50% of Tech families, including family coaching for high conflict relationships, teleseminars, a Yahoo group, weekly office hours for parents, and Tech Parent University (TPU), which held seven parent engagement workshops last year serving approximately 237 families on topics such as the joy of raising teens, substance and alcohol abuse, learning differences, and how to talk to teens. These services are advertised through robocalls, a text message service, and on campus posters.

Since 2003, La Clinica de la Raza has cooperated with OUSD and Oakland Tech to provide staffing for a health clinic on Oakland Tech's campus — the TechniClinic. The TechniClinic serves up to 700 students each year with health education, counseling, and medical services. The Alameda County Food Bank's Backpack Program provides identified students from food insecure families with non-perishable food every two weeks. Other active community organizations, including California ACORN, the East Bay Asian Youth Center, Vision to Learn, and the Lincoln Child Center also support various interventions for students.

e. Community Foundation Programs

In Oakland, the Marcus Foster Education Fund, established in 1973 by a dynamic OUSD Superintendent and later named in his honor, has provided support for student projects and clubs over the years and has organized scholarships for Oakland Tech graduates. Other foundations in the Bay Area that have added

their support to Oakland Tech students include the following: the Oakland Fund for Children and Youth, the Kaiser Community Fund, the Port of Oakland Friends & Employees, the Clorox Company Foundation and Employees, the San Francisco Foundation, the East Bay Community Foundation, the Rogers Family Foundation and many other local and national foundations.

f. School/Business Relationships

Particularly through its school-to-career pathways, Oakland Tech has established many productive relationships with local businesses. Intel has supported the school's Computer Academy by providing computers and extended learning opportunities for students. In addition, Cisco Corporation provides paid summer internships and field trips for students in the Computer Academy. The Fashion, Art, and Design Academy (FADA) has a long term relationship with California College of the Arts (CCA) and has worked closely to develop and implement CCA exhibition and performance events that feature academy students' creative work. The CCA "ENGAGE" program provides teaching artists and mentors. The Health and Bioscience Academy works with Kaiser Hospital and Children's Hospital of Oakland, welcome students on field trips and provide paid summer internships for students. The Bechtel Corporation provides generous scholarship and operational support to the school's Engineering Academy. A local coalition of businesses — Biotech Partners — has worked with Oakland Tech to establish and help fund a Biotech program on campus that provides special lab classes and summer internships. In addition, the school partners with companies like Macy's to offer all students, regardless of pathway participation, jobs and internships for course credit through the Outside Work Experience program led by Oakland Tech's Career Based Learning Liaison.

2. Staff Description

Oakland Tech has 105 teachers, including 71 permanent, 24 probationary, and 10 temporary. Of these teachers, 55 (52.4%) are female and 50 (47.6%) are male. 17 teachers at Oakland Tech (16.2 %) are Special Education teachers. As illustrated in **Figure # 8**, the majority of Oakland Tech teachers are White, while 19% of the teachers are African American and 13.3% are Asian. **Figure # 8** shows the salary step of teachers, which serves as a proxy for years of teaching experience. While approximately 33% of Oakland Tech's teachers have 1-5 years of experience, more than 50% of teachers have been teaching for more than 10 years (Source: OUSD Intranet, 2017). Oakland Tech is one of OUSD's most sought after campuses for teacher employment. This is evidenced by teacher retention rates that average around 86% over the last decade, considerably higher than the district average of 76% (Source: OUSD Intranet, 2016).

OUSD instituted a Co-Principal model for large high schools in the 2016-17 school year. Staci Morrison, has been part of the administrative team for eleven years and became Principal in 2013. In 2016, Josue Diaz was added as a second principal after six years at Tech as a science teacher and Assistant Principal. In addition to the Co-Principals, the administrative team consists of four Assistant Principals and two Teachers on Special Assignment. In addition, Oakland Tech benefits from 4 Counselors, 2 Psychologists, 1 Speech Therapist, 1 College and Career Readiness Coordinator, 1 Pathway Coach, 1 Work-Based Learning Site Liaison, 1 Restorative Justice Coordinator, 1 Community Schools Director, 1 Restorative Justice Intervention Specialist, 1 Lifeguard, 2 School Nurses, 1 School Treasurer, 6 School Security Officers, 2 Social Workers, 29 Special Education Support Staff (Intervention Specialists, Paraprofessionals, and Instructional Aides), 2 Substitute Special Ed Support aides, 5 Student Support Specialists, 2 Office Staff, 2 Administrative Assistants, 1 Business Manager, 2 Attendance Specialists, 1

Athletic Director, 1 Textbook Clerk, 1 Recorder, 7 Custodians, and 1 Food Services Manager.

Figure # 7 - Teacher Ethnicity

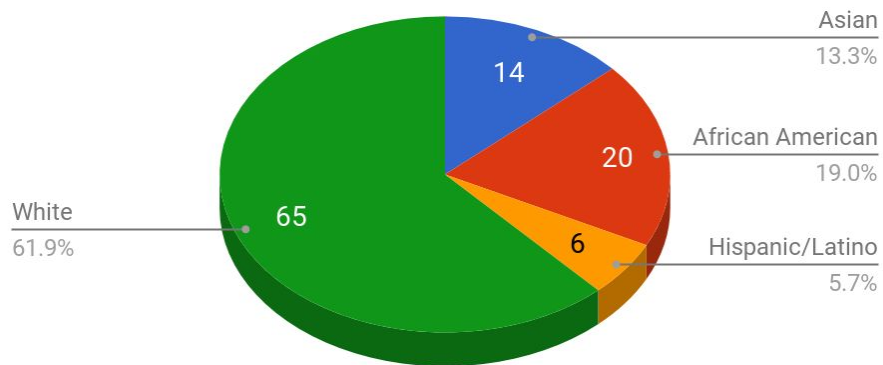
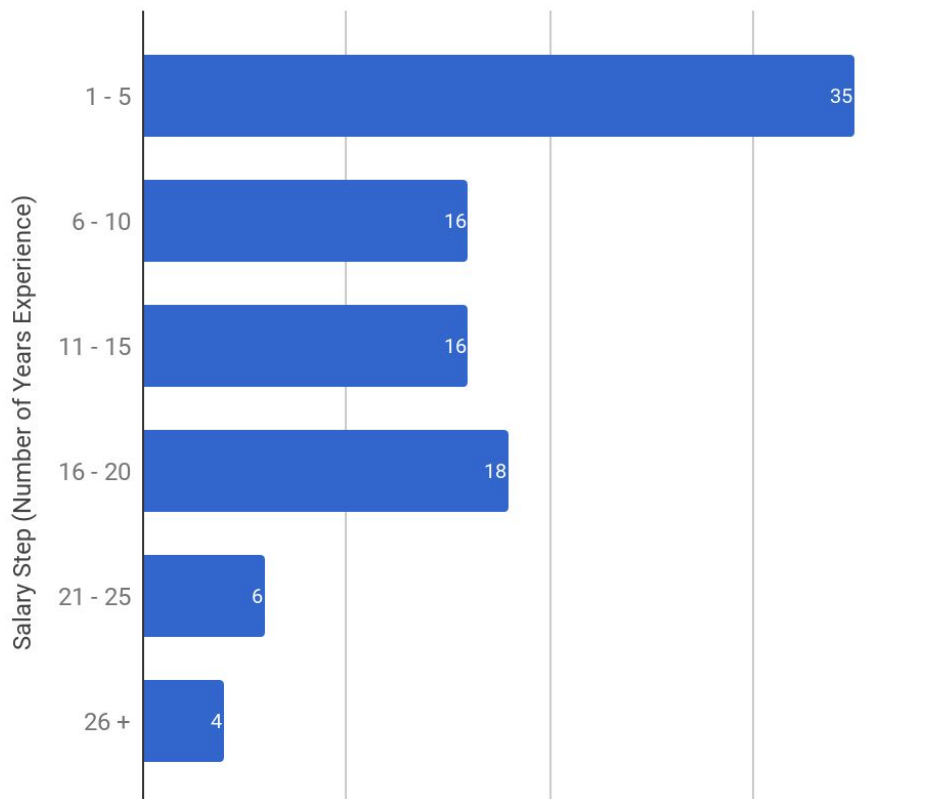


Figure # 8 - Teacher Salary Step



Source: OUSD Data Dashboard (2017)

3. ACS WASC Accreditation History for School

a. School Purpose

Oakland Tech's vision is:

Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college and career ready.

The vision was further delineated during the summer of 2017 in order to better align the school's focus on improving equity and the district-wide transition toward a college-to-career pathway model.

This following vision statement was created based on the SPSA, the LCAP and student data during the administrator retreat and modified based on ILT and staff input in August.

Oakland Tech's School-wide Learning Goals are as follows:

As a result of the education they receive at Oakland Tech, all students will become ...

- **Effective communicators** who demonstrate proficiency in writing, reading, listening, speaking and presenting.
- **Skillful users of technology** who access, organize, process and evaluate information in both traditional and digital formats from a variety of sources.
- **Problem-solvers** who use algebra and other mathematical strategies to solve both theoretical and real-world problems.
- **Active participants in a career-building/college-going culture** who possess a toolkit of skills and information that leads to college admission and entry to interesting careers.
- **Contributors to the local and global community** who live with integrity, show respect for others and exhibit good citizenship.

In 2008, staff reviewed the school's Expected Schoolwide Learning Results and decided to rework them to become a new set of Schoolwide Learning Goals. Work is still being done to ensure that these are visible in classroom instruction within the standards-based curriculum across subject areas. These schoolwide Learning Goals were also selected based on data that shows the persistence of achievement gaps. In 2017, a global component was added to the fifth schoolwide learning goal in order to address students' positions as worldwide citizens in our globalized world.

In addition, in 2013 Oakland Tech officially launched its Community School Pillars. The pillars are a result of REAL HARD's classroom culture campaign held in the 2010-2011 school year. REAL HARD organizers hosted student forums and teacher focus groups to analyze what was and what was not working in Oakland Tech's classrooms. Through a collaborative process with students, school administration, staff and community partners, the following values were adopted to articulate a shared vision for culture and climate.

Figure #9 - Oakland Tech's PILLARS



b. Brief History of Past ACS WASC Accreditations

In 2009, Oakland Tech received a six-year accreditation with a one-day revisit. The follow-up process began immediately after the visit of the Visiting Committee in March 2009. The recommendations and commendations of the revisit Visiting Committee in April 2012 were incorporated into the follow-up process as it continued for the 2015 self-study.

At the start of the 2013-14 school year, OUSD launched a School Quality Review (SQR) program for each of its six comprehensive high schools. Part of the idea behind this effort was to provide the high schools with the data necessary to prepare a self-study for the accreditation process. The SQR was supposed to be completed by the early spring of 2014. Oakland Tech was the only high school in OUSD going through accreditation in the spring of 2015, so the school was hopeful and appreciative of the promise of the SQR. However, in February of 2014, the SQR leadership changed, and Oakland Tech was told there would be a delay in getting the data together. The school was first promised a report in March, then April, and then May. Pending receipt of the SQR from the District, the school postponed forming its focus groups. The 2013-14 school year thus ended with no SQR, a few focus group meetings and little self-study development.

Over the summer of 2014, the SQR was finally completed and the Oakland Tech Focus Groups began meeting when school started for the 2014-15 school year. The Focus Groups met several times throughout the fall semester, and each drafted its part of the school's self-study. These drafts were given to the Assistant Principals for editing and subsequently given to the self-study coordinator, another Assistant Principal. The self-study document was completed by February of 2015 in preparation for the March WASC Visiting Committee visit. However, the assigned WASC visiting committee feared the atmosphere of social concern after the events in Ferguson, Missouri and postponed their visit from March to April and then to May. Ultimately, the WASC Commission decided to forgo the visit entirely for the spring of 2015 and reschedule for late September of 2015. A new WASC visiting committee and chair

were selected, although two of the original team members were able to participate on the new committee.

On the basis of the recommendation of the 2015 WASC visiting committee, the WASC Commission gave Oakland Tech two-year probationary accreditation status. The visiting committee stated the following in their report: “The school made an attempt to combine the site’s Focused Annual Plan (FAP), LCAP and Single Plan for Student Achievement (SPSA) into a school-wide action plan, but it was significantly incomplete. For the bulk of recommendations from the 2009 WASC Visiting Committee Report, the results are only “ongoing.” The three priority areas identified are Academic Discussion and SRI, Campus Climate and Attendance, and Career Readiness. However, the specific tasks, resources, persons responsible, and timelines are yet to be identified for all three priority areas” (*Source: Report of the Visiting Committee, 2015*).

c. Refinements

During the 2015-16 school year, the Pathway Coach, the administrative team, the Instructional Leadership Team (ILT) and Pathway Design Teams fleshed out the SPSA based on the areas of growth identified by the WASC visiting committee, with a special focus on Measure N planning and quality pathway development. Throughout the year, student achievement data, surveys from 11th and 12th graders who were not part of a pathway and the previous year’s California Healthy Kids Survey informed conversations with the whole staff, student groups, CSSC and the community around high quality pathways, master scheduling changes and equity issues. These conversations took place through focus group meetings, a whole staff retreat, buyback days, staff meetings, two drop in Q & A sessions, PTSA meetings and staff surveys. In conjunction with this effort, the Administrative Team worked to revamp the Schoolwide Action Plan to include the 19 areas of growth identified by the 2015 WASC Visiting Committee, as well as specific action steps, persons responsible, appropriate timelines and means of assessing level of completion.

Since the start of the 2016-17 school year, the SPSA has been used as a guiding document to record goals, analyze data and monitor progress, both as a whole school and for individual pathways. Tech’s SPSA now includes a tab for each existing pathway, as well as a tab where each pathway completes an annual self-assessment. The SPSA tool is a living document used frequently by pathway design teams, ILT, and the Administrative Team to guide decision making and data analysis. In addition, the Schoolwide Action Plan is a complete document which reflects both the SPSA and the 19 WASC areas of growth identified in 2015. The Administrative Team has recorded progress towards these goals using a color-coded system and responsible persons have been updated according to personnel changes. With this said, in the coming years the administration hopes to condense the action plan to focus more clearly on instructional goals.

4. Program Improvement Status of School

a. History

Oakland Tech met its target API for each subgroup of students during 2011-2013, the last three years API scores were awarded, as illustrated in **Figure #10**. African American and Latino students had the lowest API scores, but they met their growth targets each year. Asian students had the lowest growth targets and continued to show growth. White students had the highest API scores overall. In 2011 and 2012, the API scores of White students decreased, yet remained the highest of all student groups. In addition, the target for Tech’s socioeconomically disadvantaged students was met over three years. Although Oakland

Tech's statewide API ranking increased over the years, the shift in demographics of the student population placed it in a new group of similar schools. Therefore, Oakland Tech's ranking with a group of similar schools remained a 2.

Figure # 10 - API Scores 2011-13

	2013				2012				2011			
Significant group	2012 Base	2013 Growth	2012 - 2013 Growth Target	Met Target	2011 Base	2012 Growth	2011 - 2012 Growth Target	Met Target	2010 Base	2011 Growth	2010 - 2011 Growth Target	Met Target
All Students	723	737	5	Yes	706	723	5	Yes	685	707	6	Yes
African American (not of Hispanic Origin)	610	628	10	Yes	591	610	10	Yes	562	592	12	Yes
American Indian or Alaska Native	N/A				N/A							
Asian	799	806	1	Yes	789	799	5	Yes	784	789	5	Yes
Filipino	824	844	No target		798	824	No target		NA	798		
Hispanic or Latino	654	666	7	Yes	639	654	8	Yes	670	639	7	No
Pacific Islander												
White (not of Hispanic origin)	896	900	A	Yes	906	896	A	Yes	922	906	A	Yes
Socioeconomically Disadvantaged	643	660	8	Yes	633	643	8	Yes	625	633	9	No

Source: California Department of Education (2017)

Figure # 11 - School Ranking and Similar Schools Ranking

Year	Statewide Ranking	Similar Schools Ranking
2012	4	2
2011	3	2
2010	3	3

Source: California Department of Education (2017)

b. Timeline

Oakland Tech was placed on Program Improvement Status in 2005-2006. The school's current status is Program Improvement, Year 5. Since No Child Left Behind was repealed in 2015, this status has

remained unchanged.

c. Program Review

Following the passage of the Every Student Succeeds Act in place of No Child Left Behind, the California Department of Education adopted a new method of evaluating school quality across the state that includes multiple measures of student performance. The California Local Control Funding Formula (LCFF) Evaluation Rubric is composed of two sets of measures - six state and four local. Three of the six state measures are currently publicly available for high schools: suspension rates, English Learner progress, and graduation rates as seen in **Figure # 12 - Figure # 15**.

The 2017-18 Local Control Accountability Plan (LCAP) outlines district-wide areas of strength and areas of improvement, based on data from the LCFF rubrics and local data, and provides strategic direction to increase annual outcomes and achievement for student groups showing significant performance gaps. According to LCFF Evaluation Rubrics, Oakland Tech's areas of greatest progress are in line with those of the OUSD School District as a whole. Graduation rates are continuing to increase, along with even greater increases in "A-G" course completion, including for our African American, Latino, English Learner, Special Education, Foster and Low Income students. OUSD attributes these gains to the expansion of quality Linked Learning Pathways, the expansion of A-G course offerings, and an increase in culturally relevant course content. Oakland Tech's graduation rate of 88.7% is considerably higher than the district average of 72%. In addition, suspensions continue to decline both at Oakland Tech and across the district, as schools increase alternatives to suspension. Restorative practices, Positive Behavior Intervention Systems (PBIS) and target supports for our African American students, other students of color and our special needs students who are most likely to experience out-of-school suspensions have helped decrease suspension rates.

With this said, Oakland Tech's English Learner progress status is rated as "red" and "very low" by the LCFF Rubrics, with a decline of 11.6% between 2011 and 2014. Even so, English Learners' graduation rates are reported at 76.9% with an 8.4% increase between 2011 and 2014, as compared to a 58.4% graduation rate district-wide. The increase in EL's graduation rates at Oakland Tech suggests that although EL students are not reclassifying at a high enough rate, they are increasingly able to succeed in classes required for graduation due to culturally relevant pedagogy, Specially Designed Academic Instruction Delivered in English (SDAIE) and strong scaffolding in mainstream classes and in our ELD program. In addition, Oakland Tech's EL population is relatively small at only about 6% of the student population.

Figure # 12 - California Department of Education Oakland Technical High School Status and Change Report

State Indicator	All Students Performance	Status	Change
Suspension Rate		Medium 3.1%	Declined -1.5%
English Learner Progress		Very Low 50.7%	Declined Significantly -11.6 %
Graduation Rates		Medium 88.7%	Increased +3.6%

Figure #13 - Suspension Rate State Indicator Report

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2014-15 Suspension Rate	CHANGE - Difference between 2014-15 Suspension Rate and 2013-14 Suspension Rate	Number of Students Suspended in 2014-15	Number of Students Enrolled in 2014-15	Number of Students Suspended in 2013-14	Number of Students Enrolled in 2013-14
All Students	Green	Medium	Declined	3.1%	-1.5%	66	2,112	100	2,146
English Learners	Orange	Medium	Increased	3.9%	1.5%	5	130	4	170
Socioeconomically Disadvantaged	Green	Medium	Declined Significantly	4.6%	-2.1%	57	1,231	80	1,188
Students with Disabilities	Yellow	High	Declined Significantly	8.6%	-5.4%	23	268	35	251
American Indian or Alaska Native	None	*	*	*	*	*	6	*	7
Asian	Blue	Very Low	Declined	0.3%	-0.5%	1	377	3	372
Black or African American	Green	Medium	Declined Significantly	5.7%	-4.7%	41	715	81	780
Filipino	None	Very Low	Maintained	0.0%	0.0%	0	29	0	26
Hispanic or Latino	Orange	Medium	Increased	3.5%	1.5%	14	401	8	401
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	8	0	11
Two or More Races	Green	Medium	Declined Significantly	1.6%	-7.8%	1	63	5	53
White	Orange	Medium	Increased	1.7%	1.2%	8	482	2	471

Figure #14 - English Learner Progress State Indicator

Student Group	Color	Status Level	Change Level	Percent - Current Year Status	Change	Number of students tested in 2014-15	Number of students tested in 2013-14	Number of students RFEP'd in 2013-14	Number of students RFEP'd in 2012-13	Number - Current Year Status
English Learners	Red	Very Low	Declined Significantly	50.7%	-11.6%	140	156	10	11	76

Figure #15 -Graduation Rate State Indicator

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2014-15 Graduation Rate	CHANGE - Difference between 2014-15 graduation rate and prior 3-year average	Number of 2014-15 cohort graduates	Total number of 2014-15 cohort students	Number of students who graduated in prior 3 years	Total number of students in prior 3 years	PRIOR STATUS - 3-year graduation rate average	Number of 2013-14 cohort graduates	Total number of 2013-14 cohort students	2013-14 Graduation Rate
All Students	Green	Medium	Increased	88.7%	3.6%	384	433	1,046	1,230	85.0%	385	447	86.1%
English Learners	Yellow	Low	Increased Significantly	76.9%	8.4%	40	52	113	165	68.5%	45	62	72.6%
Socioeconomically Disadvantaged	Green	Medium	Increased Significantly	88.2%	6.2%	255	289	674	822	82.0%	244	297	82.2%
Students with Disabilities	Yellow	Low	Increased Significantly	75.4%	17.6%	46	61	81	140	57.9%	35	56	62.5%
American Indian or Alaska Native	None	*	*	*	*	*	2	*	6	*	*	3	*
Asian	Green	High	Increased	93.2%	4.3%	82	88	233	262	88.9%	84	91	92.3%
Black or African American	Yellow	Low	Increased	83.9%	4.0%	125	149	353	442	79.9%	117	145	80.7%
Filipino	None	*	*	*	*	*	3	11	12	91.7%	*	5	*
Hispanic or Latino	Green	Medium	Increased Significantly	88.3%	5.1%	53	60	184	221	83.3%	72	87	82.8%
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	3	*	9	*	*	5	*
Two or More Races	None	High	Increased	93.3%	4.4%	14	15	16	18	88.9%	*	10	*
White	Green	High	Maintained	91.7%	-0.7%	100	109	233	252	92.5%	89	97	91.8%

Source: California Department of Education, Status and Change Report (2017)

In addition, Oakland Tech makes use of data on local indicators of student success. **Figure #16 - # 23** provide information on SBAC scores. Oakland Tech's ELA and math scores are far higher than district averages. In 2016-17, 59.3 % of Tech's 11th graders met or exceeded standards in ELA and 28.3% of Tech's 11th graders met or exceeded standards in math, as compared to 38.4% and 15.2% of 11th graders district-wide, respectively. However, there are still large achievement gaps in both ELA and math, particularly among African American and EL students. Only 39% of African American students met or exceeded standards in ELA and only 8.9% met or exceeded standards in Math, as compared to 69.9% of White students in ELA and 39.4% in Math. In addition, 77.8% of EL students tested at performance level "standards not met" in ELA 77.8% and 81.3% in Math, though IFEP and RFEP students do achieve in both English and Math at much higher levels.

