WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES / CALIFORNIA DEPARTMENT OF EDUCATION

# FOCUS ON LEARNING

# 2014-2015 SELF-STUDY

# OAKLAND TECHNICAL HIGH SCHOOL

**4351 Broadway**
**Oakland, California 94611**
**(510) 450-5400**

**Staci Ross-Morrison**
**Principal**

Oakland Unified School District

May 4-6, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

# 1. OAKLAND UNIFIED SCHOOL DISTRICT PERSONNEL

**BOARD OF EDUCATION**

Katebah Al-Olef, Student Director
Christopher Dobbins
James Harris, Vice President
Jumoke Hinton Hodge
Carmen Jimenez, Student Director
David Kakishiba, President
Jody London
Roseann Torres
Anne C. Washington
Antwan Wilson, Superintendent and Secretary

**SUPERINTENDENT**

Antwan Wilson

**EXECUTIVE LEADERSHIP**

Perry Chen, Advisor to the Superintendent
Jacqueline Minor, General Counsel
Troy Christmas, Director of Labor Relations
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Mia Settles-Tidwell, Chief of Operations
Yana Smith, Chief of Organizational Effectiveness & Culture
Brigitte Marshall, Chief Talent Officer
Allen Smith, Chief of Schools, Office of Postsecondary Readiness
Devin Dillon, Chief Academic Officer

**HIGH SCHOOL NETWORK SUPERINTENDENT**

Kevin Taylor

**OAKLAND TECHNICAL HIGH SCHOOL**

Staci Morrison, Principal
Josue Diaz, Assistant Principal
Richard Fairly, Assistant Principal
Kim Nguyen, Assistant Principal
Teresa Williams, Assistant Principal

# 2. OAKLAND TECHNICAL HIGH SCHOOL STAFF

## 2.1. ADMINISTRATION

| | |
|---|---|
| Morrison, Staci | Nguyen, Kim |
| Diaz, Josue | Williams, Teresa |
| Fairly, Richard | |

## 2.2. COUNSELORS

| | |
|---|---|
| Delgado, Theresa | Martinez, Amy |
| Johnson, Jacqueline | Mayer, Claire |

## 2.3. TEACHERS

| | | | |
|---|---|---|---|
| Ahmed, Sarah | Evans, Lawrence | Ketcham, Sara | Rey, Nicholas |
| Augustine, Glen | Faris, Wafa | Kuchera, Cathrinemary | Rhynes, Marsha |
| Bailey, Kathleen | Fong, Marydaisy | Langill, Johanna | Riot, Elizabeth |
| Bale, Virginia | Friedman, Patrick | Lee, Phil | Rocke, Brooke |
| Bascom, Peter | Gong, Nathan | Lopez, Isabel | Ruggiero, Kathryn |
| Berning, Beverly | Green, Deborah | Lord-Walker, Janice | Senn, JosephSherman, Ashlee |
| Bhasin, Sona | Greene, Mary | Lucas, Julian | Shewmaker, Aaron |
| Bojorquez, Judith | Grossman, Jeremy | Mann, Natalie | Sigge, Susan |
| Borens, Jennifer | Guirao, Felicidad | Melious, Coriander | Skiles, Sadie |
| Bover, Carlos | Hahn, Moss | Merrill, Parker | Smith, David |
| Brandt, Patricia | Hancock, Lamar | Miller, Eldica | Snow, Joyce |
| Broderick, Timothy | Harris, Clarence | Minaie, Ardeshir | Snyder, Deirdre |
| Brown, Charles | Haugen, Elizabeth | Moreno, Jessica | Stubblefield, Douglas |
| Chacana, Max | Heckel, Peter | Nicholas, Brennan | Sutton, Jeremy |
| Clarke, Stephen | Herrero, Tonia | Nixon-Holtan, Maureen | Thompson, Vicki |
| Colley, Matt | Holladay, Denise | O'Keith, KC | Travick, Sonja |
| Cooper, Natalia | Hurlbutt, Lauren | Onyeador, Emmanuel | Tyson, Jessica |
| Cruickshanks, Lauchlin | Jack, Helena | Orle, Karina | Wann, Wei |
| Cruz, Humberto | Javelo, Dennis | Pasternak, Harry | Wing, Joel |
| Daigle, Clifford | Joe, Marietta | Perez, Livier | Wolf, Becky |
| Dallas, Ena | Johnson, Katita | Pfeiffer, Brian | Wolfe, Maryann |
| Davidson, Mary L. | Kappner, Tania | Pines, Renita | Woo, Jah-Yee |
| Debro, Keith | Keeran, Kathryn | Powell-Thomas, Lorrie | Zimmerman, Seth |
| deLeeuw, David | Kemnitzer, David | Price, Martel | |
| DeMarinis, Franco | Kerlin, Jutta | Quinney, Darlene | |