SBAC Performance Level

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Figure # 16 - SBAC ELA Schoolwide Comparison Data 2014-17

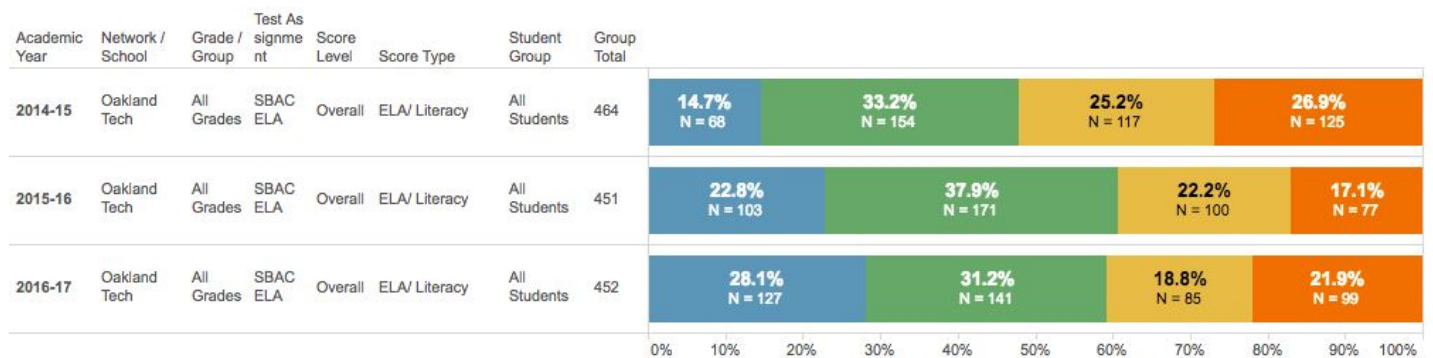


Figure # 17 - SBAC ELA Data by Ethnicity 2016-17



Figure # 18 - SBAC ELA Data by Language Proficiency Status 2016-17



Figure # 19 - SBAC ELA Data by Free & Reduced Lunch Status 2016-17

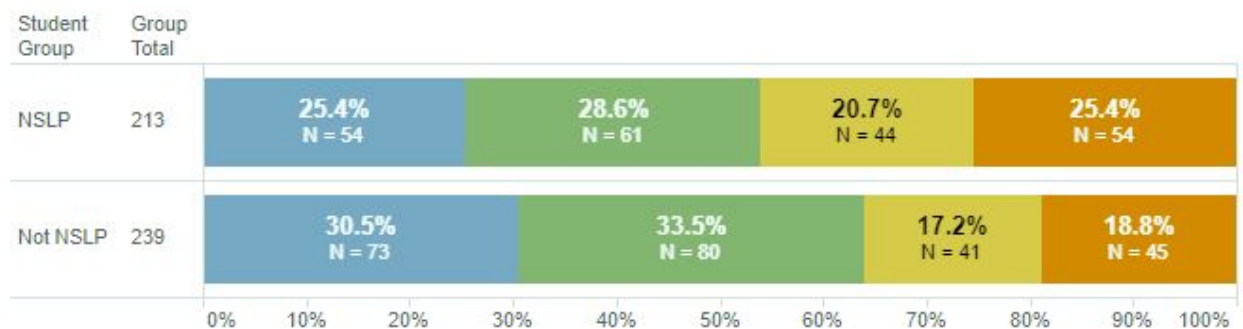


Figure # 20 - SBAC Schoolwide Math Comparison Data 2014-17

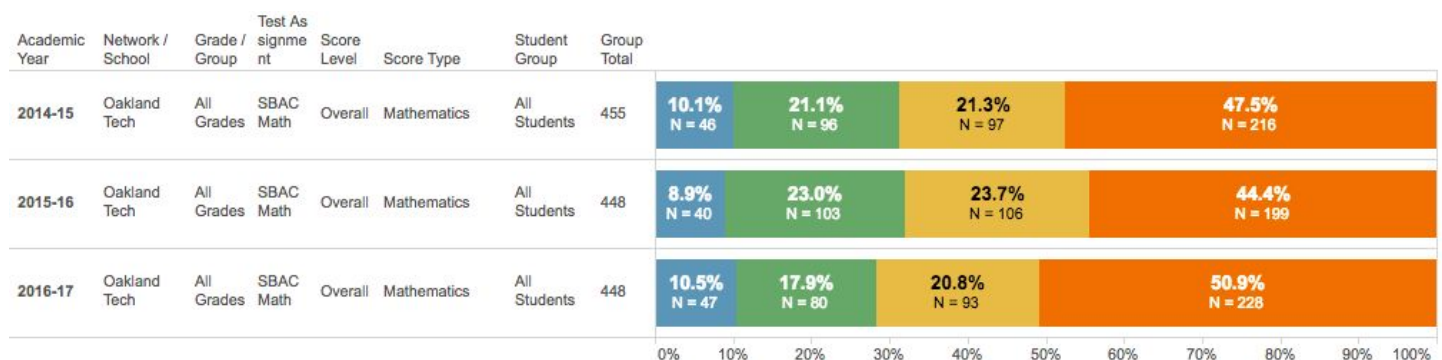


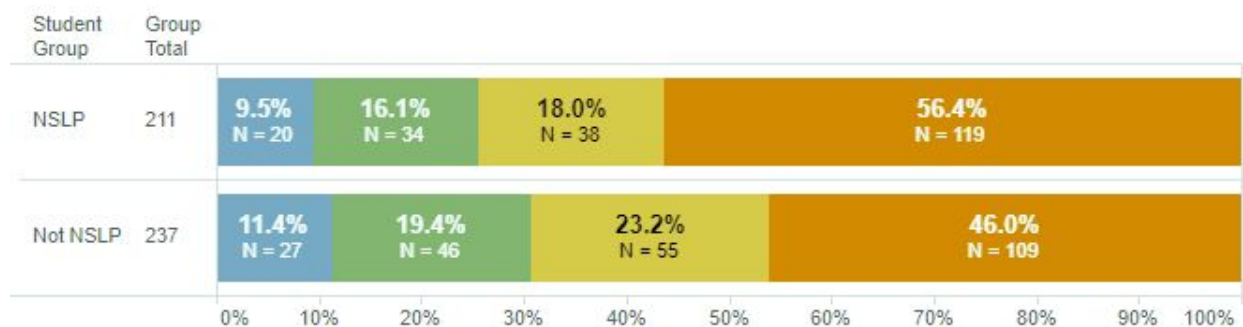
Figure # 21 - SBAC Math Data by Ethnicity 2016-17



Figure # 22 - SBAC Math Data by Language Proficiency Status 2016-17



Figure # 23 - SBAC Math Data by Free & Reduced Lunch Status 2016-17



Source: OUSD Data Dashboards (2017)

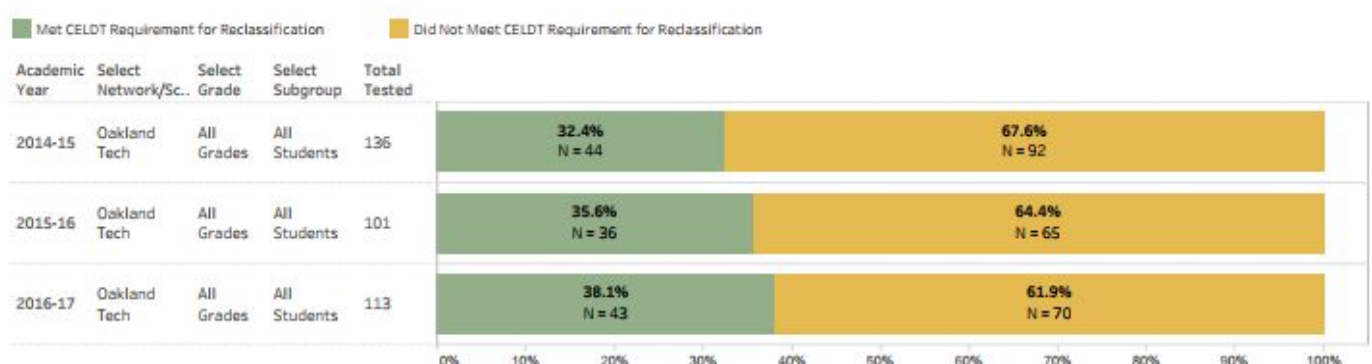
Figures #24 - Figure #25 show CELDT progress at Oakland Tech. The majority of EL students who were tested fall in the intermediate to early advanced range of language ability, with a considerable number of students still falling in the beginning to early intermediate range and only a small handful of students in the advanced category. Only 38.1% of students met CELDT requirements for reclassification in 2016-17, though this is a slight improvement from 32.4% in 2014-15.

Figure #24 - CELDT Number & Percent of Students at Each Performance Level 2013-17

	# of Students Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
2013-2014	165	43 (26.0%)	10 (6.0%)	31 (19.0%)	61 (37.0%)	20 (12.0%)
2014-2015	141	26 (18.0%)	20 (14.0%)	46 (33.0%)	41 (29.0%)	8 (6.0%)
2015 -2016	90	17 (19.0%)	15 (17.0%)	24 (27.0%)	23 (26.0%)	11(12.0%)
2016- 2017	110	19 (17.0%)	19 (17.0%)	28 (25.0%)	35 (32.0%)	9 (8.0%)

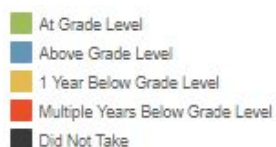
Source: California Department of Education, Assessment School Report (2017)

Figure #25 - Students Meeting CELDT Requirement for Reclassification



Source: OUSD Data Dashboards (2017)

Figure # 26 and Figure # 27 exhibit Scholastic Reading Inventory (SRI) data for Oakland Tech. All students take the SRI three times a year in their English classes and many students show growth over time. Administration of the SRI in the fall of 2017 shows that 65.5% of the students tested are at or above grade level readers, as compared to 53.3% in the fall of 2015. With this said, significant achievement gaps exist when comparing Tech’s Asian and White students’ scores with those of African American, Latino, Pacific Islander, and Filipino students.



Source: OUSD Data Dashboards (2017)

Figure # 26 - SRI Fall Administration Data 2015-17

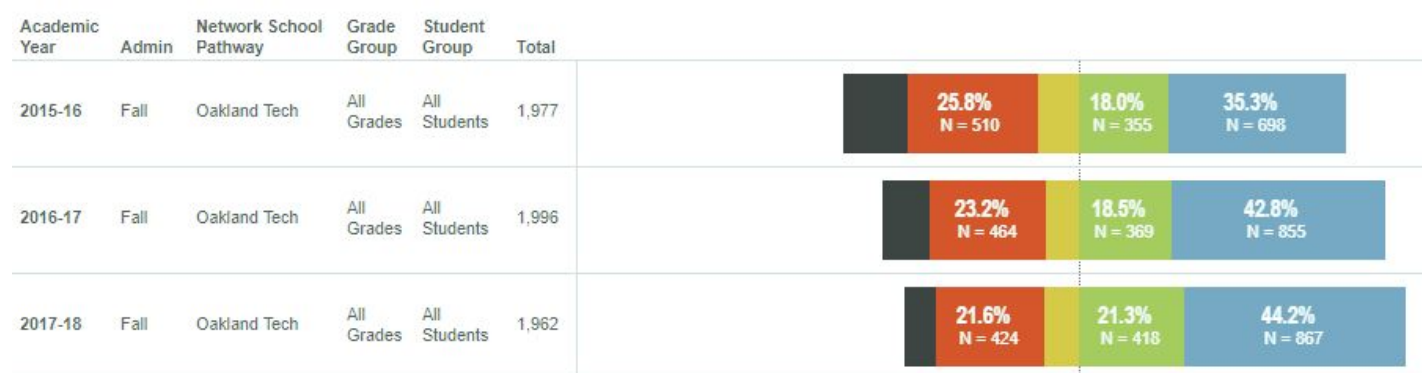
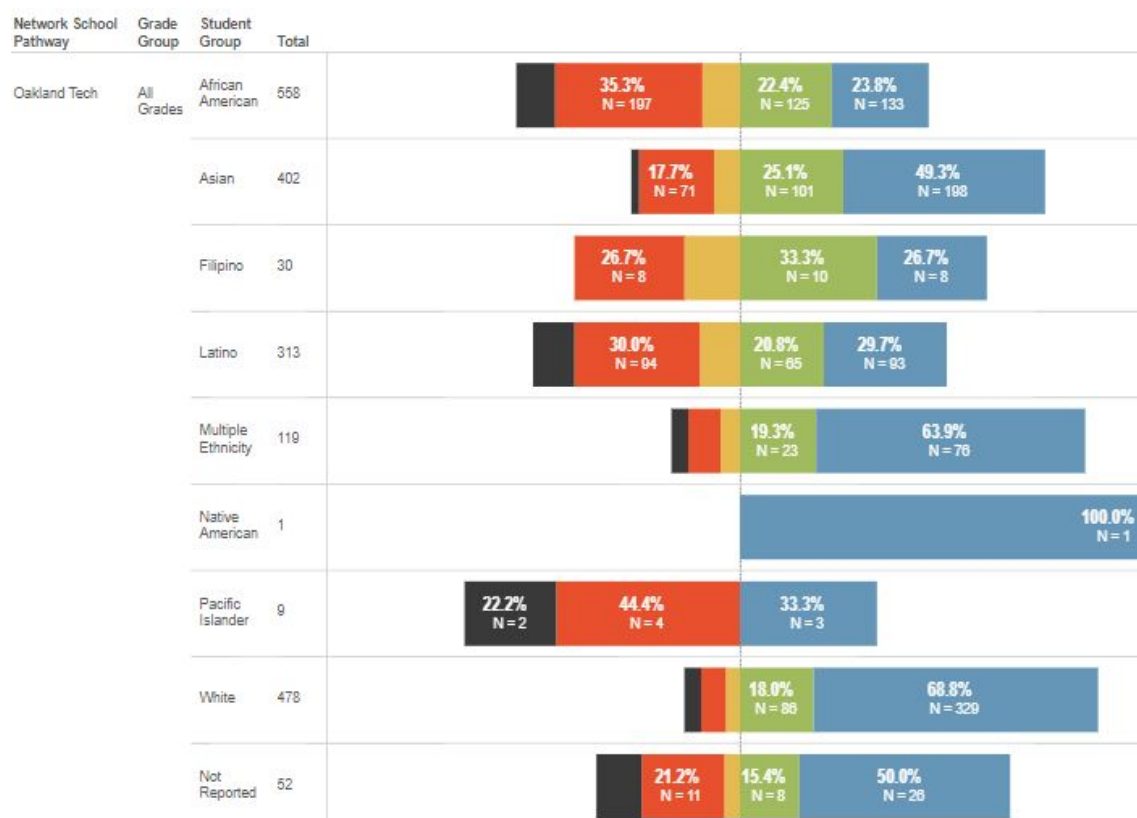


Figure #27 - SRI Administration Data by Ethnicity Fall 2017



Figures #28 - Figure # 32 display Oakland Tech’s SAT scores. Oakland Tech’s scores in critical reading, math and writing are all considerably higher than district and state averages. State averages for 2015-16 were 484 in Reading, 494 in Math, and 477 in writing, as compared to 525 in Reading, 527 in Math, and 522 in writing for Oakland Tech 12th graders. In addition, Tech’s averages in all three areas of the SAT have shown considerable growth over time suggesting a student body that is better prepared for college. There are still achievement gaps with Latino, African American and low-income students, but 2016-17 also marked considerable college readiness gains for each of these underserved groups as demonstrated in **Figures #30, #31, and #32**.

Figure # 28 - SAT Scores

	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
2010-11	371	213	57.41	475	486	486	87	40.8
2011-12	402	263	65.42	497	511	492	129	49.0
2012-13	381	254	66.67	507	511	500	130	51.2
2013-14	442	277	62.67	505	508	502	140	50.5
2014-15	450	308	68.44	515	520	503	168	54.6%
2015-16	469	325	69.29	525	527	522	179	55.1

Source: California Department of Education DataQuest (2017)

Figure # 29 - 12th Grade SAT College Readiness

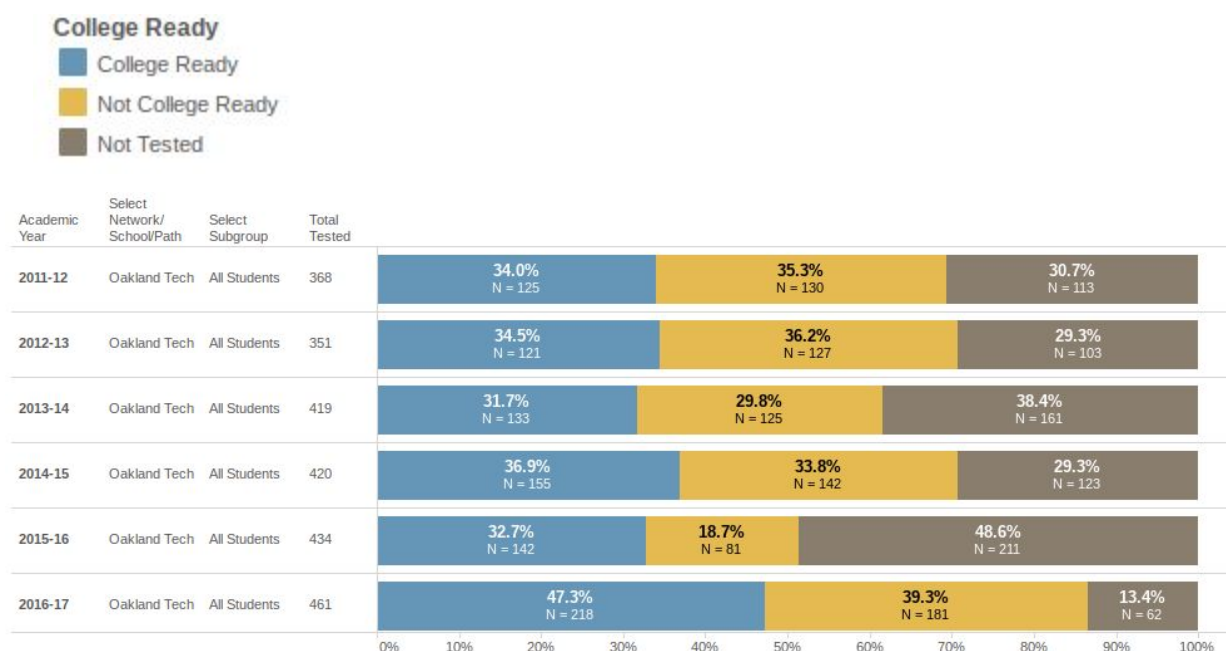


Figure # 30 - 12th Grade SAT College Readiness for African American Students

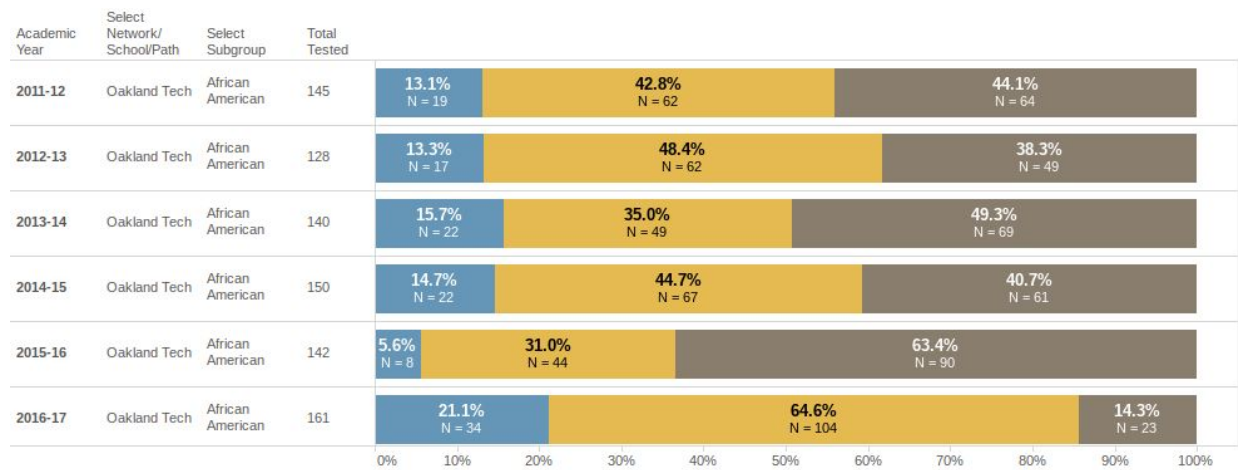


Figure #31 - 12th Grade SAT College Readiness for Latino Students

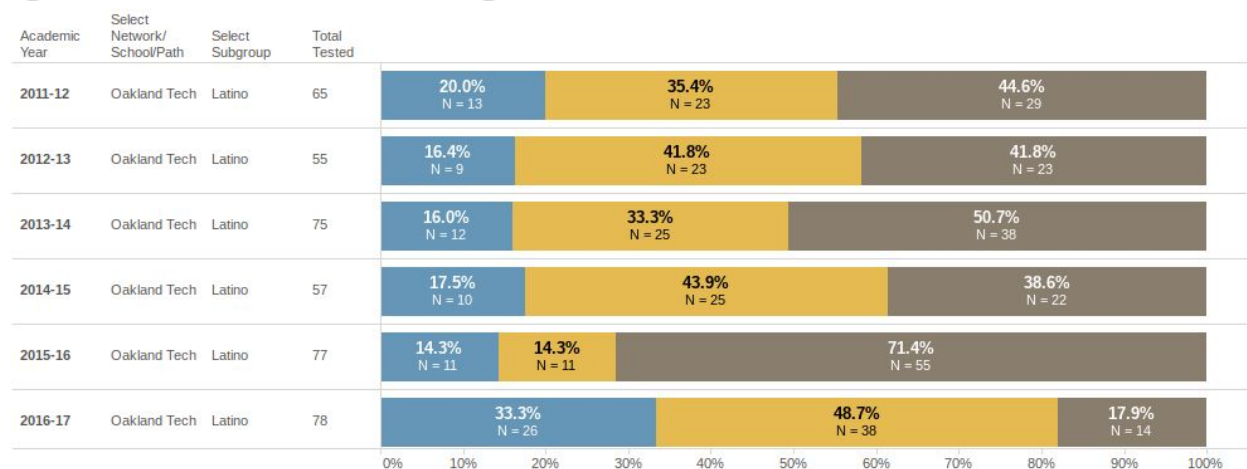
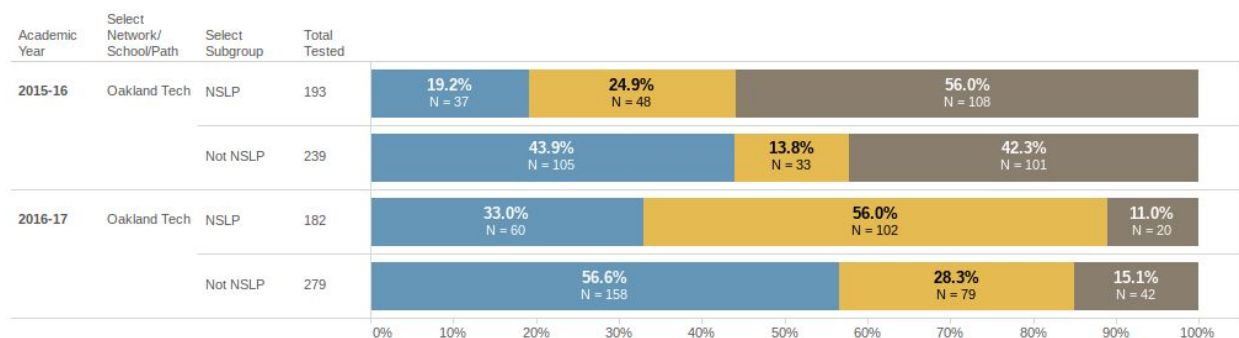


Figure # 32 - 12th Grade SAT College Readiness by Free & Reduced Lunch Status



Source: OUSD Data Dashboard (2017)

Figure # 33 shows Oakland Tech's ACT scores. A smaller percentage of Tech students take the ACT

than the SAT, but the 2015-16 school average score of 23.5 is higher than both the district average of 18.25 and the state average of 22.

Figure #33 - ACT Scores

	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score >= 21 Number	Score >= 21 Percent
2010-11	371	87	23.45	21.25	45	51.72
2011-12	402	170	42.29	21.37	85	50
2012-13	381	160	41.99	21	82	51.25
2013-14	442	171	38.69	22.5	103	60.23
2014-15	450	188	41.78	22.25	108	57.54
2015-16	469	196	41.79%	23.5	125	65.82%

Source: California Department of Education DataQuest (2017)

Figure # 34 - Figure # 38 illustrate Oakland Tech’s AP scores. 35.9% of Oakland Tech’s students are enrolled in at least one AP course in 2016-17, with 7.7% of students taking 3 or more AP courses. In addition, 96.5% of students enrolled in APs passed at least one AP classes with a C or better in 2016-17 and 94.1% of students taking AP exams passed at least one with a 3 or better. Moreover, a “5” is the score received with the single highest frequency on AP tests, as demonstrated by **Figure # 34**. However, there are far fewer African American and Latino students in enrolled in AP classes and passing AP tests than White and Asian students, despite efforts to mitigate achievement gaps across campus.

Figure # 34 - AP Scores

	Grade 10- 12 Enrollment	Number Tested	AP Score = 1	AP Score = 2	AP Score = 3	AP Score = 4	AP Score = 5
2013-14	1,526	389	81	117	149	179	191
2014-15	1,512	399	80	107	159	186	177
2015-16	1,489	376	78	102	174	172	193

Source: California Department of Education DataQuest (2017)

Figure # 35 - Students Enrolled in 1 or More AP Course by Ethnicity

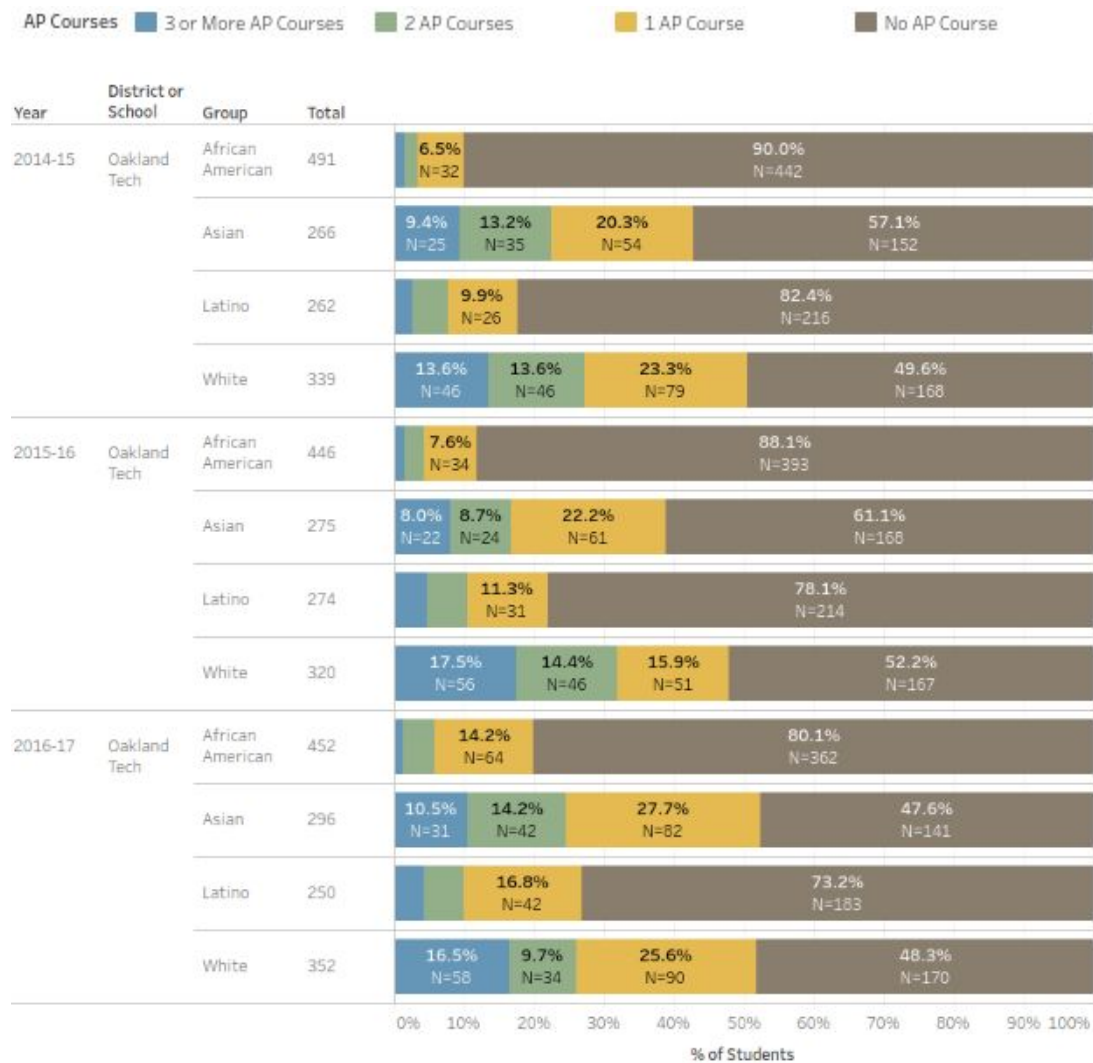


Figure # 36 - Students Passing at Least One AP Exam by Ethnicity

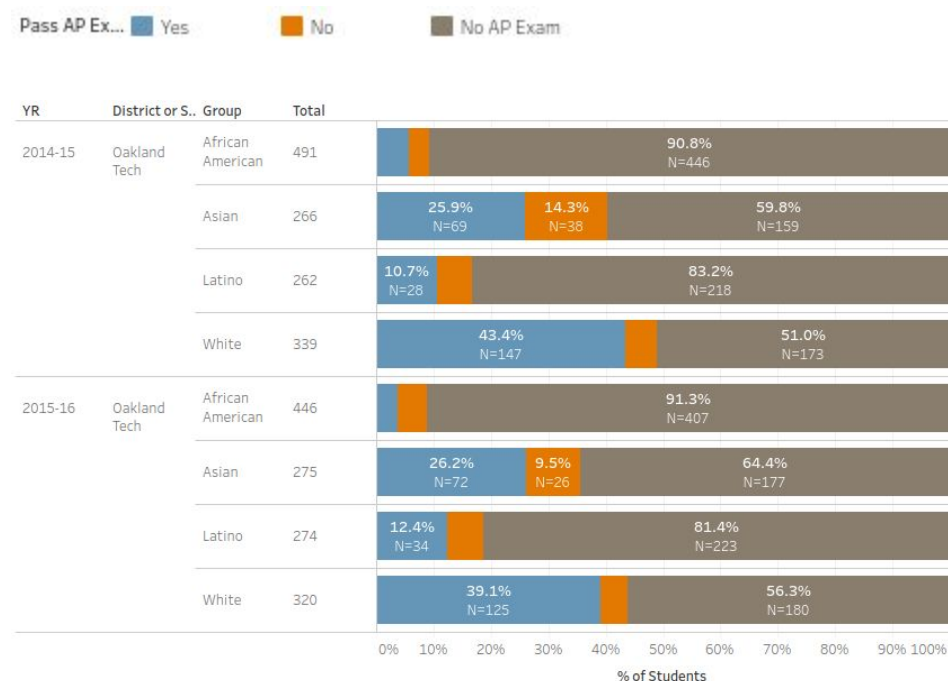


Figure # 37 - Students Passing at Least One AP Class with a C or Better by Ethnicity

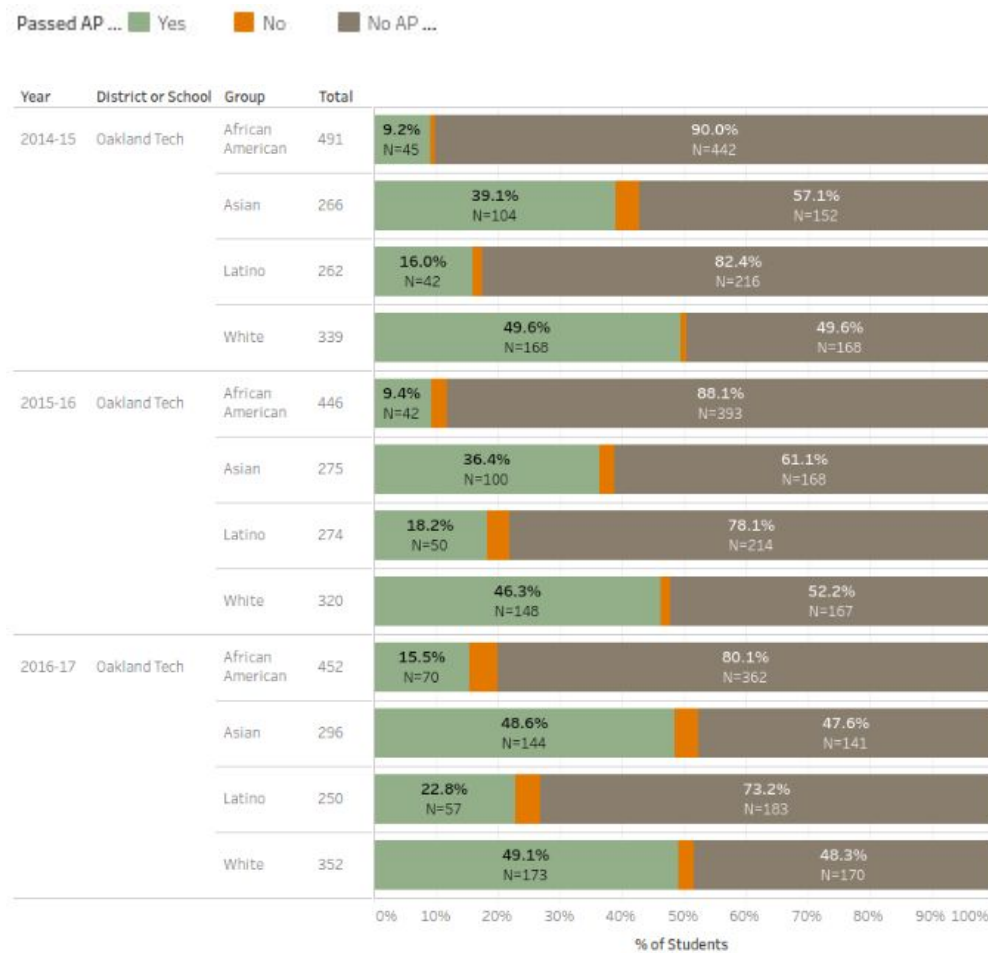
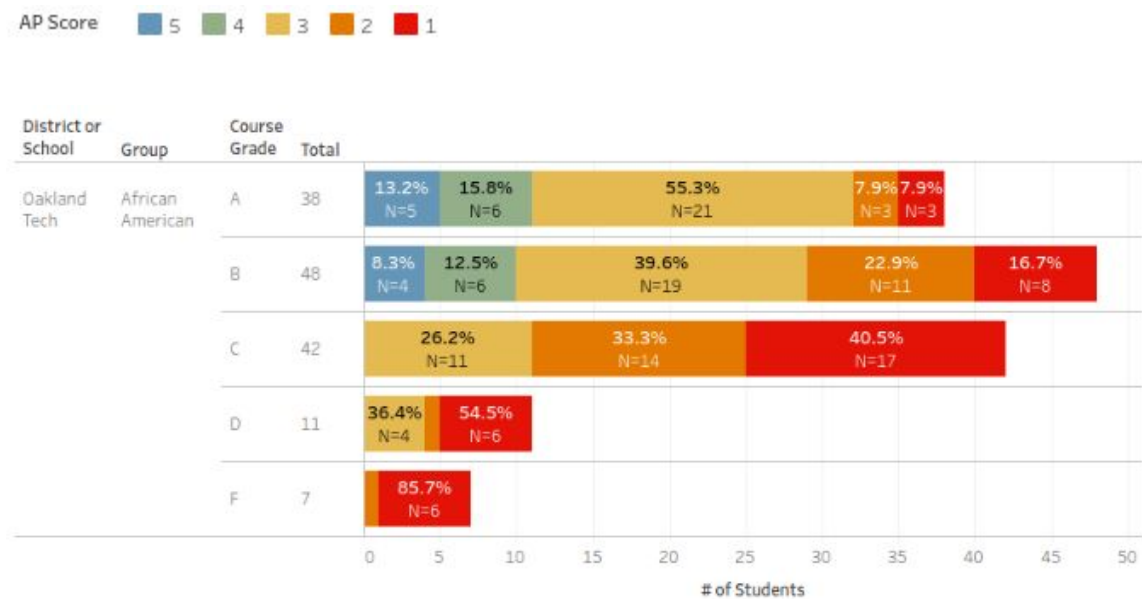


Figure # 38 - 2015-16 Complete Course Grade/AP Result by Ethnicity





Source: OUSD Data Dashboards (2017)

Figure #39- Figure #40 illustrate the number of students meeting the University of California A-G eligibility requirements. Most students who graduate from Tech are A-G eligible, with Asian and White students completing requirements in the greatest percentages.

Figure # 39 - A-G Eligibility of 12th Grade Graduates

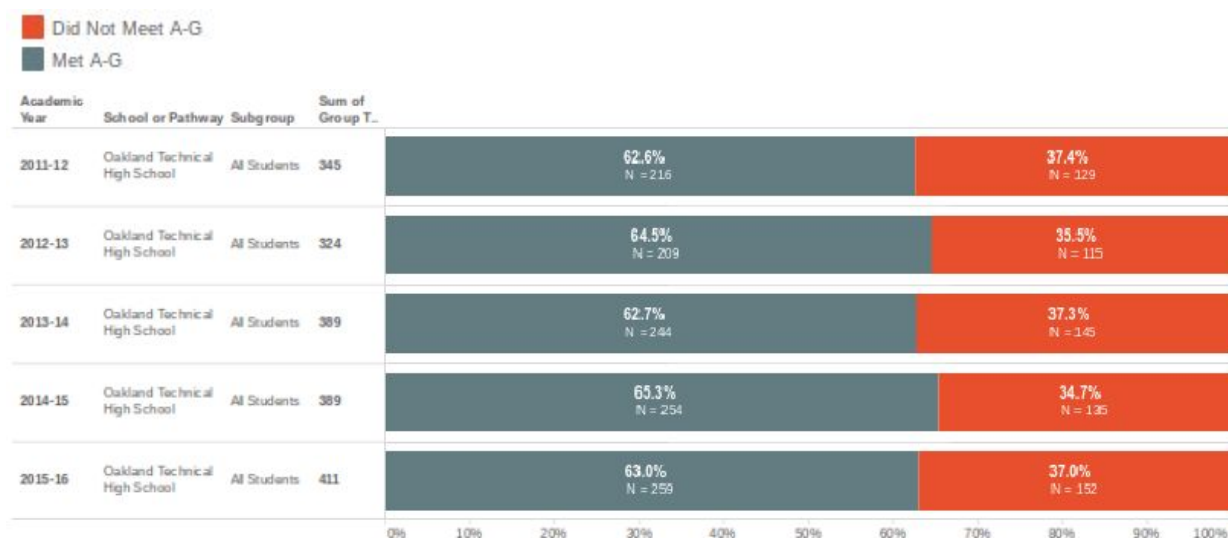
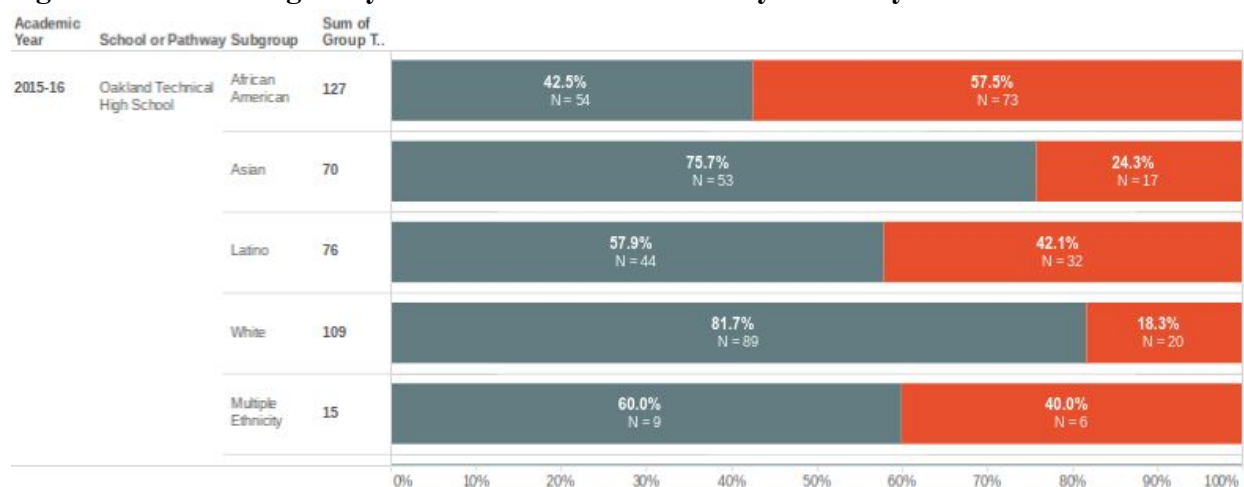


Figure #40 - A-G Eligibility of 12th Grade Graduates by Ethnicity 2015-16



Source: OUSD Data Dashboards (2017)

Figure #41 - Figure #43 display dropout rates and post-enrollment data for Oakland Tech. Dropout rates have decreased for all subgroups over the years, with schoolwide dropout rates hovering around 9% in recent years as compared to nearly 14% in 2011. In addition, nearly 80% of Tech graduates enroll in a 2- or 4-year college within a year of graduating, with more students attending 4-year colleges than 2-year colleges. While African American students are the least likely to attend 4-year colleges, Latino and Filipino students are the least likely to attend either a 2- or a 4-year college.

Figure # 41 - Cohort Graduation and Dropouts

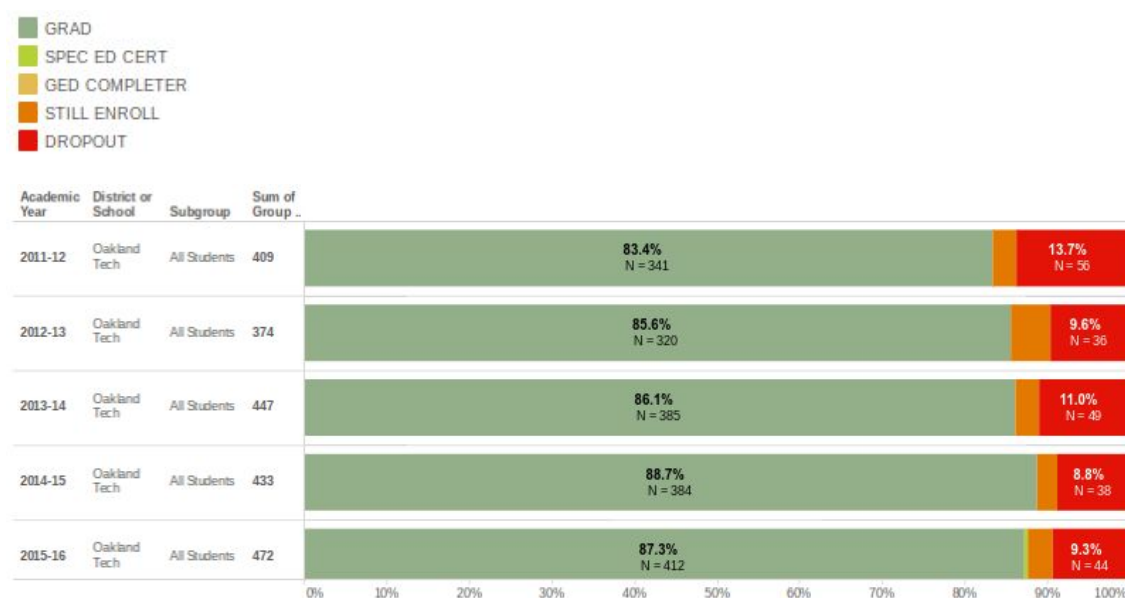


Figure #42 - Graduates Enrolling in College Within 1 Year of Graduation

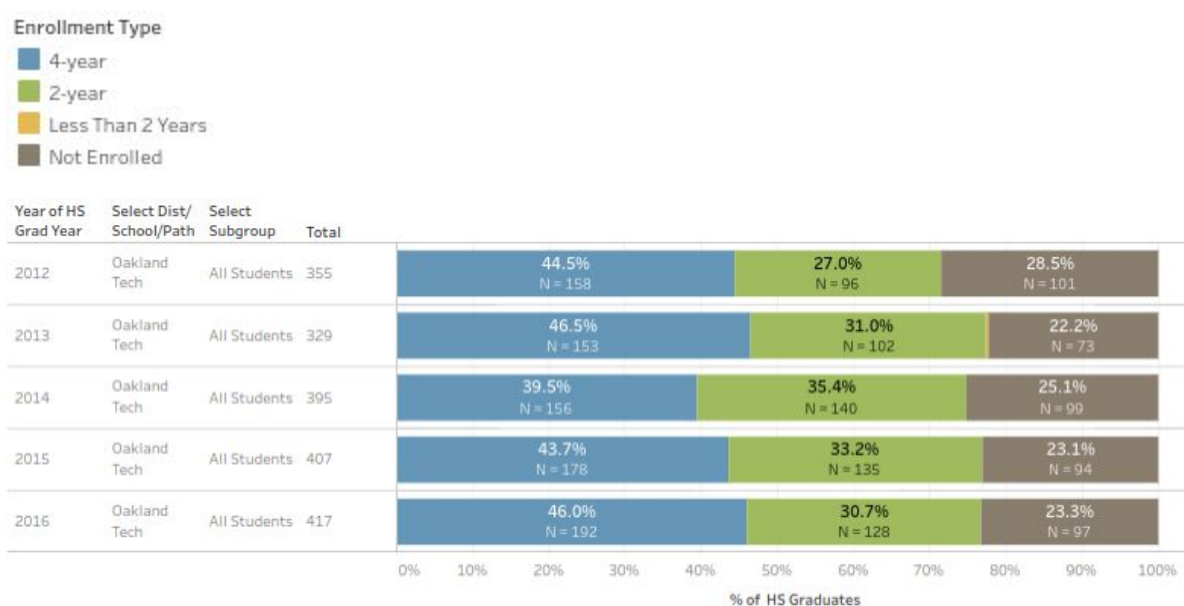
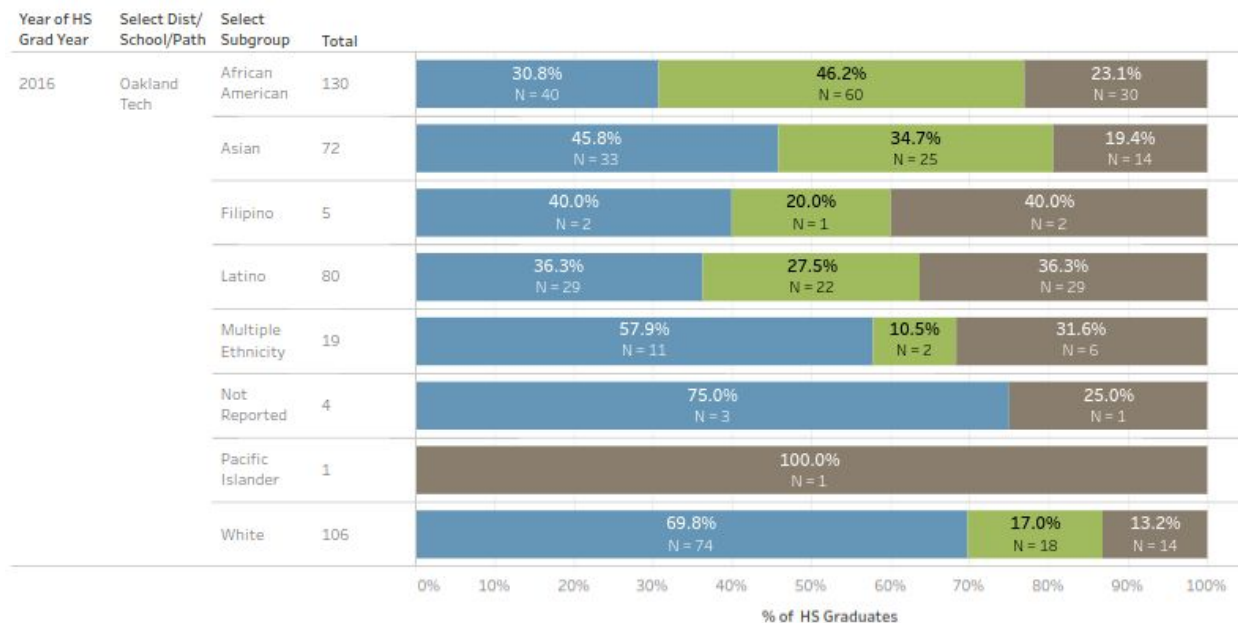


Figure # 43 - Graduates Enrolling in College Within 1 Year of College by Ethnicity 2016



Source: OUSD Data Dashboards (2017)

In addition to academic data, Oakland Tech collects and analyzes local data on attendance, truancy, and disciplinary actions to evaluate effectiveness and modify programs. **Figure # 44 - Figure #45** demonstrate average attendance rates at Oakland Tech. The average absence rate has decreased slightly from around 7% in 2009-2010 to 4.2% for 2017-18, despite the loss of an attendance clerk position this year. African American, Pacific Islander, and Latino students are absent at higher rates than Asian and White students.