## 2.4. CLASSIFIED STAFF

| | | |
|---|---|---|
| Akins, Tonya | Haemmel, Elizabeth | Patterson-Pratt, Sharif |
| Allen, Barbara | Haile, Tesfai | Pho, Emerly |
| Anderson, Cynthia | Harston, Ana | Pinkney, Chavon |
| Angelo, Anita | Harston, Ana | Rhynes, Sharon |
| Augustine, Eugene | Hart, Karega | Ringo, Velda |
| Bellow, Mildred | Heath, Paul | Saephanh, Sarnkwang |
| Bivins, Sonya | Hickman, Jason | Saephanh, Kao |
| Butler, Erykah | Hopson, Dora | Stamp, Kwame |
| Carmona, Carlos | Humphrey, Dawn | Sumlin, Aleshia |
| Carter, Tamesa | Hunt, Dedra | Thomas, Gloria |
| Cherry, Cynthia | JeanPierre, Adrianna | Trotter, Fred |
| Clachar, Janet | Jelinski, Laura | Vasquez, Edgar |
| Conaway, Omeka | Jones, Deborah | Veliz, Norma |
| Conocono, Nona | Jordan, Catherine | Walker, Wilma |
| Cummings, LaDale | King, Tamika | Walters, Terri |
| Dillard, Josh | Mack-Rambo, Demarrea | Whisenton, Rosemary |
| Dixon, Jason | Marker, Karen | Woolridge, Michael |
| Duenas, Tamara | Mbara, Anthony | Yee, Wing |
| Franklin, Michelle | McCall, William | |
| Fung, Jenny | Murry, Keith | |
| Galicia, Maria | Narcisse, Linda | |
| Habte, Abraham | Newells, Philip | |

## 2.5. OTHER RESOURCE PERSONNEL

| | | | |
|---|---|---|---|
| Carter-Kelly, Debra | *Parent Liaison* | Gutierrez, Lisa | *TechniClinic* |
| Clayton, Eric | *Intervention Counselor* | McBride, Gynelle | *Intervention Counselor* |
| Coplan, James | *Athletic Director* | Rhodes, Kathie | *TechniClinic* |
| Crimmel, Kusum | *PBIS Coordinator* | Walter, Keith | *Peacemakers* |
| Fennimore, Kamla | *TechniClinic* | Williams, Phil | *Technology Supervisor* |
| Fern, Casey | *Stage Manager* | Wilson, Andrew | *College & Career Office* |
| Fonacier, Paula | *METS (Mills College)* | | |

* A note about the pagination and tables of contents: In order to make use of the features of Google Docs, and work within the Google Docs file size limitations, the complete Focus on Learning Self-Study file has been divided into six sections (Preface, Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5.) Each section is numbered separately. A hyperlink table of contents also is included at the beginning of each section, so that the reader can Ctrl-Click on a heading and go to that section.

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# 4. Preface

*Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:*

1. *The involvement and collaboration of all staff and other stakeholders to support student achievement*
2. *The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards*
3. *The analysis of data about students and student achievement*
4. *The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria*
5. *The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.*

Oakland Tech began its self-study in September 2013 with an overview of the School Quality Review process that Oakland Unified School District uses to support schools that are preparing for a WASC self-study. The intent of the SQR is to provide a school with support in gathering data, making classroom observations, conducting student interviews, and providing an SQR report that will be useful as the school writes its WASC self-study report. The SQR visit was held in April 2014 rather than November 2013, and the SQR report was available in Fall 2014.

During the self-study, teachers, classified staff, students, and parents were involved. The SQR team spoke with each stakeholder group, and they participated in home groups.

The model self-study process was modified somewhat to accommodate the district's intended SQR process. It was modified again due to the delays in the process.