Figure # 44 - Absence Rates and Reasons

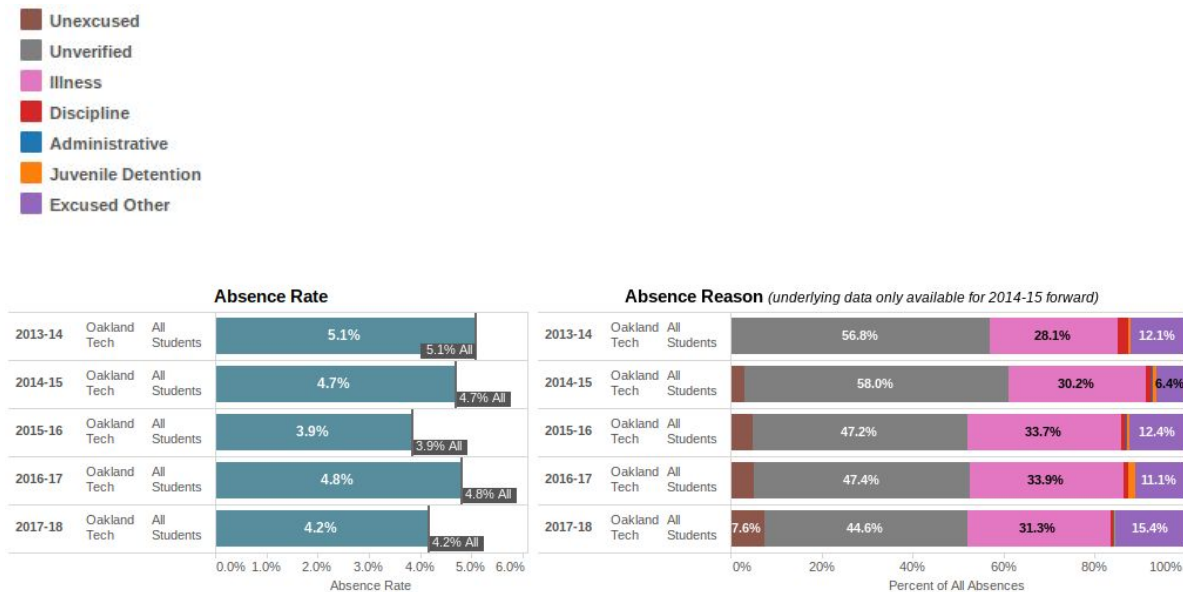
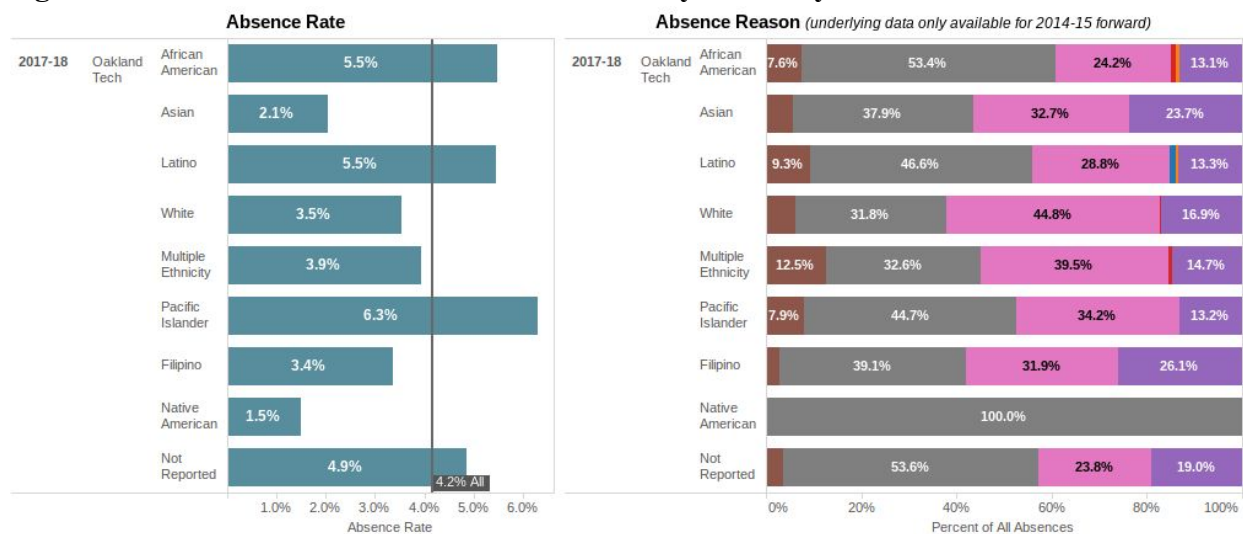


Figure # 45 - 2017-18 Absence Rates & Reasons by Ethnicity



Source: OUSD Data Dashboards (2017)

Figure # 46- Figure # 47 show truancy rates for Oakland Tech. For the 2017-18 school year, the percent of students who are moderately or severely chronically absent is 9.1% , or 181 total students. The percentage of students with satisfactory attendance has fluctuated over time, with fewer students a higher percentage of students with satisfactory attendance this year, despite the loss of an attendance clerk position due to budget cuts. Pacific Islander, Latino, and African American students have higher truancy rates than White and Asian students.

Figure #46 - Truancy Rates

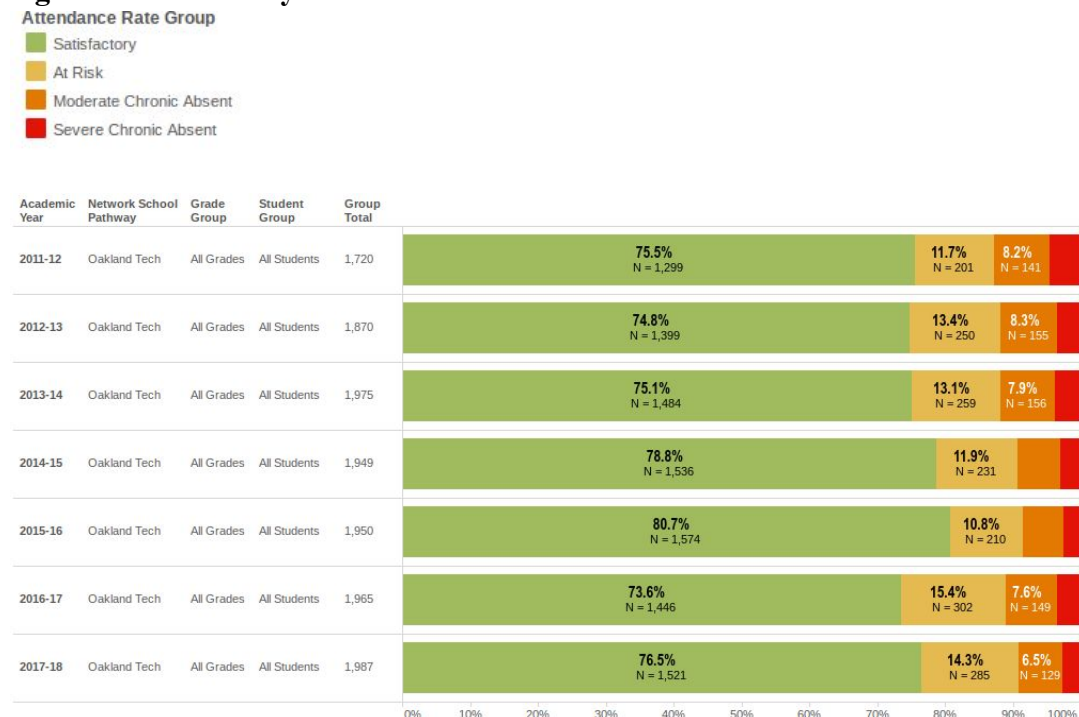
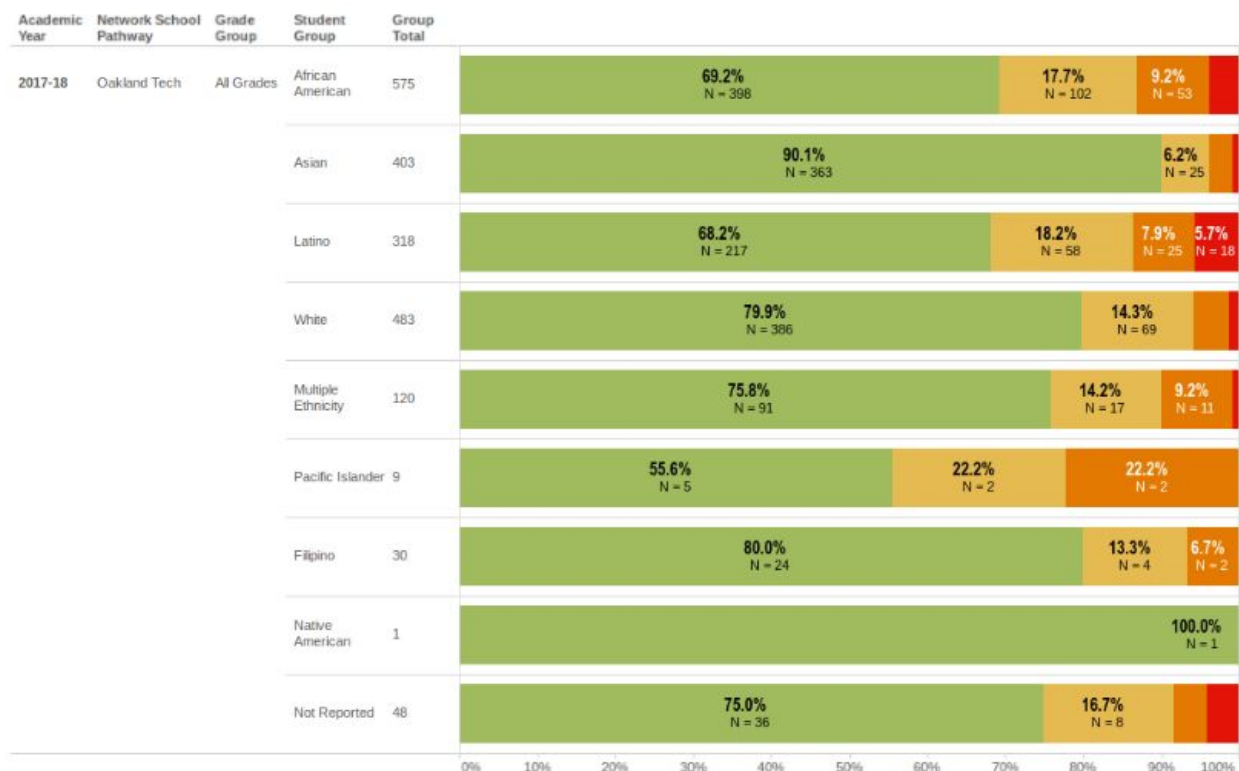


Figure # 47 - 2017-18 Truancy by Ethnicity



Source: OUSD Data Dashboards (2017)

Figure # 48 - Figure # 49 show suspension rates as recorded locally. The suspension rate has been reduced to 2.6% of students and the suspension rate for African American males was reduced by 30%. However, African American students, at 5.2%, have the highest rate of suspensions. During the 2016-17 school year, there were 71 total suspensions. Violence was the leading offense, comprising 37 incidents, 52.1% of the total, and drugs were the second leading offense, comprising 18 incidents, 25.4% of the total.

Figure # 48 - Suspension Data

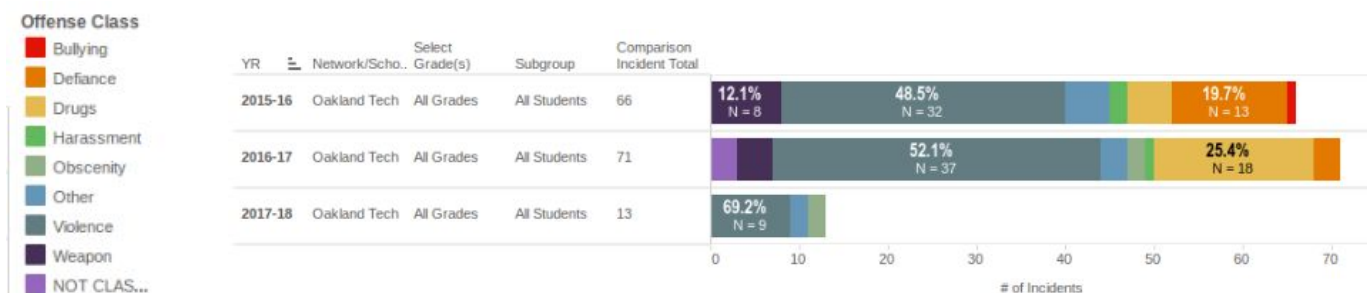
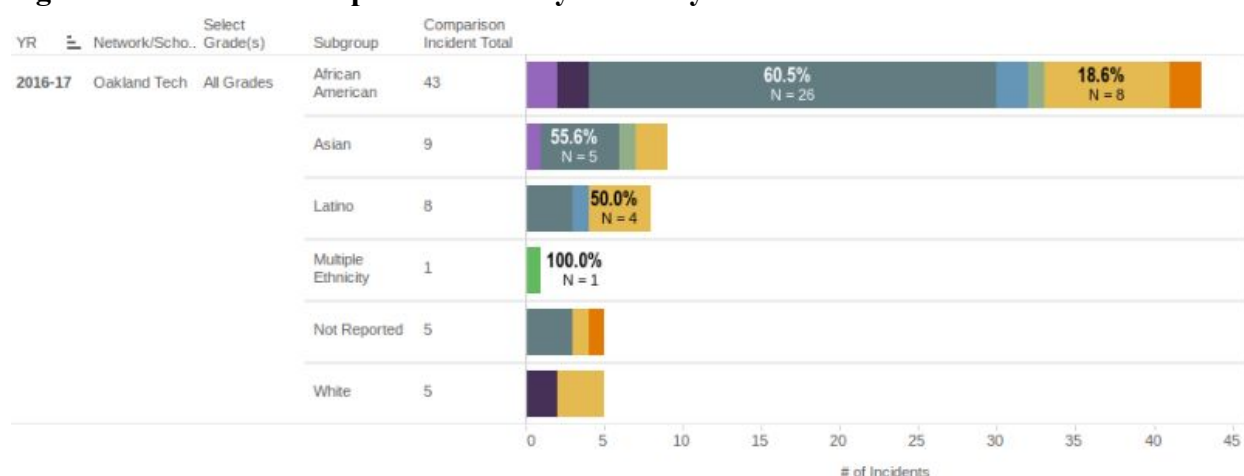


Figure # 49 - 2016-17 Suspension Data by Ethnicity



Source: OUSD Data Dashboards (2017)

5. LCAP Identified Needs and Description of Goals that Apply to the School:

a. Parent and Community Input

OUSD provides continuous opportunities for community members to share feedback and recommendations on the District's Local Control Accountability Plan. Over 150 members of the OUSD community regularly attend public meetings to review LCAP goals, outcomes, strategies and related investments. Community engagement helped to inform the Superintendent and district decision-making for the 2016-19 LCAP. OUSD's LCAP engagement is focused on representative leadership and is grounded in the connection of School Site Councils (SSC) to district-wide structures. This promotes understanding and alignment of school and district-level efforts. Delegates from school site councils elect representatives for their electoral districts to the OUSD LCAP committee. Sub-committees and other advisory groups help to focus on the needs of specific subgroups and facilitate recommendations.

Figure # 50 - OUSD Community Meeting Descriptions

Type of Meeting	Description
Superintendent Fora	OUSD staff leaders and members of the LCAP Parent and Student Advisory Committee (PSAC) gather feedback from the community about initiatives and programs included in the LCAP. The superintendent fora are aligned to the six LCAP goals and support the advisory role of the LCAP PSAC.
LCAP Parent Student Advisory Committee (PSAC)	Composed of 28 parent and nine student elected members representing OUSD's seven electoral districts holds seven public meetings to review the LCAP and make recommendations for 2016-19.
LCAP English Learners' Advisory Sub-Committee	13 members representing OUSD's electoral districts holds three public meetings to study and make recommendations to accelerate English Learner achievement.
Foster Youth Advisory Group	Established in the Spring of 2016 with 16 members including foster students and graduates, foster parents, caregivers, foster youth support staff, advocates, and others. The group holds four meetings and makes recommendations to improve outcomes for Foster Youth.
LCAP Student Advisory	The nine member advisory board holds seven meetings to study the LCAP and make recommendations based on student feedback gathered at a summit and at forums held by the All City Council, OUSD's student government.
Community-based organizations and Local Bargaining Units	A series of ten meetings held to learn about the LCAP and invite feedback. Additional LCAP community sessions are hosted by partner organizations in collaboration with OUSD Staff.

b. District LCAP Needs

OUSDs area of greatest need as identified by LCFF Rubrics and California School Dashboards is English Learner progress. In addition, OUSDs identified area of greatest need is teacher retention. The district's teacher retention rates are low, and OUSD faces an annual teacher shortage in areas such as secondary math and science, and Special Education. Recruitment, development, and retention of teacher talent is central to improving instruction and academic outcomes for students. Although teacher retention rates are much higher at Oakland Tech than across the district, the administration is still working to improve supports for new teachers. In addition, mitigating performance gaps is a district focus. The 2017-18 LCAP is designed to allocate resources, actions and services in a way that addresses these performance gaps and provides data and targets for improvement to monitor the impact of investments over time.

c. Metric

CELDT scores, A-G eligibility and graduation rates of EL students are used to measure English Learner progress. One-year and three-year teacher retention rates are used to measure teacher retention, as well as percentage of highly qualified and fully credentialed teachers at a school site. Progress towards closing achievement gaps are measured by tracking graduation rates, A-G eligibility rates, AP success rates, SAT/ACT scores, SRI scores and college enrollment rates of historically underserved students as compared to the whole school population.

d. District LCAP Goals

Goal 1: Students are College and Career Ready

Action Areas (Strategies)

- A1.1 Pathway Programs
- A1.2 CAHSEE Preparation (no longer applicable)
- A1.3 A-G Completion
- A1.4 Early Childhood Education
- A1.5 Summer Learning
- A1.6 After School Programs

Measurable Outcomes/Goals

- 1.1 Increase the 4-year cohort graduation rate by 2 percentage points
- 1.2 Reduce cohort dropout rate by 3 percentage points
- 1.3 Increase the A-G completion rate with a grade of C or better by 2 percentage points
- 1.4 Increase student career pathway participation rate by 5 percentage points for grades 10-12
- 1.5 Increase the Grade 10 CAHSEE pass rate by 2 percentage points
- 1.6 Increase participation in Early Assessment Program in English Language Arts by 3 percentage points annually
- 1.7 Increase percent of students scoring College Ready in the early Assessment Program in English Language Arts by 3 percentage points annually

- 1.8 Increase participation in the Early Assessment Program in Math by 3 percentage points annually
- 1.9 Increase percent of students scoring College Ready in the Early Assessment Program in math by 3 percentage points annually
- 1.10 Increase percent of students who pass an AP exam with a score of 3 or higher by 3 percentage points annually
- 1.11 Decrease percent of teacher miss-assignment by 0.2 percentage points in 2015-16 and 2016-17 and by 0.3 percentage points in 2017-18

Goal 2: Students are Proficient in State Academic Standards and Next Generation Science Standards

Action Areas (Strategies)

- A2.1 Implementation of the CCSS & NGSS
- A2.2 Social Emotional Learning
- A2.3 Standards-Aligned Learning Materials
- A2.4 Teacher Recruitment & Retention (including culturally responsive & bilingual)
- A2.5 Teacher Professional Development for CCSS & NGSS
- A2.6 Teacher Evaluation
- A2.7 Class Size Reduction
- A2.8 Data & Assessment
- A2.9 Targeted School Improvement Support
- A2.10 Extended Time for Teachers

Measurable Outcomes/Goals

- 2.1 Establish baseline proficiency rates on new online state tests
- 2.2 100% of schools meet state requirements for standards-aligned instructional materials in every classroom
- 2.3 Increase the number of schools with an Academic Performance Index of 800 or higher. *The Academic Performance Index is not applicable. The most recent API is from 2012-13 and was based on the California Standards Test, now replaced by the Smarter Balanced Assessment Consortium (SBAC) tests*
- 2.4a Increase the timely completion of Individualized Educational Programs (IEPs) for special needs students by 10% annually. Reduce overdue triennial IEPs by 10% annually. (Added June 2016)
- 2.4b Increase the timely completion of Individualized Educational Programs (IEPs) for special needs students by 10% annually. Reduce overdue annual IEPs annually. (Added June 2016)
- 2.5 All schools have School Board approved site plans monitoring the use of targeted resources for low income, English Learner, and foster youth students. (Added June 2016)

Goal 3: Students are Reading At or Above Grade Level

Action Areas (Strategies)

- A3.1 Blended Learning
- A3.2 Reading Intervention
- A3.3 Family Engagement focused on Literacy Development
- A3.4 Teacher Professional Development focused on Literacy

Measurable Outcomes/Goals

- 3.1 Increase the percent of students in Grade 3 reading at grade level by 5 percentage points annually
- 3.2 Increase the percent of students in Grade 6 reading at grade level by 5 percentage points annually
- 3.3 Increase the percent of students in Grade 9 reading at grade level by 5 percentage points annually

Goal 4: Students are Reaching English Fluency**Action Areas/Strategies**

- A4.1 English Learner Reclassification
- A4.2 Dual Language Programs
- A4.3 Newcomer Programs
- A4.4 Teacher Professional Development focused on English Learners

Measurable Outcomes/Goals

- 4.1 Increase the English Learner (EL) reclassification rate by 3 percentage points.
- 4.2 Increase the Long-Term English Learner (LTEL) reclassification rate by 5 percentage points.
- 4.3 Increase the percentage of English Learners who make progress toward English proficiency.

Goal 5: Students are Engaged in School Everyday**Action Areas (Strategies)**

- A5.1 School Culture & Climate (Safe & Supportive Schools)
- A5.2 Health and Wellness (Mental & Physical Health)
- A5.3 School Facilities
- A5.4 Root causes of chronic absences

Measurable Outcomes

- 5.1 Increase the number of schools with 96% or higher average daily attendance
- 5.2 Reduce the rate of students missing 10% or more of school days by 0.5 percentage points
- 5.3 Reduce chronic absence for Native American, African American, Pacific Islander and Foster Youth students by 1 percentage point
- 5.4 Reduce the out-of-school suspension rate by 1 percentage point
- 5.5 Reduce the suspension rate of African American and African American Male students by 2 percentage points
- 5.6 Reduce the number of student expulsions by 3 per year and by 2 per year for African American students
- 5.7 Reduce the number of Grade 7 and 8 middle school dropouts
- 5.8 Increase the percentage of school facilities in good repair
- 5.9 Increase the percentage of students who feel safe at school by 2 percentage points. (Added June 2016)

Goal 6. Parents and Families are Engaged in School Activities**Action Areas (Strategies)**

- A6.1 Parent/Guardian Leadership Development
- A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff
- A6.3 Professional Learning for School Site Councils
- A6.4 Parent/Guardian Volunteer Support

A6.5 Academic Parent-Teacher Communication & Workshops

Measurable Outcomes

- 6.1a Increase the percent of schools with participation rates above 40% in the CHKS Parent Survey
- 6.1b Increase the percent of Title 1 schools with participation rates above 40% on the California School Parent Survey (Added June 2016)
- 6.1c Increase the number of special education parents who participate in the California School Parent Survey (Added June 2016)
- 6.2 Increase the percent of schools offering at least 3 academic activities for families per year.