**Timeline**

| | |
|---|---|
| September 2013 | Orientation to SQR process<br>Teacher self-assessment of the school program using SQR criteria<br>Expected date of conclusion of SQR process: January 10, 2014 |
| January 2014 | All-day teachers' professional learning<br>Review of 2013-2014 demographic data<br>Review of achievement data from marking periods 1 and 2<br>Questions about demographic factors<br>Questions about academic achievement (student effort)<br>Questions about curriculum, instruction, assessment, reporting/grading (teacher effort) |

| | |
|---|---|
| | Summary of teacher SQR self-assessment<br><br>Match survey responses to questions raised by data<br><br>Review and decision whether to modify Schoolwide Learner Outcomes (keep the same) |
| March 2014 | Review of data questions<br><br>Identification of critical learner needs for self-study |
| April 2014 | Overview and preparation for rescheduled SQR site visit<br><br>Assignment of WASC focus groups; orientation to WASC criteria; develop of information gathering strategies for each focus group |
| April 2014 | SQR site visit |
| May 2014 | WASC focus group meetings |
| June 2014 | Presentation of SQR synopsis to department heads without full report |
| August 2014 | Action plan development |
| October 2014 | Parent home group meeting |
| November 2014 | WASC focus group writing sessions |
| December 2014 | Editing of self-study report |
| January 2014 | Editing of self-study report |

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# 5. Chapter I: Student/Community Profile and Supporting Data and Findings

## 5.1. General Background and History

1. Community
    a. Brief description of the community served by the school

Oakland, California, is the largest city in Alameda County, with an estimated population of 400,740 (Source: US Census Bureau, 2012). This represents an increase of 2.6% 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 East Bay Hills. The city of Piedmont (population 11,000) lies within the borders of Oakland, with a median household income of $206,392, compared to $51,683 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 diverse city, as can be seen from **TABLE 1**. It has a Chinatown neighborhood downtown, and the sections of the city with the highest Asian population are just east of downtown and Lake Merritt out to 35th Avenue (Source: US Census Bureau, 2000). Parts of these neighborhoods overlap with sections with the highest Hispanic populations, from 15th Avenue out to 85th Avenue. The areas of the city with the highest white population are from Lake Merritt out to 15th Avenue, the East Bay Hills, and the neighborhoods of Montclair, Rockridge, and Temescal. **TABLE 2** shows the ethnic demographics of these north Oakland neighborhoods. The African American population is distributed throughout the city, although the western and southern areas are more heavily African American than other ethnic groups. Although Oakland as a whole is racially and ethnically diverse, most of the White high school students enroll in private schools rather than public schools

**TABLE 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 | 134,925 | 109,471 | 99,068 | 65,811 | 2,222 | 3,040 | 53,378 | 21,877 |
| | | 34.5% | 28.0% | 25.4% | 16.8% | 0.6% | 0.8% | 13.7% | 5.6% |

**Source:** Association of Bay Area Governments, US Census Bureau (2010). Percent shown is ethnic group

population as percentage of total population for each year.

**TABLE 2. Ethnic Demographics of North Oakland Neighborhoods**

| Year | Total Population | White | African American | Hispanic/ Latino | Asian | Pacific Islander | American Indian | Other Race | 2 or More Races |
|---|---|---|---|---|---|---|---|---|---|
| 2000 | 50,473 | 18,722 | 22,469 | 4,496* | 3,974 | 84 | 289 | 2,193 | 2,742 |
| | | 37.09% | 44.52% | 8.91%* | 7.87% | 0.17% | 0.57% | 4.34% | 5.43% |

**Source:** US Census Bureau (2000; 2010 is unavailable). Percent shown is ethnic group population as percentage of total population. *Hispanic/Latino population includes any race, and the persons counted in this column also were counted in another ethnic group.

Oakland Technical High School, located at 4351 Broadway, is one of three comprehensive high schools in the Oakland Unified School District in Oakland, California. 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. However, with the school's popular school-to-career academies and the district's OPTIONS program of open enrollment, Oakland Tech draws students from all parts of the city and from both private and public schools. 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.