B. School Program Data

1. Regular Program of Study

In order to fulfill OUSD graduation requirements, all Oakland Tech students must complete 230 credits of required coursework, have a 2.0 minimum grade point average (GPA) and successfully complete a senior project in their English and Government classes. **Figure # 51** shows the required coursework. Students who receive special education services may have adjustments made to their graduation requirements, per their Individual Education Plan (IEP) or Section 504 Plan. These adjustments are made by the students' IEP/504 team.

Figure #51 - OUSD Graduation Requirements

OUSD GRADUATION REQUIREMENTS Beginning class of 2016		
Subject	Credits Required	Years
English	40	4 Years (English 1, English 2, English 3, English 4) * ELD 5 can count for 1 (one) year of English credit
Mathematics	30	3 Years <u>minimum, including</u> Algebra, Geometry, Intermediate Algebra or Advanced Algebra
Science	30	1 Year Physical Science (Physics or Chemistry) 1 Year Biology/ Life Science (Biology or Physiology) 1 Year Additional Science
World History	10	1 Year
U.S. History	10	1 Year
American Government / Economics	10	1 Year (1 semester for each subject)
World Language (Language other than English)	20	2 Years (Must complete 2 years of the same world language)
Visual / Performing Arts	10	1 Year (Must be completed in a single yearlong course
Physical Education	20	2 Years
Electives	50	10 Semesters, including at least 10 credits that meet UC "G" requirement
Subtotal	230 Minimum	
• Grade Point Average (GPA) minimum 2.0		

9th Grade

Oakland Tech's 9th grade student body of about 500 students is divided into three Houses (Janus, Neptune, and Sol.) Each House has approximately 160 students. The 9th grade House structure creates small, supportive learning communities that nurture student growth.

Freshmen within each House are connected to a select team of staff who use research-proven best instructional strategies to teach the curriculum, as well as address student needs in a more personal environment. Tech's 9th grade teachers work collaboratively and are committed to the learning of the students they share.

All freshmen have an extended seven period day (0-6) which consists of the following courses: California Ethnic Studies (blocked English/Social Studies), Biology, Math, PE, Foreign Language and Exploring Computer Science. The Exploring Computer Science class builds 21st Century technology skills and also serves as a space for an advisory component taught in conjunction with school counselors. The goal of the advisory session is to help develop the personal and academic skills of students while connecting them to their academic and career pathways, which will define their next three years of high school.

Pathways/Academies

Oakland Tech offers six pathways (also known as academies), which begin in 10th grade: Health, Engineering, Biotech, Race, Policy & Law (RPL), Computer Science and Fashion, Art & Design (FADA). Students apply for pathways in late January of their freshman year. Each pathway has additional curricular requirements.

To ensure 9th grade students are engaged in — and inspired by — the academy process and able to make informed decisions about which pathway to join, Tech provides an Academy Week for students, an Academy Information Night for parents and individual meetings with counselors that take place throughout January of freshman year.

Currently, Tech's Health, Computer Science and FADA pathways qualify as California Partnership Academies (CPAs) with at least 50% of students with three of the following six at-risk criteria: attendance, low credit, low motivation, economically disadvantaged, low state test scores or low GPA.

Currently 80% of Oakland Tech students are part of an academy. As the school and the district move toward a wall-to-wall pathway model, the goal is to have all students participate in an academy.

Programs

In addition to its core curriculum and six pathways, Oakland Tech also offers numerous global programs, including AP/Honors courses, Paideia (a rigorous social sciences program), Visual & Performing Arts, Physical Education and World Language. In most instances, students may participate in both a program *and* a pathway. The exception is that students in Health and Race, Policy & Law pathways may not be part of Paideia due to course requirements and master scheduling complexities.

2. Summary of Interventions & Specialized Programs

a. Intervention Programs

1. English Learners (EL), include federal and state services identified for the school

Oakland Tech currently offers a 9th grade English Language Development (ELD) class for Newcomers

and ELD-1, an 11th grade English 3 class in which all the students are identified as ELs including Newcomers, or ELD level 1 and 2s, and two Senior English 4 classes which are double-tagged with mainstream English but also have 4 ELD levels: 1 through high 2 students in each, as well as some untested newcomers. These senior classes are highly differentiated to mitigate for the demographics which currently include a mix of mainstream English and ELD Newcomer and Levels 1-4, and must include interventions required for SPED students.

ELD courses at Tech all emphasize the Socratic method, vocabulary development, TPR, code-switching, The Write Program (San Diego Unified) and the development of life/cultural skills. All of the courses are taught by Ms. Davidson, who has taught ELD for 21 years in OUSD and previously taught TEFL, ESL and ELD to students ages 12 to 60 yrs in Europe and in Oakland. Ms. Davidson has team-taught several seminars at California Association of BilIngual Teachers Conferences (CABE) and was part of the team that wrote the ELA-ELD standards, which provided the framework for the current Common Core Standards. She also offers schoolwide help and advice to Tech teachers, particularly new teachers who struggle to differentiate in classrooms due to a variety of language issues. Teachers are encouraged to refer students to her for testing if they have concerns about a student's language skills.

In addition to Ms. Davidson, almost all teachers at Oakland Tech are CLAD-authorized to provide Specially Designed Academic English Instruction (SDAEI) to EL students in mainstream classes. Freshmen teachers have partnered with Mills Teacher Scholars to focus on inquiry work around improving achievement EL students and Student Support Specialists (SSS's) caseloads have a high number of EL students, as specified in SPSA and in line with the district's main area of growth outlined in the LCAP. OUSD also offers additional district-level supports for unaccompanied immigrant youth and refugee, ELD professional development and instructional resources for teachers, and monthly newsletters to the community.

2. Programs for Socio-Economically Disadvantaged Students (include federal services)

Oakland Tech offers numerous services that directly support its socio-economically disadvantaged students. The College & Career Center partners with an array of organizations that support SAT tutoring, college application and financial aid support, college admissions visits and scholarships specifically for first generation and low income students. School nurses spearhead a Food Insecurity program for students, which is held once per month in partnership with Alameda County Food Bank, as well as a food drop backpack program in which students receive food twice each week for them and their families. The nurses also lead Tech's Bulldog Closet program which provides students with much needed, and often costly, hygiene supplies, toiletries and spare clothes. Supplies are acquired through donations from the greater Tech community of parents, faculty and staff. In addition, Tech students have the opportunity to receive a host of free health services through the school, including free eye exams and eyeglasses through Vision To Learn, a mobile vision care clinic that brings its services directly to Tech. The school also offers a free hot breakfast to all students every school day in the cafeteria. A free bag breakfast is served from 8:30 to 8:55 AM in front of the library on the main campus and in the office on the Upper Campus.

3. Interventions for students below proficient in state standards (include state-funded and federally funded services if the school is designated to receive Title I funding)

Tech provides an array of interventions for students who test below proficient in state standards. As outlined in the SPSA, Title 1 funds are used to pay for 9th grade tutoring in order to bolster achievement

within special populations, such as socio-economically disadvantaged students, as well as to build school culture initiatives that improve PBIS and tardy rates schoolwide.

Boost is a peer tutoring program open to all 9th graders, as well as to older students repeating Math and/or Biology. It takes place every Monday, Tuesday and Thursday after school from 3:35 to 5 PM and is offered in all four core subjects — Math, Biology, English and History (California Studies). The bulk of the tutoring is provided by peer tutors — students in grades 10-12 who have mastered the material and received coaching. Blast tutoring is available every day after school in the library as a space where students can use computers or work on homework in a safe space. In addition, Math Mentors is being launched in late January 2018 — a teacher- and adult volunteer-led initiative to strengthen Math proficiency of students in any grade. This after school program is being funded by the PTSA through the school year.

In addition, Measure N funds have been used to hire seven Student Support Specialists (SSSs) — one for each pathway (with the exception of Biotech), one for 9th grade and one for non-pathway students — to support a caseload of struggling students with targeted academic and socio-emotional interventions, as outlined in the SPSA. In addition, the East Bay College Consortium provides tutors from UC Berkeley to bolster 9th graders in Math and Science.

The SST coordinator works with academic counselors to develop interventions for 10th grade students with 3 or more D's and F's. These interventions include contacting parents or guardians, developing cohesive education plans and holding formal SST meetings. The team is striving to expand its interventions to all grade levels. College counselors also provide one-on-one counseling conversations with all students who are not on track to graduate.

4. Services available for students designated with special learning needs

Oakland Tech offers a robust Special Education Program on both its main and upper campuses for students designated with special learning needs.

There are three mild-moderate Special Day Classes (Borens, Rocke, Debro) which primarily serve students on a diploma track. These students have the majority of their academic classes in smaller environments but are mainstreamed for PE and electives. In addition to these SDC classes there are two Counseling Enriched Special Day classes (Broderick, Shewmaker) that are similar in structure but also have an assigned social worker to counsel students. There are four resource specialists (Riot, Greene, Hahn, Harston) who provide push-in/pull-out for students on their caseloads. Tech also has ASIP, Autism Spectrum Inclusion Program (Morris), which supports students who have social-emotional needs but are, for the most part, capable of grade-level academics.

In addition, the Social and Academic Competencies program known as SAC (Gansel, Melious) works with 9th and 10th grade students who need more social support — both those who are on the diploma track and those who are pursuing a certificate of completion. These students attend a mix of Special Day and mainstream classes, depending on their needs. There are two severely handicapped tweeners classes for 11th and 12th graders (Metz, Holladay) who take 2-3 electives a day and are supported by an aide. There are also two moderate-severe inclusion classes (Raser, Allen) with students who take five periods of general education academic classes with an aide, if possible, and a study skills class one period a day. Additionally, there is a moderate-to-severe handicap class for students with many nonverbal, multiple

handicaps (Rojas). Furthermore, students receive the support of a vision therapist, an adaptive PE teacher two days a week, two speech therapists, two school psychologists, a school nurse, a SPED Instructional Coach shared between multiple OUSD sites and a cadre of paraeducators.

Veteran Special Education teachers mentor new teachers informally during prep time, department meetings and after school. The SPED department collaborates in monthly department meetings. There is also a SPED PLC that meets on pathway days about transition and breakout sessions on SPED are offered to give more information to the whole staff as PD at monthly meetings.

5. Other local intervention programs

OUSD's Transitional Students and Families Unit was launched in 2007 to support families in transition. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, as well as students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance, school supplies and transportation assistance, parent/guardian workshops, academic counseling, summer programming, referrals to school-based and community-based educational, social, and emotional support services, and support to school site staff. Specific services vary by individual student needs and each program's mandates.

At Oakland Tech, Student Support Specialists (SSSs) are assigned caseloads of students from at-risk groups, including foster youth. Foster youth also receive social-emotional learning support from the Coordination of Service Team (COST) and one-on-one college counseling with Tech's College & Career Coordinator, who was herself a foster child.

The Community Schools Team also provides numerous Tier 2 and 3 interventions for students referred by teachers or administrators. These services include conflict mediations, restorative justice community building and harm circles, and anxiety/stress management violence prevention, grief support and trauma support groups. There are also two Girls Empowerment groups for approximately 50 students total, two Boys Empowerment groups for approximately 30 students total and a senior mentoring program that pairs 60 9th graders with senior mentors. Substance abuse counselors are available to offer support to students striving to stop the use of drugs, alcohol and/or tobacco.

b. Online Instruction: Address all the areas listed below (see Key Terminology for definitions)

Online instruction is not the primary means of instruction at Tech, though chromebooks, Khan Academy, Google for Education and other resources are used to supplement in-person instruction in most classes. In addition, APEX is offered as online instruction during the school day for approximately 85 students each year who need to make up failed courses in Math, English and History. APEX is only offered as credit recovery at present, but Tech is seeking NC2A certification, which would allow it to use APEX for additional course offers not exclusive to credit recovery. APEX is offered three periods a day (0, 3rd and 7th) on school chromebooks and desktops in the Quick Lunch Room (QLR). Each course has an APEX teacher certificated in the subject they are teaching and students are assessed by online tests and quizzes administered by the teacher. Teachers are provided training on the APEX learning system by the Career Based Learning Liaison. Counselors recommend and enroll eligible credit-deficient students in APEX.

Students and their parents or guardians must sign contracts reviewing the expectations for the course when enrolling.

c. Focused Programs

9th Grade

The 9th grade structure has been designed to assist all students, specifically Early Warning students, with the transition to high school. In 2017, roughly 50% of incoming 9th grade students attended Tech's Summer Bridge program to prepare them for the transition to high school. The program works hard on multiple levels. It fosters a sense of the Tech community, brings diverse students together in a welcoming and open environment, and focuses on learning along with enhancing study skills. To facilitate the program, trained senior mentors lead discussions and culture work, one administrator runs day-to-day operations, four hired educators teach subjects from Math and English to SEL and RJ practices, and community partners from I-VISIONARY academy and SLICE run community building activities.

All students are encouraged to participate in optional structured tutoring before and after school through the BOOST program led by 9th grade teachers. Additionally, at-risk freshmen receive the support of a dedicated SSS. Administration, the 9th grade counselor, the 9th grade SSS and House teachers meet on a weekly basis during a common prep period to discuss student interventions, support and alignment of curriculum. What's more, 9th grade teachers of the same subject material receive curriculum planning/alignment guidance as well as personal release days to conduct peer observation cycles. Currently, teachers are aligning key systems and expectations across classrooms while striving to build out House communities and cultivate more culture-enhancing events.

Each House consists of the following: cross-curricular teams of English, Science and Social Studies teachers with one member serving as a team coordinator (Lead Teacher); a common planning period for staff to meet; engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skill to address real world projects and problems; academic literacy infusion into all content areas; careful monitoring of student performance and attendance; and a modified Block Schedule for the "Ethnic Studies of California" Humanities block. The innovative "Ethnic Studies of California" curriculum works to provide culturally relevant instruction, wide opportunities for student voice, and scaffolding for our diverse student population, as well as an in-depth "Taking Action Project" to promote civic engagement.

PATHWAYS

Oakland Tech is home to six pathways — vibrant, challenging and supportive small learning communities that prepare students for college and career success. Pathways (also known as academies) create experiences for students that are personally relevant and engaging. Each pathway brings together strong academics, demanding career technical education, real-world experience and integrated student support systems. Pathways begin in 10th grade and continue through 12th. Students apply to pathways in the winter of their freshman year.

Fashion, Art, and Design Academy

The Fashion, Art & Design pathway features an option of three lab classes in fashion design, visual arts, or graphic design. The courses offered are: Intro to Fashion Design, Fashion History, Fashion Marketing, Graphic Design, Graphic Design 1, Advanced Art, Animation 1, Animation 2, and Animation 3. The skills developed include fashion illustration, portfolio development, drawing, painting, photography, graphic design, comics, fashion design, accessories, sewing/garment construction, screen printing, stenciling advertising and marketing.

FADA incorporates many hallmarks of the high school reform movement, such as creating a close, family-like atmosphere, integrating academic and career technical education and establishing business partnerships. The three-year program provides students with a project-based curriculum, a mentor program, classroom speakers, field trips and exploration of college and career options through job shadowing and internships. The academy has a long term relationship with California College of the Arts (CCA) and has worked closely together to develop and implement CCA Exhibition and Performance events that feature student works. CCAs “ENGAGE” program provides teaching artists and mentors, as well as a venue for displaying real-world projects. Entire classes partner with community organizations and outside experts in creative endeavors including Academy of Art University/SF, Alameda College Apparel, Design and Merchandising program (A.D.A.M.), Merritt College, Berkeley City College, San Francisco Opera/PEAK artist intern program and Fashion-On-The-Square.

Health Academy

Tech’s Health pathway has helped students prepare for careers in health and biology since 1984. It has active partnerships with local hospitals, health service organizations and professional schools that provide opportunities for field trips, guest speakers, college student mentors, internships and health-related service projects, and an after-school Pre-EMT Club. The academy focuses on clinical and emergency medicine, incorporating both the science and personal caretaking aspects of health care.

In 10th grade, students learn about human anatomy and physiology, take vital signs and conduct a health survey. In eleventh grade, students take Chemistry and Medical Chemistry, diving deep into learning about the chemicals and reactions of the human body as well as how medicines work. Students become certified in First Aid and CPR. Health Academy English and Social Studies classes integrate health topics in their curriculum.

Community partners include Kaiser Permanente, La Clinica de la Raza, Children’s Hospital Oakland: CHAMPS, Stanford University MKITS program, Fast Response School of Health Care Education, Mentoring in Medicine, Peer Education (Tobacco-Use Prevention Education Program, TechniClinic), Society for the Prevention of Cruelty to Animals (SPCA), Oakland Fire Department Emergency Services, Oakland Outpatient Veterans Administration Clinic, BAY EMT and Alameda County Health Pipeline Partnership.

Engineering Academy

The Engineering pathway successfully teaches students physics mechanics through a unique combination of academic and vocational courses. Highly innovative and rigorous with an emphasis on project-based curriculum, Engineering is a tight-knit community that prepares students for careers in civil and mechanical engineering and architecture. Among the skills taught are traditional and computer-aided

drafting; architectural design of houses based on particular criteria; use advanced CAD software to construct 3-D models; college-level statics and dynamics.

In order to apply for the Engineering Academy, students must complete an Interest Form. In addition, a math assessment is given, as well as an overview of student grades. It is strongly recommended that Geometry be completed prior to 10th grade. Summer options for Geometry are available.

Computer Science Academy

Tech's Computer Science pathway helps students develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students are introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. They also spend time learning about robotics, PC systems and how to build and troubleshoot computers all of which offer students hands-on learning experiences. Students learn about computer organization and architecture, multimedia, programming, graphics and editing, Internet/web pages design, HTML, and designing and maintaining networks. The pathway provides offers field trips to leading technology companies and Bay Area universities, internship opportunities and more. Community partners include Intel, Oracle Corporation, Cisco Systems and Super Computing Center of Lawrence Berkeley Lab.

Race, Policy & Law

Race, Policy & Law is Tech's newest pathway and provides the first cohort of current 10th grade students an examination of history, politics, theory and law related to race and ethnicity in America. Emphasis is on providing critical contextual perspective on the intersection between racialized experience and the law, and on increasing student's critical thinking, writing, and oral communication skills. International Relations (IR) deals with issues like sovereignty, environmentalism, development and human rights in the context of global affairs and is also concerned with the policies of individual states as far as they impact on the affairs of other states. Students learn in action as they participate in a wide array of projects and field trips which may include: courtrooms, law schools, local, state and federal agencies, universities, community organizations and study abroad opportunities (2019 school year).

Biotech

Tech's Biotech pathway helps students successfully navigate the worlds of work, school and life while specifically training them for technical positions in bioscience, a growth industry that offers well-paid jobs and opportunities for career advancement and continued education through a series of three courses. There is an opportunity for a paid internship with a Bay Area tech company between junior and senior year. The program is lab-based and hands-on. We build on an already established love of science and technology and add skills required to work and research in a Biotech laboratory. We also work to develop public speaking, interview skills and an appreciation of collaboration. Students must have already completed or currently enrolled in Algebra 1 and Chemistry. A grade of C or better in both is recommended. Community partners include BBEI Biotech Partners to provide this pathway.

Because of staffing and scheduling challenges, it is possible that this year's students will be the last cohort of Biotech students.

PROGRAMS

In addition to its pathways, Tech houses numerous programs including the highly esteemed Paideia, award-winning Performing Arts, African American Male Achievement, World Languages and several others. In most instances, students may participate in both a program *and* a pathway.

Paideia

Paideia is a holistic approach to lifelong learning with roots in ancient Greece. In contemporary schools across the United States and a few other countries, Paideia is a set of beliefs about education including active and rigorous teaching methods. Paideia educates the whole child by teaching thinking and communication skills, so all learners will develop the ability to synthesize, analyze, create, and relate one's findings to others through sophisticated verbal and written communication. Tech's Paideia program features combined History/English classes.

The program offers yearlong integrated courses in grades 10 through 12 emphasizing the social sciences. Students study history, political theory, economics, and literature. In Paideia, students are also prepared to read and write for college matriculation purposes. Paideia coursework is extremely rigorous with intensive reading, writing and critical analysis. Students apply to — and are recommended into — Paideia in the spring of freshman year. Paideia begins in 10th grade.

Civic Engagement

Civic Engagement is a course offered one period a day by our Restorative Justice Coordinator for approximately 35 students each year. This class trains students to facilitate community building circles and eventually harm circles and curriculum focuses on types of discipline, the school to prison pipeline, and restorative culture. Students in this class facilitate 9th grade community building circles at the beginning of the 2nd marking period and as a check in at the beginning of 2nd semester to promote positive school culture amongst freshmen. Strong student facilitators are also called upon to run harm circles and conflict mediation during the 2nd semester of the year. In addition, Tribe Called Tech offers peer restorative justice after-school program/

Leadership

Leadership is a course offered one period a day for students interested in planning and implementing all school events. These include food drives, prom, Winter Ball, a club fair, and a carnival.

BUILD

BUILD is an entrepreneurship elective offered to freshmen instead of a Foreign Language, through an outside non-profit that collaborates with Oakland Tech. The Entrepreneurship 1 class offers students the opportunity to plan, design, and run their own business with up to \$300 of seed funding. Students learn presentation, collaboration, and innovation skills and have the opportunity to compete against other student businesses from different schools. After the 9th grade year, BUILD becomes a once-a-week after school program where students continue to run their businesses through the 11th grade, get academic support, and eventually work on college applications with support from BUILD staff. BUILD pays for up to five college applications and free SAT/ACT tutoring for program participants.

African American Male Achievement (AAMA)

AAMA offers conferences, youth uprising meetings, emotional/mental support groups and a family centered around personal and academic success to African American male students. Graduating students often come back to serve as mentors and share their experiences. The course sponsored by this program is Manhood Development, which uses Khepra curriculum to teach about ancient and modern African culture and Black identity in America. It challenges pre-established notions about African American male identity and re-establishes true notions about identity around academic excellence. For instance, Manhood Development students completed a research lesson on course stratification and then observed AP courses and spoke with AP teachers. The goal of both the AP and AAMA teachers is to encourage African American males to matriculate into advanced courses.

World Language

Oakland Tech offers foreign language classes in Spanish (1,2,3, Medical Spanish 3, & AP Spanish Language), French (1,2, & 3), and Mandarin (1,2,3, & AP Chinese Language and Culture).

Visual & Performing Arts

The Performing Arts program at Oakland Tech offers UC A-G Arts Instruction in Music, Dance and Theatre Arts. Students may also take Dance for their P.E. credit if they successfully complete their first year P.E. and pass a fitness test. With a focus on process, rehearsal and performance, the Performing Arts program offers training in a broad spectrum of historical and contemporary performance work. Students study their specific creative discipline in depth, while given the opportunity for performance in school assemblies and evening concerts. Field trips, guest artists and after-school program enhancements are an integral part of our thriving and acclaimed program. Courses available include Dance (Beginning, Intermediate, and Advanced), Drama (Beginning, Advanced, Creative Writing/Spoken Word, and Technical Theater), and Music (Jazz Band, Orchestra, Piano, and Guitar). Students sign up with their counselor for Beginning/First Year Courses. Intermediate and advanced coursework is available to 2nd year Performing Arts students through auditions. Students are required to commit to rehearsal and performance schedules, including some after-school obligations.