Oakland Tech is celebrating its centennial year this year. Historically, it was the premiere vocational school in Oakland, built in 1914 and designed to resemble the main science building at the Massachusetts Institute of Technology. It offered courses as diverse as automobile and aviation mechanics in addition to wood shop and metal-working. These programs were phased out in the 1970s, and recently the shops were remodeled into new science labs and a life skills classroom during the modernization of the building eight years ago. The school's progressive faculty and administration worked together to institute one of the state's first Partnership Academies, the Health & Bioscience Academy, in 1985, and a second academy, the Engineering Academy soon after. During these years, two teachers also developed the Paideia program of integrated humanities studies for the school, and another teacher developed the school's California Studies program. The school boasts of championship athletic teams and alumni who have reached national prominence in collegiate athletics. The faculty and administration have continued to be on the forefront of major changes in the district, becoming one of the first Digital High Schools and participating in the Bay Area School Reform Collaborative in the 1990s, and helping shape the district's School Site Empowerment policy as the largest pilot school for the site-based decision-making model of operations earlier this decade. Oakland Tech parents are very involved, too, as when they responded to the need for a baseball field in north Oakland by organizing a Field of Dreams fundraising and construction effort. This innovative can-do attitude continues to support the school as it faces and overcomes challenges by working closely together.

The current Principal, Staci Morrison, has been part of the administrative team for nine years, implementing enrichment, intervention, and student support programs that provide the means for achieving the school's vision.. Last year, she was the Assistant Principal in charge of the new Upper Campus, where the Fashion, Art & Design Academy is housed. The district had decided to combine a former small school, Far West High School, with Oakland Tech to provide for increased opportunities. After a successful first year, the student body on the Upper

Campus has grown along with the Academy.

b. Family and community trends

Oakland has a significant immigrant population (16% non-citizens and 12% naturalized citizens). The number of individuals living in poverty increased from 19.4% in 2000 to an estimated 20.3% in 2012. The median household income rose from $40,055 in 2000 to an estimated $51,683 in 2012. There are approximately 154,000 households in Oakland; about 54% of these households are families, and about half of these families have children under 18. In terms of highest education attained, 19% of the population 25 and over are high school graduates, 20% obtained bachelor's degrees, and 15% obtained graduate or professional degrees. Of the employed civilian population 16 and over, 41% are in management or professional positions, 19% are in service, 20% are in sales or office positions, 8% are in construction, and 10% are in manufacturing. (Source: Association of Bay Area Governments, American Community Survey). The unemployment rate for Oakland increased from 7.2% in 2008 to 11.6% in 2012, compared to 11.0% for California and 9.3% for the USA (Source: US Census Bureau).

c. State/federal program mandates

As a recipient of federal Title I funds, Oakland Tech had been subject to the requirements of the Elementary and Secondary Education Act (No Child Left Behind, NCLB). This act mandates that the school show annual progress toward legislated academic performance goals, including graduation rates and performance on state standards tests. Although the school had made progress on these goals during the years they have been in place, it had not been adequate to meet 100% of the requirements of the legislation. Each year, the school had made modifications to its curriculum and added interventions for struggling students in response to these results. There are additional requirements that the school followed in connection with its California Economic Impact Aid grants, both for State Compensatory Education and for Limited English Proficient students.

Beginning in the 2013-2014 school year the School Quality Improvement System has replaced No Child Left Behind (NCLB) rules used by OUSD to meet federal school accountability requirements. Schools are no longer being categorized in Program Improvement. Unlike NCLB, which only counts student proficiency in English Language Arts and Mathematics, the School Quality Improvement System measures student and school progress on a range of academic subjects and other quality indicators. Schools that are not preparing all students for college and career will get intensive help from teachers and school leaders that have led successful efforts to improve achievement with similar student populations at other schools.

In light of this new system, a result of the CORE (California Office to Reform Education) waiver granted to 8 districts in California by the US Department of Education, Oakland Unified School District has discontinued the Supplemental Educational Services (SES) Program in the 2013-2014 academic school year. OUSD is redirecting efforts and resources to the development and implementation of a plan that will focus on the alignment needed to fulfill new and heightened accountability standards associated with the CORE waiver.

Oakland Tech has benefited from two competitive grants that expired in 2014: the California Safe & Supportive Schools grant, and the federal Small Learning Communities grant. The school has used these multi-year grants to fully implement a heterogeneous house structure at the 9$^{th}$ grade level that provides an interdisciplinary California Studies program with integrated curriculum in English/Language Arts and Social Studies, and to implement a Positive Behavior Intervention System, including Brief Interview counseling and conflict mediation, throughout the school to improve school safety and climate.

d. Parent/community organizations

The city of Oakland has a number of active community organizations, including California ACORN, La Clinica de la Raza, and the East Bay Asian Youth Center. For over 15 years, 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.