AP & HONORS COURSES

Oakland Tech offers 13 AP courses: AP US History, AP Spanish Language, AP Chinese Language and Culture, AP Government, AP English Literature, AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP Environmental Science, AP Statistics, AP Computer Science, and AP Physics. The Honors courses offered are Advanced Biology, Honors Chemistry, Honors English 3, Honors English 4, Honors Government, Honors Comparative Government, Honors Physics, and Honors US History. **Figure #52** exhibits the requirements for each AP/Honors course, some of which require writing samples.

Figure # 52 - Honors/AP Courses Application Requirements

Honors Courses- The following criteria may be considered when determining placement in advanced courses						
Course	Pre- Req	Course Grades	Writing Sample	Teacher Rec	Summer Assignment	Grade Level
Adv. Biology	X	X		X	X	10-12
Chemistry		X		X	X	10-12
English 2/World History –Paideia	X	X	X	X	X	10
English 3	X	X	X	X	X	11
English 3/US History - Paideia	X	X	X	X	X	11
English 4	X	X	X	X	X	12
Government		X		X	X	12
Government Comparative ^{Paideia}	X	X	X	X	X	12
Physics ^{Engineering}	X	X		X	X	11

Advance Placement Courses- The following criteria may be considered when determining placement in advanced courses						
Course	Pre- Req	Course Grades	Writing Sample	Teacher Rec	Summer Assignment	Grade Level
Biology	X	X		X	X	10-12
Calculus AB	X	X		X	X	11,12
Calculus BC	X	X		X	X	11,12
Chemistry	X	X		X	X	11,12
Chinese Language	X	X		X	X	10-12
Computer Science	X	X		X	X	12
English Literature	X	X	X	X	X	12
English Literature/ Government ^{Paideia}	X	X	X	X	X	12
Environmental Sci	X	X		X	X	10-12
French Language	X	X		X	X	10-12
Government	X	X		X	X	12
Physics	X	X		X	X	12
Spanish Language	X	X		X	X	10-12
Statistics	X	X		X	X	11,12
US History	X	X	X	X	X	11
US History ^{Paideia}	X	X	X	X	X	11

DUAL AND CONCURRENT ENROLLMENT

Three dual enrollment courses are offered through a partnership between Peralta Community College and Oakland Tech: African American Studies (6th Period), Psychology (7th Period) and Computer Information Science (7th Period). The classes give Tech students the opportunity to earn college credit during high school, become familiar with the structure and workload of college courses and take a wider variety of electives. These courses are open to all students regardless of GPA or credit status, are taught by community college professors and are advertised during a mandatory counselor course choice meeting and through classroom presentations. Students and their parents sign a contract agreeing to community college course expectations. In addition, students are able to access community college classes on Peralta Community College campuses by completing through the school counselors. Concurrent enrollment has become increasingly popular over the past few years, serving more than 300 students in 2016-17 alone.

C. Demographic Data:

1. Socioeconomic status of the school according to the district data collections

Figure # 53 - Student Enrollment by Highest Parent Education Level

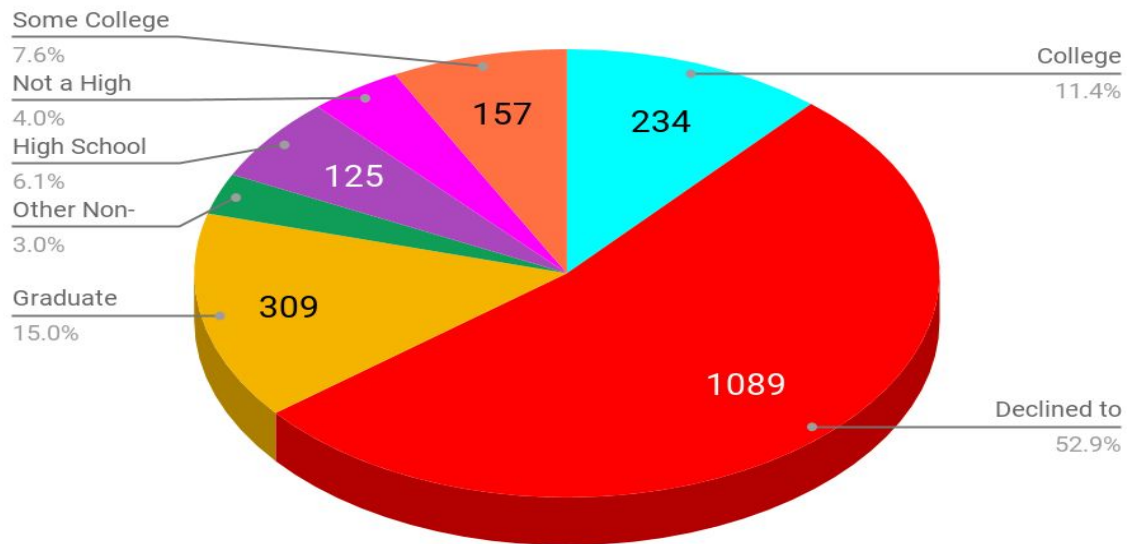
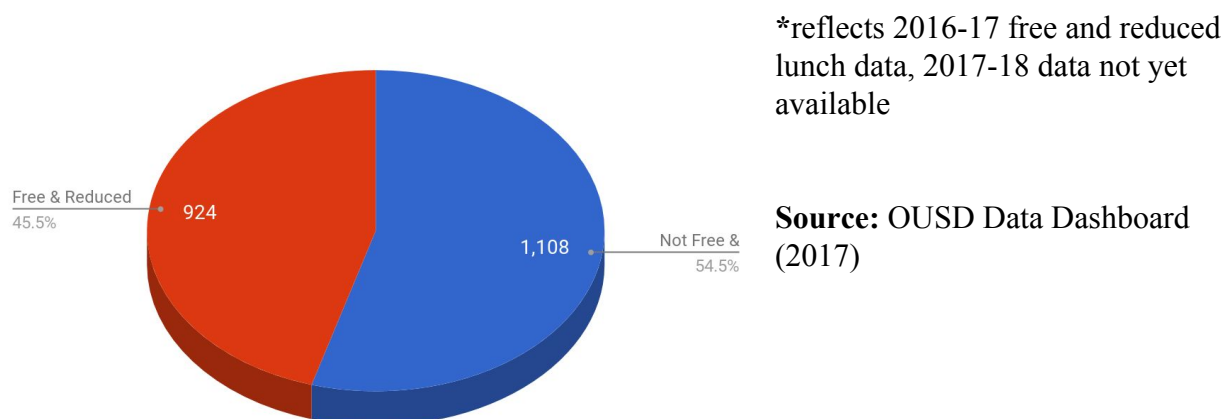


Figure # 54 - Student Enrollment by Free and Reduced Lunch Status



2. Student Enrollment

Figure # 55 - Student Enrollment by Grade Level

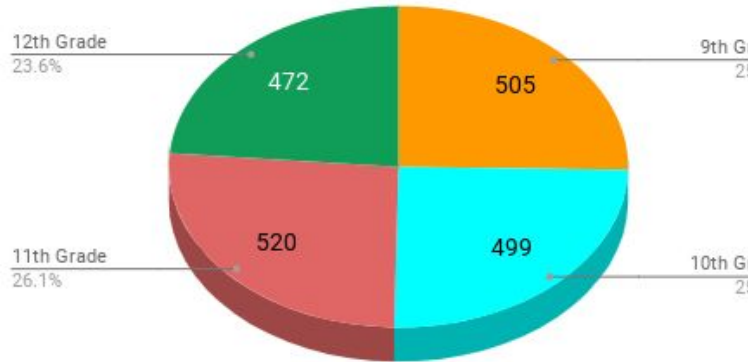


Figure #56 - Student Enrollment by Gender

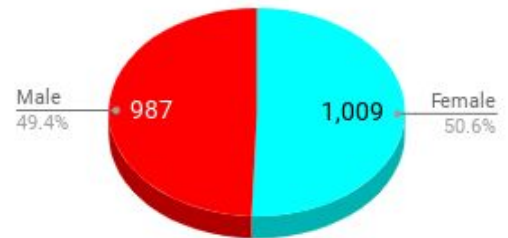


Figure #57 - Student Enrollment by Ethnicity

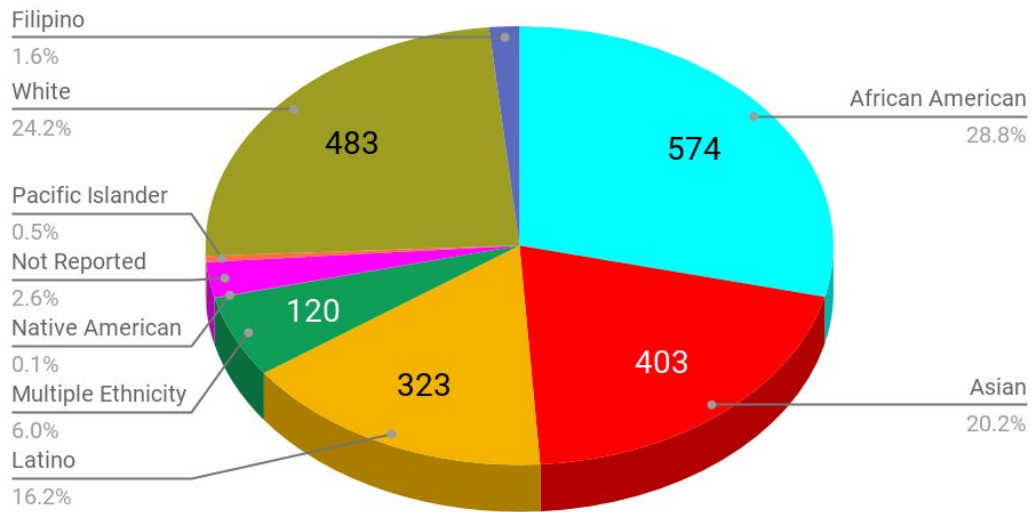


Figure # 58 - Student Enrollment by Home Language

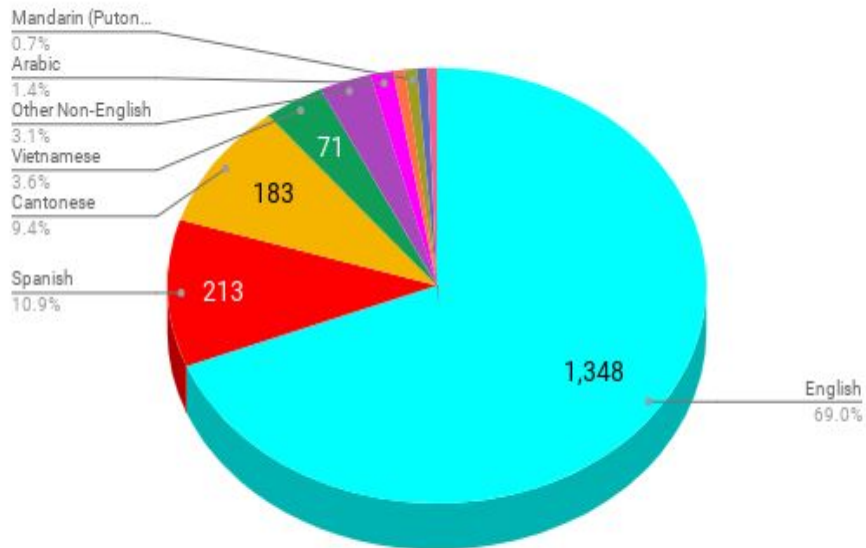
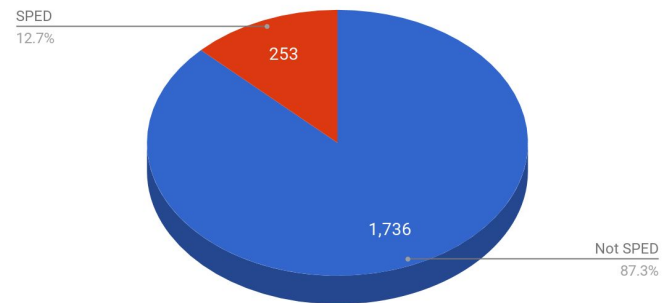
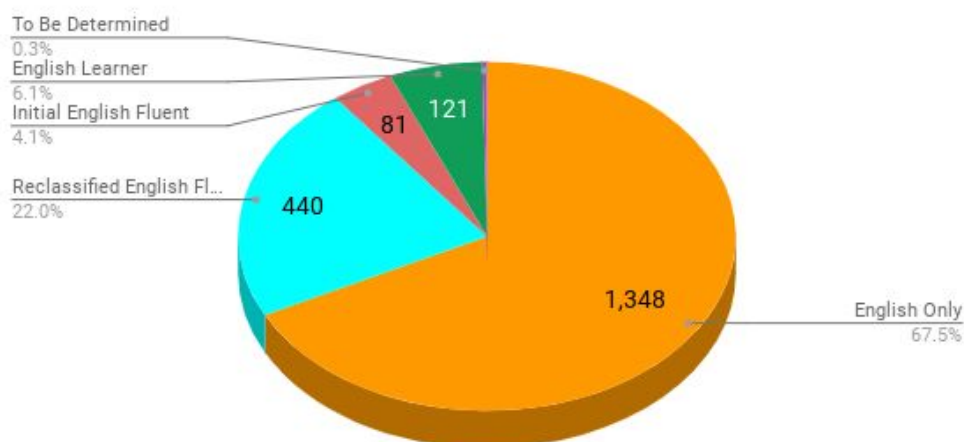


Figure # 59 - Student Enrollment by Special Education Status



3. Language Proficiency Numbers for English learners (EL), Fluent — English proficient (FEP), and Redesignated FEP (R-FEP).

Figure # 60 - Student Enrollment by Language Proficiency



Source: OUSD Data Dashboard (2017)

II: Significant Changes and Developments

- *Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.*
- *Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.*

Oakland Tech has experienced significant changes — some positive, others challenging — since the WASC visit in 2015. These developments have impacted the school’s vision and purpose, governance and leadership, staffing, professional development, site resources, curriculum, instruction, assessment and school culture.

A. Organization Changes: Vision and Purpose, Governance, Leadership and Staff, and Resources

1. Vision and Purpose Changes

As a result of OUSDs movement toward a career-to-college pathway model, Oakland Tech has refined its vision statement and administrative goals. The new vision statement reads:

*Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that **every** student takes ownership over their learning, engages in rigorous academic discourse and graduates college and career ready.*

Additionally, the administrative team has created a mission statement and four school goals for 2017-18, which guide its actions and professional development efforts:

The mission of the admin team is to develop powerful teacher and staff leaders, set the tone for a unified staff culture, and ensure that every parent, student, and staff member has information, voice, and choice to navigate the educational system.

- *Goal 1: Create a more unified staff culture through modeling and operationalizing a clear vision for Tech.*
- *Goal 2: Support pathway directors to grow high-quality, equitable pathways that represent the diversity of Tech.*
- *Goal 3: Departments will develop and pilot a common performance assessment for each course that allows students to demonstrate mastery and incorporates literacy, academic language, writing, and reflection.*
- *Goal 4: Develop a shared practice of looking at student work to assess and develop best literacy practices.*

These goals were created based on the SPSA, the LCAP and student/staff data, and then modified in August 2017 based on ILT and staff input. They have been actively promoted and discussed during school-wide staff meetings, ILT sessions, and pathway and department gatherings. Buyback days for the 2017-18 school year have been — and will continue to be — used to deepen staff connections to these goals. They have also been shared with stakeholders on the school website, the staff wiki, in classrooms, and in weekly emailed staff bulletins.

2. Governance Changes

Since the WASC visiting committee outlined 19 areas of growth in 2015, Tech's administration has committed itself to establishing specific action steps, team leaders, appropriate timelines and a means of assessing level of completion.

Beginning with the 2016-17 school year, the SPSA has been used as a guiding document to record goals, analyze data and monitor progress of both Tech as a whole and its individual pathways. Tech's SPSA now includes a tab for each existing pathway, as well as a tab where each pathway completes an annual self-assessment. The SPSA tool is a living document frequently used by pathway design teams, ILT and administrators to guide decision-making and data analysis. In addition, the Schoolwide Action Plan is a complete document which reflects both the SPSA and the 19 WASC areas of growth specified in 2015. The administrative team has recorded progress toward these goals using a color-coded system which is frequently updated according to personnel changes.

Starting in October of 2017, OUSDs financial crisis has imposed budget restrictions and hiring freezes on the school, as well as impending layoffs across the district. These massive budget cuts will certainly impact Oakland Tech as a whole, though the extent of the effects is still unknown.

3. Leadership Changes

Beginning in 2016, OUSD adopted a co-principal model for large high schools across the district. As a result, Mr. Josue Diaz became co-principal with Ms. Staci Morrison at the start of the 2016-17 school year. To help nurture a strong and cohesive partnership, they immediately began to work with Principal Coach, Ms. Shane Shafir, to develop a shared vision and practices. There have also been additional administrative team staffing changes. Ms. Kim Nguyen (Assistant Principal for 11th and 12th grade), Ms. Teresa Williams (Assistant Principal for Upper Campus), and Ms. Vicki Wilson (Teacher on Special Assignment) left after the 2016-17 school year and were replaced by three new staff members: Ms. Angela Taylor, Ms. Dana Sudduth and Ms. Elisabeth Calzaretta, respectively.

The 2017-18 school year marks a shift in how Tech structures administrative roles and responsibilities. In the past, assistant principals (APs) oversaw specific grades. This year, all but the 9th grade AP also oversee designated pathways (including the pathway's IEPs, discipline, teacher evaluations and field trips) in addition to their other duties. This approach furthers the school's commitment to nurture high-quality programs that keep students engaged, growing and supported in grades 10-12. This shift is being further honed and refined.

Also beginning in the 2017-18 school year, administrators began conducting Inquiry Walks every month for each school pathway and program. These visits begin with the collection of demographic and student perception data for the pathway/program and a discussion about goals between the assigned administrator and the pathway or program lead. Administrators then conduct a full morning of non-evaluatory scheduled classroom visits, followed by a debrief of the findings, process and recommended next steps. The goal is to strengthen the practice of using data to inform decisions and to ensure that all administrators have a deep understanding of the strengths and challenges of each pathway and program.

4. Staff Changes

Since the 2015 self-study report, numerous positions have been added to further Tech's focus on career and college readiness. These include a Pathway Coach, a College & Career Readiness Specialist and a Work-Based Learning Liaison who coordinates Tech's APEX, Dual Enrollment and Outside Work Experience programs. What's more, Karega Hart transitioned from an 80% paraprofessional position to a Restorative Justice Facilitator role and three 9th grade Exploring Computer Science (ECS) teachers were welcomed to the community to support changes to the freshmen curriculum.

To support struggling students and make pathways more equitable, four Student Support Specialists (SSSs) were hired during the 2016-17 school year to support identified students in the 9th grade, the Health Academy, FADA and Computer Science Academy. In the 2017-18 school year, two more SSS's were added, one dedicated to the RPL pathway and the other to support non-pathway students. These two new SSS's have not yet been onboarded due to contract issues and budget transfers at the district level. Although SSS's are widely viewed as valuable and important Tier 2 interventions for students, the school is still working to more clearly define the SSS role and coordinate further academic interventions since there are currently few options for intensive academic supports or credit recovery for SSS caseload students. In fact, more than 95% of Tech teachers who have partnered with SSS's report student progress in terms of attitude, attendance and work ethic.

This year, the school budget required that funds be used to hire additional School Security Officers (SSOs) rather than two locker room attendants, and the amount of locker room thefts has not changed considerably as a result. The OUSD budget crisis will likely further impact support staffing this year, with impending layoffs at school sites across the district.

As a result of teacher retirements and relocations out of the area, Tech experienced greater staff turnover in both 2016-17 and 2017-18 than in years past. This has led to new program leads and pathway directors in Paideia, Engineering and Health. 2017 also marked the first time in several years that the World Language Dept. has been fully staffed with all credentialed teachers — a welcome development.

Tech has also taken substantive steps to ensure that new teachers feel welcomed and supported as they learn to navigate the school's large, fast moving environment. New teachers participate in informational lunch sessions and are assigned a veteran "buddy" from within their department or pathway to help nurture the transition. To further promote open and responsive peer communication, several staff members recently created an Oakland Tech Wiki webpage, where any faculty and staff can share information and online resources or post questions.

5. Professional Development Changes

At the start of the 2016-17 school year, Tech modified the school schedule — making *all* Wednesdays minimum days for students — to expand the time allocated for staff collaboration and Professional Development.

The first Wednesday of each month is a whole staff meeting; the second and fourth Wednesday are pathway team meetings; and the third Wednesday are department meetings. In addition, Instructional Leadership Team (ILT) meetings occur the first and third Tuesdays of the month with department chairs and pathway leads. These meetings are tailored to help grow the capacity of chairs and leads to guide their teams toward the school's goals regarding school culture, equitable pathways, common assessments and literacy. When pathway teams meet on the second and fourth Wednesdays, teachers who are not a part of a pathway gather to pursue topics of interest of their choosing. They have focused their energy and insights into technology integration, outdoor education, growth mindset reading circle, and Special Education.

In the spring of 2017, a Professional Development Committee was established to plan all staff meetings and buyback days — an innovation that has vastly improved the structure, content, relevance and cohesion of whole staff PD. The PD Committee meets twice monthly to plan meetings focused around Tech's four goals. Whole staff meetings now begin with listening rounds with mixed groups of teachers — a framework that promotes a more unified and friendly culture among Tech's large, sometimes divergent staff. This discussion is followed by targeted presentations and quick announcements. The PD Committee has worked to design cohesive structure to the meetings, from establishing a simple Google form structure that all presenters use, to surveying teachers about the topics they would like to learn more about and the presentations they'd be interested in leading. Based on these surveys, breakout groups meet regularly to discuss areas of passion, including technology integration, equity, special education, standards-based grading, literacy and block-scheduling are provided for the second half of each staff meeting. Teachers who are experts on the subject are paid to run these meetings. Staff completes feedback surveys which are reviewed during PD Committee meetings and are used to inform decision-making about future actions.

Accountability and follow-up systems are still a work in progress for the school administration, but site-level professional development is appropriately differentiated and rooted in practice. Rather than a one-size-fits-all approach, Tech's multitude of departments, pathways and PLCS are encouraged to work in the ways that they feel are most beneficial to improving student achievement. Because of the complexity of the school and the many programs it offers students, this restructuring has been instrumental in developing quality instructional practices and curriculum

6. Resources Changes

Even with the addition of the Upper Campus in the 2012-2013 school year, Tech continues to grapple with a severe shortage of space, resulting in numerous teachers forced to share classrooms. This year, for instance, two SPED teachers have to share a resource class and a learning center. To allow greater access for students and a larger space for presentations, Tech's College & Career Center moved from its original home in the back of the school library to a more spacious basement room adjacent to the cafeteria. While the relocation is a net positive for the students, the juggle meant losing one computer lab. While the administration recognizes the need for facilities upgrades across the school's 100-year-old campus, the reality of that happening is unrealistic given the district's current budget allocations for capital improvements.

While Tech's physical space remains a challenge, new technology has been acquired over the past few years and put to good use throughout the campus. These added resources consist of: 537 Chromebooks, 26 Chromebook carts, 446 Computers, 21 document cameras, 12 pieces of instructional equipment, 4 pieces of art equipment, 53 network switches, 19 photocopiers, 18 printers, 58 projectors, 5 pieces of science equipment, 12 Smartboards and 10 televisions. 250 existing computers were also upgraded. In addition, chromebook carts have been distributed from a few central locations to be stored individually in many teachers' classrooms all across campus. Supervision, maintenance requests and the scheduling of chromebook cart use is more streamlined and secure as a result.

B. Curriculum Changes

In 2016-17, Tech moved to a seven-period (0-6th) school day — a significant enhancement that provides students more room and flexibility in their schedules for electives, while accommodating a mandatory seven-period day for freshmen. All 9th grade students are required to take an Exploring Computer Science (ECS) class, which was developed with support from Intel. This course also involves a Freshman advisory component taught in conjunction with school counselors and pathway directors, which is still being refined and formalized. There is also discussion of modifying this seventh block as a place for formalized English and Math intervention classes, as well.