Oakland Tech benefits from the direct involvement of parent and community organizations. The Parent-Teacher-Student Association increased its activities in support of the school six years ago, and its current involvement is described in Chapter 3 and Chapter 4, below. Also, the school's Key Club (community service) is co-sponsored by the Berkeley Kiwanis Club, an adult community service and leadership development organization. Oakland Tech has an active Collaborative School Site Council and English Learner Advisory Committee. The school also provides an advocacy organization especially for African American parents, the African American Student Action Planners.

e. Community foundation programs

In Oakland, the Marcus Foster Education Fund has provided support for student projects and clubs over the years and has organized scholarships for Oakland Tech graduates. Through the efforts of this foundation, other foundations in the Bay Area have added their support to Oakland schools: the Oakland Fund for Children and Youth, the Port of Oakland Friends & Employees, the Clorox Company Foundation and Employees, the San Francisco Foundation, the East Bay Community Foundation, and many other local and national foundations. The Marcus Foster Education Fund was established in 1973 by a dynamic Superintendent of the Oakland Unified School District and was later named in his honor.

Oakland Tech is one of 31 Arts Learning Anchor Schools in the Oakland Unified School District. The Arts Anchor initiative was launched in May of 2005 to address the equity issues in arts education in OUSD. The project created a number of "Arts Anchor" schools to serve as models of arts integrated instruction for the district. Those schools, with funding from Measure E & G, plan and implement standards-based arts instruction with the goal of building sustainable models of instruction. The learnings from those schools are being utilized to expand the initiative over time to other district schools.

f. School/business relationships.

Particularly through its school-to-career academies, Oakland Tech has established many productive relationships with local businesses. The Health & Bioscience Academy works with Kaiser Hospital and Children's Hospital of Oakland, who conduct field trips and provide paid summer internships. Cisco Corporation provides similar opportunities to students in the Computer Technology & Repair Academy. The Bechtel Corporation provides generous scholarship and operational support to the school's Engineering Academy. A local coalition of businesses—Biotech Partners—recently has worked with Oakland Tech to establish and help fund a Biotech career program on campus that provides special lab classes and summer internships.

g. WASC accreditation history for school

In 2009, Oakland Tech was given 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 this past year. The Department Chairs and Academy Directors have comprised the Follow-up Committee, under the facilitation of the WASC Coordinator. The Collaborative School Site Council (CSSC) also has expanded its role in the follow-up process by taking a more active part in analyzing achievement data and providing evaluation and feedback regarding school improvement efforts. This effort has increased the voice of parents, students, and classified personnel.

The school has continued to follow its Action Plan, with appropriate modifications. This Action Plan has been incorporated into the school's Community School Strategic Site Plan (CSSSP), which OUSD uses in place of the Single Plan for Student Achievement (SPSA). The CSSSP is reviewed and approved by the district annually; consequently, the district administration is a significant partner in Oakland Tech's Action Plan. The follow-up committee has taken the role of the Leadership Team for this self-study, and the school staff has continued to work in focus groups. The membership lists of these groups have been modified.

The faculty continued participation in Focus Groups over the past year, with modifications as necessary due to changes in personnel and a review of the critical needs of the school. These Focus Groups have contributed to the content of this report.

h. School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes.
Oakland Tech's Vision is:

> *All members of the Oakland Tech community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided enriching curriculum and support.*
>
> *All students at Oakland Tech will strive to meet high expectations of character and academics.*
>
> *As a result of these commitments, all Tech students will graduate:*
>
> • *With the academic and social skills to pursue their future goals with confidence, through college, career training/apprenticeship programs, or immediate meaningful employment.*
>
> • *Feeling empowered and ready to be responsible citizens within their communities.*

This vision statement was reviewed in January 2014 in preparation for this year's full self-study, and was modified to more closely address the goals of global citizenship and post-secondary education.

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 being done to ensure that these are measurable and visible in classroom instruction within the standards-based curriculum across subject areas. These schoolwide goals were also selected based on the review of the data in the Student/Community Profile that shows the persistence of achievement gaps in Math and English, particularly when Latino and African American scores are compared with White and Asian scores.