Tech's robust pathway offerings have also changed and expanded. A new pathway — Race, Policy & Law — was launched in 2017 based on student interest. Its first cohort of sophomores are currently enrolled in a Law and Society class. The Computer pathway has also changed its course sequence with all sophomores and juniors now required to take AP Computer Science Principles and AP Computer Science A. Additionally, the Health pathway has begun offering Medical Chemistry and Medical Spanish 3.

While pathways expansion provides more students the opportunity to experience the focus and energy of these small learning communities, it does come with challenges — particularly with regard to master scheduling, ensuring maximum student choice and offering electives. To offset any decrease in electives offered on campus due to its growing pathways, Tech has actively promoted the option of completing courses for credit at the Peralta Community College. In fact, the number of students completing courses such as these has increased drastically. In 2016, 393 students completed community college courses in diverse subjects ranging from Japanese to Business to Psychology, compared to only 53 students in 2014.

In addition, since the beginning of the 2016-17 school year, four APEX credit recovery courses have been offered for History, English and Math three periods a day (0, 3rd and 7th) allowing up to 140 students to make up courses they had previously failed during the school day.

Also, two extra classes of special education programs — a severely handicapped tweener class and ASC academic and social competencies class — have been added this year to serve a wider range of Special Education students on both upper and main campus.

C. Instruction Changes

Tech's teachers have worked tirelessly to increase student engagement and cultural relevance in classes over last three years, as evidenced by increasingly positive student answers on the California Healthy Kids Survey. In 2017, 82.5% of students surveyed responded that they agreed or strongly agreed with the prompt "Teachers give students a chance to take part in classroom discussions or activities", compared to 67.1% in 2014. Similarly, in 2017, 54.3% of students surveyed responded that they agreed or strongly agreed with the prompt "At school I do interesting activities" as compared to 50.4% in 2014. And, finally, in 2017, 58.8% of students surveyed responded that they agreed or strongly agreed with the prompt "My class lessons include examples of my racial, ethnic, or cultural background" as compared to 28.6% in 2014. While departments and pathways are still working to make instruction even more engaging, inspiring and relevant, these changes in student perception demonstrate the shifts in the classroom that have already affected Tech's culture in recent years.

In addition, the schoolwide performance assessment goal has led to a stronger emphasis on writing across the curriculum, reflection and academic discussion in all disciplines. While most teachers on campus use performance assessment to some degree in their classes already, departments are working to develop, pilot and showcase common performance assessments with shared expectations this year. For instance, 11th grade Humanities teachers are developing shared rubrics and protocols around formal discussions (i.e. debates, Socratic Seminars, and oral presentations); 12th grade Humanities teachers are developing a shared rubric and protocol for the final research project; Mild/Moderate Special Education teachers in the ASC Special Day Class have developed a shared Partner Pair Share protocol to develop life skills and self-reflection; Algebra 1 teachers are working to develop a shared midterm assessment with a matrix that can be used to reflect on course coverage and sequence of topics for the following year; and FADA teachers are working with Performing Arts and Visual Arts departments to align portfolio criteria and to assess student growth across academy/departments.

Moreover, many pathways and departments are working to develop instructional practices that better support our at-risk populations in their classes, and especially our struggling English Learner students. For instance, ELL experts were brought in to deliver lectures on language learning and strategies for supporting English Learner students for the 9th grade California Studies teachers and the Health Academy has a shared practice of looking at student work to develop strategies for English Learners who have plateaued with their language development and literacy.

D. Assessment Changes

The Math Department no longer uses the SMI because it took several days of class time and was found to be unhelpful in determining each student's prior knowledge. Instead, the school has opted for Math Diagnostic Testing Project (MDTP) tests, which are given in the spring, and sometimes also in the fall depending on the course. Students take this test online and results are sent to the families.

E. School Culture and Student Support Changes

Oakland Tech has been working to strengthen school culture by increasing Positive Behavior Intervention and Supports (PBIS) on campus. In 2016, Tech was awarded a silver medal by the CA California PBIS Coalition — a network of State Education Leaders, County Offices, School Districts and Schools — for implementing multi-tier frameworks through Positive Behavior Intervention and Supports. We are delighted to have been recognized for our hard work and commitment toward implementing PBIS. This award was given for numerous initiatives that began since the 2015 WASC visit. These include the creation and implementation of a Bulldog Bucks store where students can buy prizes every Friday at lunch with purple reward “money” received from teachers/staff; monthly afterschool First Friday activities related to the school pillars; the implementation of tardy sweeps across campus; restorative justice work; and a schoolwide “Put Some Respect on It!” assembly and workshop series dealing with healthy dating relationships, sexual consent and boundaries, and bullying. A School Culture and Climate Team composed of several teachers, the Community Schools Manager and a Teacher on Special Assignment was created in 2016 to continue this beneficial PBIS work. Although the school is safe and calm, we continue to work towards more PBIS approaches to promote our four pillars and academic excellence schoolwide.

Another key effort on campus has been the reduction of tardyism. In order to reduce tardies, the administration revamped the school wide Tardy Policy and modified the tardy tracking system. Until this school year, teachers in only first and fourth periods would send tardy students to the office for recording and consequences. Now, tardies are recorded for all periods by the teacher and no students are sent down to the office. There have also been an increased number of tardy sweeps at the beginning of fourth period to deter the students. Students caught in tardy sweeps are required to attend two lunchtime detentions to clear their tardies. Furthermore, starting at the beginning of the 2017-18, a mandatory Friday Night School Program was created for students with the highest numbers of tardies who fail to clear their tardies through lunch detention. Work is still being done to make the tardy policies and systems more effective. This has been challenging due to a number of factors: budget cuts that make it exceptionally hard to pay to teachers for extra duties; the difficulty in establishing further consequences for students who skip detentions/Friday Night School since suspension is not an option; the sheer number of students who need to be accommodated; and the staff needed to track and clear tardies and notify parents. An Attendance Committee has been put together to work towards solutions and increase PBIS around good attendance, and administration is working to improve systems that are intended to prevent students who have not cleared tardies from attending extracurricular activities (dances, sports games, etc.)

Oakland Technical has continued to experience a demographic shift that reflects both the changing demographics of Oakland itself and the district's enrollment system. This year, the number of African American students attending is the lowest it has been in decades. Conversely, the number of Asian, White

and students of multiple races are the highest they have been since 2010, as evidenced in Chapter I, **Figure # 4**. Though Free and Reduced Lunch numbers for the 2017-18 school year are not yet available, Tech anticipates the number to continue to decline as it has — significantly — since the 2015 WASC report.

In the midst of these changes, ensuring equity and student access has been an ongoing challenge and one of the main drivers to develop more equitable pathways. To that end, pathway directors have worked hard to improve their application, recruitment and placement processes so that under-represented and high needs students are placed first. This school year, all 9th grade students saw a video overview of the pathways in classes prior to Winter Break and experienced an array of engaging Academy Week activities in ECS classes immediately afterward — all of this is in lieu of Tech's traditional Academy Fair, which was optional and didn't entice all students. In February, pathway directors will do first run of placements, accommodating high needs students first and determining with 9th grade teacher recommendations which students need 1-1 check ins before placement.

Several organizations have also been developed since 2015 to address Tech's equity issues, including the student group Support People of Color Now (SPOCN) in 2016-17, which has increased the level of student voice in the decision-making processes of the school. An Equity Team was also created out of the Measure N design team during the 2015-16 school year. The team was tasked with creating a system of inquiry that could be used to ensure that the funds gained through Measure N are being used in a way that truly supported their purpose: to increase the equitable outcomes of students in this school. As that year came to a close, the team realized that the best way to keep a focus on equity at Tech would be to collect, analyze and share data that could be used to understand how to better support students. The team is composed of teachers, students and parents. Advocates are continuously working to recruit more community members into conversations surrounding equity with the goal of eventually promoting and disseminating best practices for equity on campus.

In addition, steps have been taken to further engage all stakeholders and community members, with a special focus on English Learner parents. The Parent Liaison who leads Tech Parent University (TPU) and provides family counseling for high conflict relationships through COST referrals has worked to expand access to available programs specifically for Latino families by providing an "Ask Debra" segment, teleseminars in both English and Spanish and translation services for SSTs. She is also working to create a Yahoo group specifically for Latino parents.

The school has numerous Tier 2 and 3 supports for students, particularly through the COST team. During the 2016-17 school year, Tech did an overhaul of its COST system in order to improve its effectiveness and tighten communication between administration, service providers and staff. These changes were made as a result of data and feedback given at the end of the 2015-16 school year. Although proven effective in past years, participation in COST has grown to more than 30 providers, so new systems were needed to close gaps. In the beginning of the 2016-17 school year, a COST training was held with all service providers covering HIPAA/FERPA confidentiality laws with a review of mandated reporting guidelines. As a team, confidentiality agreements, meeting processes, and follow-up structures were agreed upon. With the help of the Behavioral Health's office, COST developed a new tracking system along with forms that would allow stakeholders immediate access to identify services being provided to students. A new email template and system of communicating results of COST meetings to teachers was

also developed. In addition, a COST Service Providers roster was created for quick access to all outside service providers on campus.

Measure N funds are also being used to develop more academic interventions for struggling students. In particular, seven Student Support Specialists (SSS) have been hired since the last WASC visit — one for each pathway with the exception of Biotech, one for 9th grade and one for non-pathway students — to support a caseload of struggling students with targeted academic and socioemotional interventions, as outlined in the SPSA.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

During the 2015-16 school year, Tech's Pathway Coach, administrative team, the Instructional Leadership Team (ILT), and Pathway Design Teams worked to flesh out the SPSA based on the 19 areas of growth detailed by the WASC visiting committee, with a special focus on Measure N planning and quality pathway development. In conjunction with this effort, the team worked to revamp the schoolwide action plan to include the growth areas, as well as specific action steps, persons responsible, appropriate timelines and a means of assessing the level of completion. Student achievement data, surveys from 11th and 12th graders who were not part of a pathway and the previous year's California Healthy Kids Survey were used to guide these reflective, goal-setting processes.

To monitor progress towards the schoolwide action plan, ILT, the administrative and pathway teams have reviewed student achievement data regularly over the last three years. ILT has examined satellite data around school demographics, student achievement and stratification in advanced classes on a regular basis. Pathway teams examine data when completing the pathway tabs of the SPSA and when discussing supports for struggling students. They regularly use data to self-assess their own progress toward meeting goals. Further, the administrative team shares out local data from staff and student surveys and street-level observations in weekly meetings. The team also reviews satellite student achievement and demographic data prior to monthly Inquiry Walks in order to gauge progress toward meeting the 2017-18 school goals. There are also numerous opportunities for the whole staff to review data, including Equity Team breakout groups during whole staff PD meetings. Both the SPSA and action plan are viewed — and treated — as dynamic living documents in which to record progress.

Rather than create new committees specifically for the WASC progress report, the administrative team sought support and input from robust structures already in place — structures born from the deliberate changes Tech made to achieve its SPSA goals. In fact, the WASC process mostly fit into the work engaged stakeholders have already been doing. Even so, writing the report was an intensive process in light of the changes Tech has experienced since the last WASC visit. Several members of the administrative team were designated as WASC coordinators and met to discuss an appropriate structure for the report and to decide on a timeline for gathering necessary information. One member of the team — a Teacher on Special Assignment — was assigned to write the bulk of the report in order to maintain a consistent voice. Several members of the team helped to compile necessary student achievement and

demographic data.

Beginning in October 2017, the WASC process was discussed at all whole staff and ILT meetings. Departments, pathways and PLCs were also given WASC teacher input assignments to complete in their individual pathway and/or department meetings. All teachers gave input about instructional practices and professional development experiences, and their comments and insights were incorporated into the written report and action plan. The background information on WASC, the timeline, teacher input assignments, the report template and the school's action plan were all posted on the staff wiki for easy accessibility.

In addition, informational interviews and/or written input forms were completed by all other stakeholders including: Special Ed Department representatives, ELD teacher, Pathway Coach, Work Based Learning Liaison, College & Career Coordinator, SSO's, SSS's, Athletic Director, COST Team, Technology Committee, School Culture and Climate Team, Professional Development Committee, Equity Team, Attendance Team, Restorative Justice Coordinator, AAMA Teacher, Student Council, Faculty Council, SPOCN, School Site Council, AP/Honors teachers, Business Manager, and Executive Director.

The report's main writer provided progress updates and reviewed key portions with the administrative team at weekly meetings. The completed draft of the report was then sent to two wonderful PTSA parents for review and copy-editing and, finally, a polished version was shared with all staff members. The team plans to create a more condensed action plan after the probationary visit—one that quickly and graphically expresses the goals and is more instructional in focus.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

→ Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

ACTION PLAN GOAL 1: All students make measurable progress in the development of their literacy skills.

Level of Accomplishment: Students are making progress in the development of their literacy skills and writing in every discipline. Students take the SRI three times yearly and scores are trending upwards with 65.5% of students at or above grade level, which is far higher than district averages. Lessons across campus, focus on writing and academic vocabulary. Performance assessments identified in Goal #3 include writing, speaking and reflection components, even in departments such as Art, PE and Special Education which do not typically include writing components. Pathways also emphasize literacy in their various capstone projects. The administration is still working to solidify practices and intervention

structures around literacy. Strengthening Goal #4 regarding literacy and the examination of student work is a ongoing focus of ILT and administrative team conversations, and many PLCS across campus are pursuing these goals in unique and energized ways.

Evidence:

- Student work samples
- Lesson plans
- Classroom observations
- Inquiry walk debrief notes
- ILT agendas
- Pathway and department meeting agendas
- Pathway projects/common performance assessment projects which include writing, speaking, and reflection components
- SRI scores trending upwards, with 65.5% of Tech students at or above grade level in Fall 2017

Impact on Student Achievement: Students are frequently required to write and use academic vocabulary in all classes. As a result, SRI scores are trending upwards and students are being prepared for rigorous, college-level academics.

ACTION PLAN GOAL 2: All students demonstrate the school values of Honor, Focus, Community and Positive Expression, and maintain at least 96% positive on-time attendance.

Level of Accomplishment: Oakland Tech has been working to strengthen school culture by increasing Positive Behavior Intervention and Supports (PBIS) on campus. In 2016, Tech was awarded a silver medal by the CA California PBIS Coalition — a network of State Education Leaders, County Offices, School Districts and Schools — for implementing multi-tier frameworks through Positive Behavior Intervention and Supports. We are delighted to have been recognized for our hard work and commitment toward implementing PBIS. This award was given for numerous initiatives that began since the 2015 WASC visit. These include the creation and implementation of a Bulldog Bucks store where students can buy prizes every Friday at lunch with purple reward “money” received from teachers/staff; monthly afterschool First Friday activities related to the school pillars; the implementation of tardy sweeps across campus; restorative justice work; and a schoolwide “Put Some Respect on It!” assembly and workshop series dealing with healthy dating relationships, sexual consent and boundaries, and bullying. A School Culture and Climate Team composed of several teachers, the Community Schools Manager and a Teacher on Special Assignment was created in 2016 to continue this beneficial PBIS work. Although the school is safe and calm, we continue to work towards more PBIS approaches to promote our four pillars and academic excellence schoolwide.

Evidence:

- 4 pillars posters
- Bulldog Bucks Store
- School Climate & Culture Team agendas
- Silver medal from the CA California PBIS Coalition
- Safe, calm urban campus

Impact on Student Achievement: Work to increase focus on the school pillars of Honor, Focus, Community and Positive Expression aims to create a safe learning environment for all students. PBIS structures motivate students to excel not only academically, but ethically.

ACTION PLAN GOAL 3: All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

Level of Accomplishment: Departments across disciplines focus on developing students' research, writing, speaking, listening and study skills for college readiness. In addition, pathways offer students the chance to develop career-readiness skills through lab classes like Computer Science, Animation, or Architecture, CTE field trips and job shadows, internship opportunities and capstone projects. As pathways continue to include a growing number of Tech students and place high-needs students first, a greater proportion of the student body will have access to these opportunities. Students are also able to take community college courses for high school and college credit through the dual enrollment and concurrent enrollment programs. Nearly 20 AP and Honors classes offer students the chance to further challenge themselves academically by diving into college-level coursework. The College & Career Center provides invaluable resources — from college admissions visits, to financial aid workshops — that are accessible to all Tech students. In addition, the Outside Work Experience program helps students secure jobs and internships through the school for course credit.

Evidence:

- 351 students enrolled in community college courses through dual enrollment in 2015-16 with approximately 90% passing with a C or better
- Concurrent enrollment numbers trending upwards with 53 students in 2014-2015, 104 students in 2015-16, and 393 students in 2016-17
- Master Schedule
- College and Career Center opportunities
- Counselors' presentations in 9th, 11th, and 12th grade classes
- SPSA (description of the unique career readiness opportunities of each pathway)
- Course syllabi
- AP course enrollment trending upwards for whole student body and special populations
- AP Exam pass rates higher than district averages
- Graduation rates higher than district averages
- % of students going to 2 or 4 year colleges within 2 years of graduation higher than district averages
- In the 2016-17 and 2017-18 school years approximately 25 students have participated in the Outside Work Experience program, and with efforts led by the new Work Based Learning Liaison hired the visibility of this program will likely increase.

Impact on Student Achievement: Students have numerous opportunities to build skills for college and careers. The impact is high graduation rates and high rates of students going on to 2- and 4-year colleges as compared to district averages.

ACTION PLAN GOAL 4: The school has a comprehensive Action Plan/Single Plan for Student Achievement that outlines the school's goals with clearly defined tasks, persons responsible, resources, assessment, and a timeline, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners.

Level of Accomplishment: The school has both a comprehensive Action Plan and a Single Plan for Student Achievement that outline the school's goals with clearly defined tasks, persons responsible, resources, assessments and timelines, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners. These are powerful living documents used to track progress over time.

Evidence:

- Completed Action Plan with defined persons' responsible, clearly defined tasks, timeline, progress noted using color-coded key
- Completed SPSA with a separate tab for each pathway and pathway self-reflection tabs with evidence
- Pathways familiarity with SPSA goals and Measure N initiatives
- Administrative Team, ILT, and pathway team meeting agendas since 2015

Impact on Student Achievement: As a result of the work done to revamp both the action plan and SPSA in the 2015-16 school year, pathways are now working toward common goals and have a shared understanding of how to track progress. Students have increased access to — and awareness of — pathways. There are also more developed goal-setting and collaboration processes in place for each pathway, which means that students have increasingly relevant curriculum and effective Tier 2 and 3 interventions.

ACTION PLAN GOAL 5: The school coordinates the valuable and passionate contributions of all stakeholders.

Level of Accomplishment: The innumerable contributions of stakeholders including students, parents, community organization and staff are of immense value to the school. To coordinate these diverse contributions, there are numerous committees on campus which meet regularly to work towards various goals. These include the PTSA, AASAP, Equity Team, SPOCN, ASB/Leadership, COST, Culture and Climate Team, CSSC, ILT, Technology Committee, administrative team, pathway teams and the Faculty Council.

Evidence:

- PTSA meeting notes
- AASAP meeting notes
- CSSC meeting notes
- Faculty Council meeting notes
- Staff meeting/ILT/department/pathway meeting agendas
- COST meeting notes

Impact on Student Achievement: Stakeholder contributions allow more students greater opportunities to grow and thrive with engaging instruction, relevant extracurricular activities, thought-provoking field trips, fun social events and meaningful, transformative support structures. All of these contributions enhance school culture and academic experiences at Tech.

ACTION PLAN GOAL 6: The school coordinates the many and varied student support services.

Level of Accomplishment: Led by the Community Schools Manager, Tech provides a Coordination of Services Team (COST) that includes more than 30 service providers. The COST Team meets weekly to discuss and agree on interventions for students referred by teachers and administrators. During the 2016-17 school year, Tech overhauled its COST system in order to improve its effectiveness and tighten communication between administrators, service providers and staff — changes that were inspired by data and feedback provided at the end of the 2015-16 school year. Participation in COST has grown and new systems were needed to close gaps. At the start of the 2016 school year, a COST training was held with all service providers covering HIPAA/FERPA confidentiality laws with a review of mandated reporting guidelines. As a team, confidentiality agreements, meeting processes and follow-up structures were agreed upon. With the help of the Behavioral Health office, COST developed a new tracking system along with forms that allow stakeholders immediate access to identify services being provided to students. A new email template and system of communicating COST meeting outcomes to teachers were also developed. In addition, a COST Service Providers roster was created for quick access to all outside service providers on campus. While Tier 2 and 3 emotional and behavioral supports are largely coordinated, work is ongoing to increase and better coordinate academic Tier 2 and 3 interventions. For instance, the role of Student Support Specialists (SSS) is still being refined to ensure even greater effectiveness.

Evidence:

- COST meeting agendas
- COST services providers roster
- COST referral form
- 234 COST referrals at Tech in 2016-17 school year, 51 COST referrals so far in 2017-18 show that staff is aware and makes use of referral process
- Increase in restorative justice processes: 278 tier 2 processes and 106 Tier 1 processes in 2016-17 as compared to 123 Tier 2 processes and 54 Tier 1 processes in 2015-16.

Impact on Student Achievement: Tech's many support services allow for numerous Tier 2 and 3 interventions for struggling students referred by teachers and staff. Programs like TUPE offer substance abuse counseling and restorative justice practices offer alternatives to suspension in many cases.

ACTION PLAN GOAL 7: The school has functioning Professional Learning Communities in all disciplines.

Level of Accomplishment: Rather than be forced to grapple with a one-size-fits-all approach to PLCs, Tech's departments, pathways, and non-pathway PLCs are empowered to develop and pursue their own paths to improve student achievement within the construct of Tech's 2017-18 school goals.

Differentiation recognizes the complexity of Tech's programs and diverseness of its students, and has been essential to developing quality, on-target instructional practices and curriculum.

At the start of the 2016-17 school year, Tech modified the school schedule — making Wednesdays minimum days for students — to strengthen staff collaboration and expand opportunities for Professional Development. The first Wednesday of each month is a whole staff meeting; the second and fourth Wednesday are pathway team meetings; and the third Wednesday are department meetings. In addition, Instructional Leadership Team (ILT) meetings occur the first and third Tuesdays of the month with department chairs and pathway leads. These meetings are tailored to help grow the capacity of chairs and leads to guide their teams toward the school's goals regarding school culture, equitable pathways, common assessments and literacy. When pathway teams meet on the second and fourth Wednesdays, teachers who are not a part of a pathway gather to pursue topics of interest of their choosing. They have focused their energy and insights into technology integration, outdoor education, growth mindset reading circle and Special Education.

Evidence:

- Agendas and meeting notes from PLCs, pathways, and departments
- 4 2017-18 school goals
- Meeting observations

Impact on Student Achievement: PLCs orient teacher practice towards quality pathways, literacy and performance assessments. As a consequence, students receive quality instruction that is vertically and horizontally aligned.

ACTION PLAN GOAL 8: The school implements a program of targeted professional development with follow-through.

Level of Accomplishment: At the start of the 2016-17 school year, Tech modified the school schedule — making *all* Wednesdays minimum days for students — to expand the time allocated for staff collaboration and Professional Development. The first Wednesday of each month is a whole staff meeting; the second and fourth Wednesday are pathway team meetings; and the third Wednesday are department meetings. In addition, Instructional Leadership Team (ILT) meetings occur the first and third Tuesdays of the month with department chairs and pathway leads. These meetings are tailored to help grow the capacity of chairs and leads to guide their teams toward the school's goals regarding school culture, equitable pathways, common assessments and literacy. When pathway teams meet on the second and fourth Wednesdays, teachers who are not a part of a pathway gather to pursue topics of interest of their choosing. They have focused their energy and insights into technology integration, outdoor education, growth mindset reading circle, and Special Education. In the spring of 2017, a Professional Development Committee was established to plan all staff meetings and buyback days — an innovation that has vastly improved the structure, content, relevance and cohesion of whole staff PD. The PD Committee meets twice monthly to plan meetings focused around Tech's four goals. Whole staff meetings now begin with listening rounds with mixed groups of teachers — a framework that promotes a more unified and friendly culture among Tech's large, sometimes divergent staff. This discussion is followed by targeted presentations and quick announcements. The PD Committee has worked to design cohesive structure to the meetings, from

establishing a simple Google form structure that all presenters use, to surveying teachers about the topics they would like to learn more about and the presentations they'd be interested in leading. Based on these surveys, breakout groups meet regularly to discuss areas of passion, including technology integration, equity, special education, standards-based grading, literacy and block-scheduling are provided for the second half of each staff meeting. Teachers who are experts on the subject are paid to run these meetings. Staff completes feedback surveys which are reviewed during PD Committee meetings and are used to inform decision-making about future actions. Accountability and follow-up systems are still a work in progress for the school administration, but site-level professional development is appropriately differentiated and rooted in practice. Rather than a one-size-fits-all approach, Tech's multitude of departments, pathways and PLCS are encouraged to work in the ways that they feel are most beneficial to improving student achievement. Because of the complexity of the school and the many programs it offers students, this restructuring has been instrumental in developing quality instructional practices and curriculum

Evidence:

- Professional Development plan around four school goals for 2017-18
- Professional Development Committee twice monthly meeting agendas
- Whole Staff and buyback day PD agendas
- Department and Pathway meeting agendas
- ILT agendas

Impact on Student Achievement: Professional development provided through whole staff meetings, buyback days, ILT, department meetings and pathway meetings center instruction more around literacy and performance assessment. As a result, student experiences in classes across disciplines will continue to become more engaging and rigorous.

ACTION PLAN GOAL 9: The school implements the Focused Annual Plan (FAP).

Level of Accomplishment: The FAP has been absorbed into a complete SPSA created in 2016 and no longer exists as a separate district organizational tool. Because of this, Tech's annual goals are not referenced as the FAP by staff or administration. However, the goals of the SPSA and the district-wide LCAP have been synthesized into four school goals for the 2017-18 school year. These goals were created based on the SPSA, the LCAP and student data during an administrative retreat in the summer of 2017 and then modified based on ILT and staff input in August. Professional development in whole staff meetings, ILT, PLCS, pathways and departments centers on making progress toward these goals, while buyback days are being used to deepen staff connections. The goals are shared with stakeholders on the school website, the staff wiki, in classrooms and in weekly emailed staff bulletins.

Evidence:

- Administration goals and actions posted on school website, staff wiki, hard copies posted in school and in weekly emailed bulletin
- Buyback day, whole-staff meeting, ILT meeting, pathway meeting, PLC meeting and department meeting agendas

- Staff feedback on administration goals from buyback day and from mid-year and end of year surveys
- SPSA 2017-18 site planning tool

Impact on Student Achievement: Intent on improving student engagement for all students, departments are now strongly focused on performance assessments and literacy with defined vertical and horizontal alignments set within and across grade levels. Classrooms in all disciplines use engaging projects that involve academic speech and writing.

ACTION PLAN GOAL 10: The school has effective methods to communicate and solicit support from the District.

Level of Accomplishment: Tech has numerous methods to communicate with the district through Lars Jorgensen and Paul Koh, who support Preston Thomas. The Co-Principals, Pathway Coach, Executive Director and High School Network Officers participate in twice monthly Principal PD meetings — the first Thursday focuses on literacy and the third zeros in on quality pathway development. In addition, Paul Koh and Pathway Coach, Carlee Adamson, attend weekly administrative team meetings. Josue Diaz also attends monthly Principal’s Advisory Committee meetings. The school has a functioning CSSC — a energetic team of teachers, students and parents led by Mr. Diaz — that also sends representatives to attend the District Advisory Council. Yet despite these efforts, communication with the district is still tense and lacks the desired level of transparency. This has been especially apparent during the current budget crisis and impending layoffs.

Evidence:

- Records of Principal PD agendas and goals
- CSSC agendas
- Principal’s Advisory Committee meeting notes
- District Advisory Council meeting notes and attendance
- District-wide Data Dashboard gives school administrators access to extensive demographic and student achievement data

Impact on Student Achievement: Tech’s focus on equitable pathways aligns seamlessly with the district’s goals for its high schools with the LCAP reflected in Tech’s SPSA and Action Plan and the expansion of pathways to accommodate more students.

ACTION PLAN GOAL 11: All students maintain a high level of cognitive engagement.

Level of Accomplishment: Teachers use a variety of instructional methods to increase cognitive engagement of students, with an emphasis on academic speaking. Another major focus has been the development of performance assessments in each department, which involve speaking, writing and reflection components. These assessments as well as interdisciplinary projects within pathways allow students to engage meaningfully with curriculum. The expansion of career pathways also aims to increase student engagement through job shadows, field trips and technical lab classes. Socratic Seminars, debates

and other formal discussions in many disciplines and pathways allow students to engage in academic conversations and practice speaking skills. The RPL pathway and the 9th grade California Studies class focus on current events and contemporary issues relevant to students' lives.

Evidence:

- Department and pathway meeting agendas
- Templates for performance assessments
- Class syllabi with evidence of engaging curriculum: Taking Action Project, coding challenges, Health Fair, CTE based field trips and job shadows, Socratic Seminars, capstone projects etc., website design, oral history projects, monument designs, petition writing, portfolios, culturally relevant literature, online animation projects, etc.
- Class observation with evidence of widely used teaching strategies across departments and pathways including: think-pair-share, gallery walks, Socratic Seminars, debates, cold-calling, multimedia, DO NOWS, exit tickets, jigsaws, fishbowls, quizzes, equity sticks, kahoot, google for education tools (sheets, classroom, slides, docs), oral art portfolio defense, oral art critiques, performing arts reflections, short and long-term group projects, capstones, research papers, double-entry journals, four corner discussions, etc.
- California Healthy Kids Survey results

Impact on Student Achievement: Tech's teachers have worked tirelessly to increase student engagement and cultural relevance in classes over last three years, as evidenced by increasingly positive student answers on the California Healthy Kids Survey. In 2017, 82.5% of students surveyed responded that they agreed or strongly agreed with the prompt "Teachers give students a chance to take part in classroom discussions or activities", compared to 67.1% in 2014. Similarly, in 2017, 54.3% of students surveyed responded that they agreed or strongly agreed with the prompt "At school I do interesting activities" as compared to 50.4% in 2014. And, finally, in 2017, 58.8% of students surveyed responded that they agreed or strongly agreed with the prompt "My class lessons include examples of my racial, ethnic, or cultural background" as compared to 28.6% in 2014. While departments and pathways are still working to make instruction even more engaging, inspiring and relevant, these changes in student perception demonstrate the shifts in the classroom that have already affected Tech's culture in recent years.

ACTION PLAN GOAL 12: The school effectively implements the school-wide learning goals.

Level of Accomplishment: Tech's schoolwide learning goals are implemented across disciplines and posted within classrooms. Common assessment goals within departments and capstone goals within pathways focus on preparing students to become effective communicators, skillful users of technology, problem solvers, skillful users of technology, active participants in a career and college culture and contributors to the local and global communities. All courses have activities and projects which embody these goals. For instance, in the Science Dept. students use technology such as Excel to perform calculations and graph data. In the English Dept., students work on college admissions statements as part of the curriculum. In the 9th grade California Studies course, freshmen complete a major Taking Action Project where they focus on improving the school or local community. And, in the Health Academy, students complete a Health project and participate in a Health fair. In addition, the four Oakland Tech pillars of positive expression, honor, focus and community center positive behavior incentive systems across campus and are reinforced through lunchtime activities and monthly First Friday celebrations.

Evidence:

- Teachers' lesson plans
- Department and pathway meeting notes
- Class observations
- Inquiry walkthroughs
- First Friday activities and celebrations

Impact on Student Achievement: Tech's schoolwide learning goals promote strong, relevant instruction in all departments and pathways with all students having the opportunities to achieve each of the goals. In addition, the focus on the school's pillars allows for a safe and calm learning environment.

ACTION PLAN GOAL 13: The school maintains a school website and updates it regularly.

Level of Accomplishment: Oakland Tech has a well-organized, informational website. In July 2016, the school website was updated by PTSA volunteers through the Communications Committee. Nancy Murr of the PTSA serves as webmaster and communicates regularly via email with the administrative team to ensure website information is current and extensive. In addition, the PTSA also produces the weekly Bullhorn e-newsletter which is emailed to nearly 2,000 recipients. Both the website and the Bullhorn are linked to Google Translate and are able to be fully translated into dozens of languages.

Evidence:

- School website
- Bullhorn e-newsletter
- PTSA Communications Committee notes

Impact on Student Achievement: The updated school website provides access to important information such as school news and calendar, pathway information, graduation requirements, College & Career Center Information, tutoring opportunities, athletic programs and much more. As a result, students and their families have a quick and reliable way to know what's happening, and when.

ACTION PLAN GOAL 14: The school procures technology resources that are sufficient for the program of instruction.

Level of Accomplishment: Since 2015, Oakland Tech has added the following technology resources: 537 Chromebooks, 26 Chromebook carts, 446 Computers, 21 document cameras, 12 pieces of instructional equipment, 4 pieces of art equipment, 53 network switches, 19 photocopiers, 18 printers, 58 projectors, 5 pieces of science equipment, 12 Smartboards, and 10 televisions. 250 existing computers were also upgraded. In addition, chromebook carts have been distributed from a few central locations to be stored in individual classrooms all across campus. Supervision, maintenance requests, and the scheduling of chromebook cart use seem to be more streamlined and secure as a result. The Technology Committee meets monthly to manage resources and plan for the acquisition of additional technology.

Evidence:

- Chromebook carts in many teachers' classrooms
- Many students (particularly in FADA courses, Exploring Computer Science, and Computer Academy) use chromebooks in class on a daily basis
- Google calendars for computer checkout
- List of Chromebook storage locations
- Maintenance request Google Form
- Technology committee monthly meeting notes
- PD Breakout Sessions on technology integration and google classroom

Impact on Student Achievement: Students have regular access to technology in many classes. Numerous teachers across disciplines use Google Classroom to organize class content, assign Google Slides Projects, use phones/chromebooks for academic games involving technology, have students make podcasts, and/or require the use of technology for research purposes. In addition, all freshmen take an Exploring Computer Science (ECS) class to learn the basics of computer skills and programming. The Computer Science Academy and FADA provide course offerings on more advanced computer skills, including AP Computer Science, Graphic Design and Animation. In addition, students have access to library computers and printer for school work and printing before school, at lunch, and after school.

ACTION PLAN GOAL 15: The level of student stratification in honors and advanced placement courses is minimal.

Level of Accomplishment: Although this goal left by the 2015 visiting committee seems to suggest that Oakland Tech has too many strata of advanced courses, the school prides itself on offering a diverse variety of options to suit all students' needs (CP, HP and AP, as well as pathways and Paideia). This student-centric model allows students to enter classes appropriate for their particular preparation levels and aspirations. While the many options can add some complexity to course scheduling, counselors emphasize the difference between CP, HP and AP courses, and what those distinctions means for college admissions, during one-on-one counseling sessions. Students are free to select any class they are interested in taking and then counselors adjust schedules based on pathway requirements, recommendations from teachers for AP/Honors Humanities courses and students' previous grades for AP/Honors Math, Science, World Languages, etc. In addition, teachers encourage students who perform well in CP classes to move up to HP and AP options mid-year when appropriate. In 2016, only 43.4% of students of 10-12th graders district-wide who enrolled in one or more AP classes passed, as compared to 76.3% at Oakland Tech. Furthermore, in 2017, only 20.3% of 10th-12th graders district-wide passed one or more AP courses with a C or better, as compared to 32.4% at Oakland Tech. This data suggests that Oakland Tech's counselors and teachers place students properly based on their ability levels and interest. Therefore, rather than focus on reducing stratification in AP/Honors courses, counselors, teachers and administrators are working to ensure that more students are prepared for the rigor of advanced level classes, to place students in courses where they will be successful, and to continue to increase the number of advanced options open to students.

Evidence:

- Master schedule
- List of AP and Honors courses

- CP, HP, AP options in Humanities 11th and 12th grade classes
- AP US History, AP English and AP Government blocks open to both Paideia students and students who are not in Paideia
- AP/Honors teachers' syllabi
- Classroom observations
- AP/Honors class student survey results, winter 2017
- Data regarding AP Exam success rates suggests proper placement of students: In 2016, only 43.4% of students of 10-12th graders enrolled in 1 or more AP classes passed 1 or more AP exam, as compared to 76.3% at Oakland Tech
- Data regarding 10th-12th graders passing AP courses with a C or better suggests proper placement of students: In 2017, only 20.3% of 10th-12th graders district-wide passed one or more AP courses with a C or better, as compared to 32.4% at Oakland Tech.
- Graduation rates

Impact on Student Achievement: Students have a wide range of AP/Honors options available to them and are placed appropriately. Tech's robust offerings of different levels of courses allow for student choice — including the many students who want to experience rigorous, advanced courses. Tech's graduation rates, AP exam pass rates and AP course pass rates are therefore high compared to district averages.

ACTION PLAN GOAL 16: The school ensures equity and equal access to all honors and advanced placement courses.

Level of Accomplishment: Oakland Tech continues to work to promote access to Honors and AP classes, especially for historically underserved student groups. An AP/Honors week in the spring provides information sessions at lunch and after school for each course. These are open to all students and advertised with announcements and flyers. And, teachers and counselors encourage historically underserved students to enroll in advanced courses appropriate for their individual aspirations and skill levels. In addition, the AAMA program takes African American males to shadow AP and Honors classes in the fall with the hope of increasing enrollment and access. AP course enrollment is trending upwards with 35.9% of students in grades 10-12 enrolled in AP classes in 2016-17, as compared to 25.4% of students district-wide. AP course enrollment by African American students is also trending upwards with 19.9% of African American students enrolled in at least one AP course at Oakland Tech in 2016-17, as compared to only 9.9% in 2014-2015. Similarly, 26.8% of Tech's Latino students were enrolled in at least one AP course during the 2016-17 school year as compared to only 17.6% in 2014-2015.

While many AP classes require students to meet grade and/or course requirements, certain AP courses such as AP Statistics and AP Computer Science Principles (which is required for all sophomores in the Computer Science Academy as of the 2016-17 school year) are particularly welcoming of first-time AP students. In the Humanities Dept., teachers also have some latitude in terms of recommendations as there is not a "test" but a variety of factors teachers can use to assess whether the HP or AP class would be an academically positive choice for a student. In this way, a student who demonstrates serious academic concerns but who works hard and shows initiative is not barred from entering more advanced classes. Another important piece to all this is the variety of classes offered: English 4 CP (College Prep), English 4 HP (Honors Program) and English 4 AP Literature and Composition, with a similar structure for

History courses. This variation opens up more spaces for students who are not academically prepared but who are assiduous.

Clubs such as SPOCN aim to provide safe spaces for students of color to discuss their experiences at Tech and in AP/Honors classes. Moreover, the monthly Inquiry Walk focus on AP/Honors classes allowed the administration to dive further into data around demographics and access to AP/Honors courses and to discuss next steps. While ensuring equity at Tech continues to be a challenge, progress has been made in the last three years with more students than ever accessing advanced options. The administration hopes to continue this forward progress by enhancing support structures in place for first time AP/Honors students, diversifying the AP courses available and improving structures for targeted recruitment.

Evidence:

- AP course enrollment trending upwards with 35.9% of students in grades 10-12 enrolled in AP classes in 2016-17 as compared to 25.4% of students district-wide
- AP course enrollment by African American students is also trending upwards with 19.9% of African American students enrolled in at least one AP course at Oakland Tech in 2016-17, as compared to only 9.9% in 2014-2015. Similarly, 26.8% of Tech's Latino students were enrolled in at least one AP course during the 2016-17 school year as compared to only 17.6% in 2014-2015.
- Enrollment policies in different departments/courses
- AP/Honors course syllabus
- AP/Honors information weeks
- AP/Honors Inquiry Walk notes from December 2017

Impact on Student Achievement: Oakland Tech students have the opportunity to take a wide variety of rigorous, advanced courses in different disciplines. Students are well informed of the diverse options open to them.

ACTION PLAN GOAL 17: The school has a class for all elected student body leaders in which they plan, implement, and coordinate a thorough program of student activities, led by a certificated Student Activities Director.

Level of Accomplishment: Oakland Tech offers a Leadership class 3rd period led by Ms. Rosemary. This class plans a robust calendar of student activities including various dances (the Prom and Winter Ball,) a flea market, a carnival, a club fair and canned food/turkey drives. In addition, Oakland Tech has an ASB of elected student officials who are led by Ms. Travick as an extracurricular that meets regularly at lunch and after school. Even so, many elected student body leaders are not in the Leadership class because of scheduling conflicts. Specifically, many of the AP/Honors classes these ASB officers take are only offered one period a day and therefore frequently conflict with a Leadership class.

Evidence:

- Master Schedule
- Student events calendar

- Leadership class observations

Impact on Student Achievement: The Leadership class offers interested students a chance to learn to plan, implement and coordinate a wide variety of student activities. In addition, the combined efforts of Leadership and ASB promote a robust calendar of student activities school-wide.

ACTION PLAN GOAL 18: The school provides physical education facilities that are sufficient for the instructional program.

Level of Accomplishment: Site administration and district personnel have explored the possibility of upgrading facilities to accommodate the physical education program. The district reconditioned the football field and resurfaced the track in 2017. The Dance Room has been thoroughly sanitized, and the Boys' Gym and Girls' Gym basketball courts have been refinished. Current budget allocations for capital improvements in the district do not allow for new facilities.

Evidence:

- Reconditioned football field
- Resurfaced track
- Dance room
- Basketball courts

Impact on Student Achievement: Due to districtwide budget cuts, major upgrades to facilities are not currently possible. However, the reconditioned football field and new track provide the space for well-rounded physical education and sports programs for students.

ACTION PLAN GOAL 19: The school has effective procedures for students to recover credit for failed courses.

Level of Accomplishment: Since the 2016-17 school year, Oakland Tech has offered three periods of APEX credit recovery for Math, English and History during 0, 3rd and 7th periods serving approximately 85 students this school year. Independent Studies is also available as a last resort and serve about 10-15 students each year.

Evidence:

- Master Schedule
- APEX Credit Recovery rates since 2015
- 87.3% graduation rate in 2016 compared to 65.7% districtwide
- 87.2% on track to graduate rate in Spring 2017 compared to 80.5% districtwide

Impact on Student Achievement: APEX three periods a day offers opportunities for students to make up credits in Math, English, and History. This helps credit deficient students avoid alternative education and graduate.

ACTION PLAN GOAL 20: Clarify duties and responsibilities of Upper Campus personnel.

Level of Accomplishment: Ms. Dana Sudduth started in the fall 2017 as an Assistant Principal and an administrator for the Upper Campus. The support staff on Upper Campus consists of one Campus security officer, one Administrative Assistant, one Custodian, the two FADA Pathway Directors, one Student Support Specialist (SSS) and four Instructional Support Specialists (ISS's). The campus is tranquil and beautiful, with colorful murals enhancing the portable buildings and two full computer labs. Staff and students enjoy the small, intimate environment. Because the goal is to be a part of the larger Oakland Tech community, there are no separate assemblies or staff meetings on Upper Campus, though Ms. Sudduth is working to bring more spirit/extracurricular activities to the Upper Campus each Friday. In addition, she reports to Ms. Morrison on the main campus and attends twice monthly ILT meetings as well as weekly administrative meetings also held on the main campus. She also communicates with the district and the PTSA, and has been working in conjunction with the Beautification Team to rebuild water sources for better gardening, replant flowers in the spring, and get funding for the creation of two new murals.

Evidence:

- Administration Organizational Chart 2017-18 posted on staff wiki and school website
- Administrative Meeting Agendas
- Upper Campus staff happiness
- Upper Campus Assistant Principal sends additional Upper Campus bulletin to staff via email each week

Impact on Student Achievement: Although it remains a brisk 12-minute walk (an ongoing source of student grumbling) from the main campus, the Upper Campus provides a safe and supportive learning environment with a cadre of caring teachers and staff. Students enjoy the feel of a small college, while still having access to the spirit and resources of a comprehensive high school. In addition, a clear dismissal system has been created for students who have classes on both the Upper Campus and main campus which mediates some of the problems a two campus school can present for tardies and school culture.

ACTION PLAN GOAL 21: Provide better access for all students to the College & Career Center.

Level of Accomplishment: The College & Career Center has been relocated to ensure better student access. Now adjacent to the student cafeteria, it's staffed during school hours and after school. Students can drop in during lunch or visit the center with a pass from their teachers. The College & Career Center also blankets the school with flyers, advertises through push-in classroom visits, has a grade-level text message notification service, sends robocalls to seniors, makes announcements over the loudspeakers, hosts celebratory events to increase foot traffic and promotes it's events and college visits on the school website and Bullhorn e-newsletter. Initiatives like the "Poppin' Bottles" UC application celebration in the fall and prom ticket raffles draw students to the CCC who may not regularly use the plethora of services. A recent PTSA grant is funding the redesign the College & Career Center to make it more welcoming

with new furniture and materials, including a table installed at the entrance to better track the number of students who make use of the Center.

Evidence:

- Approximately 500 students use center for college visits, 200+ students use center for counseling, 50+ one-on-one sessions with the College and Career Coordinator, ongoing one-on-one college counseling for all foster youth
- New location of College and Career Center in the basement
- ¼ of each grade signed up for text message service currently
- 12th grade college process announcement robocalls
- High attendance on college field trips offered to whole school, including a HBU field trip

Impact on Student Achievement: Tech's College & Career Center provides students a wide array of opportunities and services, including College Crunch weeks, presentations in classes in 9th, 11th, and 12th grades, college field trips, college visits, PTSA volunteer college essay readers, one-on-one counseling, summer programs and celebratory events. The new location of the consistently staffed College & Career Center makes it easier for many students to tap the array of resources and services. These efforts help promote a college-going culture at Tech, as demonstrated by our 87.3% graduation rate, our 76.6% of graduates who go on to two or four year colleges within a year of graduating, and our 46% of graduates who go on to four year colleges within a year of graduating in 2016-17.

ACTION PLAN GOAL 22: Review the tardy process to make it more efficient.

Level of Accomplishment: In order to reduce tardies, the administration revamped the school wide Tardy Policy and modified the tardy tracking system. Until this school year, teachers in only first and fourth periods would send tardy students to the office for recording and consequences. Now, tardies are recorded for all periods by the teacher and no students are sent down to the office. There have also been an increased number of tardy sweeps at the beginning of fourth period to deter the students. Students caught in tardy sweeps are required to attend two lunchtime detentions to clear their tardies. Furthermore, starting at the beginning of the 2017-18, a mandatory Friday Night School Program was created for students with the highest numbers of tardies who fail to clear their tardies through lunch detention. Work is still being done to make the tardy policies and systems more effective. This has been challenging due to a number of factors: budget cuts that make it exceptionally hard to pay to teachers for extra duties; the difficulty in establishing further consequences for students who skip detentions/Friday Night School since suspension is not an option; the sheer number of students who need to be accommodated; and the staff needed to track and clear tardies and notify parents. An Attendance Committee has been put together to work towards solutions and increase PBIS around good attendance, and administration is working to improve systems that are intended to prevent students who have not cleared tardies from attending extracurricular activities (dances, sports games, etc.)

Evidence:

- Friday Night School attendance roster
- Lunch detention attendance roster
- Attendance Team and Faculty Council meeting agendas

Impact on Student Achievement: Chronic tardy offenders are encouraged to be on time to class, and tardy sweeps and lunch detentions are working to improve our school culture. Phone calls home to parents of students receiving Friday Night School help to get families involved in reducing tardyism.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

A copy of the schoolwide action plan and the 2017 SPSA are both included as appendices to this probationary progress report. Refinements made to the schoolwide action plan have been noted in the progress section using the following color-coded key.

- **Highlighted green indicates completed actions**
- **Highlighted yellow indicates actions that are in progress**
- **Highlighted red indicates actions that have not been taken**
- **Dark red font indicates actions that have been discontinued or are no longer relevant**