Oakland Tech's Schoolwide Learning Goals are:

**We, the students of Oakland Technical High School, will be:**

| | |
|---|---|
| **Effective Communicators** who demonstrate proficiency in writing, reading, listening, speaking, and presenting. | Indicators:<br>● Students use writing as a means of understanding and learning new concepts.<br>● Students write expository, persuasive, analytical, and creative pieces.<br>● Students prepare oral, written, |

| | |
|---|---|
| | visual, and artistic presentations |
| **Skillful Users of Technology** who access, organize, process, and evaluate information in both traditional and digital formats from a variety of sources. | Indicators:<br>● Students conduct research using paper and digital resources with attention to reliability of sources and integrity of others' work.<br>● Students communicate with others using a variety of devices.<br>● Students use appropriate technology to exhibit their work. |
| **Problem solvers** who use algebra and other mathematical and reasoning strategies to solve both theoretical and real-world problems. | Indicators:<br>● Students complete Algebra 1 with a C or better by the end of 9th grade.<br>● Students complete at least two additional math courses.<br>● Students apply problem-solving strategies in their other courses, especially science. |
| **Active Participants in a Career-Building/College-Going Culture** who have built a toolkit of skills and information that lead to college admission and entry into interesting careers. | Indicators:<br>● Students meet or exceed UC a-g requirements.<br>● Students access the College and Career Center on campus.<br>● Students research basic information about a variety of colleges and careers.<br>● Students learn basic information about ways to finance a college education. |
| **Contributors to the Community** who live with integrity, show respect for others, and exhibit good citizenship. | Indicators:<br>● Students participate in extracurricular activities such as sports, clubs, drama, dance, and musical performances.<br>● Students work together to improve the welfare of others.<br>● Students honor diversity and respect individual differences. |

## 5.2. School Program Data

*Provide a succinct summary of all types of online instruction and specialized programs such as IB*

*Diploma Program, college/career readiness programs (Career and Technical Education [CTE], academies, Pathways), AVID, independent study and school/college partnerships.*

Oakland Tech has three California Partnership Academies: The Health and Bioscience Academy, the Computer Technology and Repair Academy, and the Fashion, Arts and Design Academy. The school offers several additional career pathways for students: the Engineering Academy, the Computer Animation pathway, the Biotech pathway, BUILD Entrepreneurship Program for 9th and 10th graders. Two other popular programs for students are the Paideia Program of humanities instruction, and the Performing Arts program of Drama, Dance, and Music.

## 5.3. Demographic Data

Comment on findings, including trends, irregular patterns, or anomalies for the data areas.

1. **Status of school in terms of student performance including the following:**
    a. **Is the school a Title I school? If so, is it schoolwide or targeted assistance? What is the Title I service provided to these students?**
    b. **Did the school meet Adequate Yearly Progress (AYP) for the past two years? Is the school identified as Program Improvement? What year, e.g., PI 1, 2, 3, 4, etc.?**
        i. **What factor(s) led to not meeting AYP for two consecutive years and/or led to the program improvement status? For example, participation rate, lack of achievement in reading and/or mathematics in one or more of the subgroups, graduation rate, or lack of progress on API.**
        ii. **PI Schools: Include in the profile the results of the latest Academic Program Surveys (APS).**

Oakland Tech High School is a Title I school, receiving schoolwide assistance. The Title I services provided to students include reading intervention classes, CAHSEE preparation sessions after school and on weekends, teacher training and collaborative lesson planning.

Oakland Tech did not meet AYP for the past two years. The school is identified as "In PI", and the most recent numerical identification was PI 5 in 2013. In 2013, the school met AYP criteria in participation rate for all identified groups but showed lack of adequate achievement in ELA and Math both schoolwide and for several identified groups. In 2014, the school met AYP criteria in participation for all identified groups. The school showed lack of adequate achievement in Math by the Asian student group, and in ELA by the Asian, White, and socioeconomically disadvantaged student groups. The latest Academic Program Surveys are included in the Appendix.

2. **Enrollment**
    a. **Grade level**

Oakland Tech's enrollment has increased from 1,700 to 2,000 in the past six years, approximately 20%. This is opposite to the trend in the high school enrollment of the district, which dropped by 4% for the same time period. The school is the most diverse high school in the district. A comparison of enrollment by grade and ethnicity shows that in recent years African American enrollment has decreased significantly (47% to 35%), and White enrollment has increased significantly (13% to 22%). Hispanic and Asian enrollment has increased slightly, and enrollment of other ethnic groups has remained stable.

**TABLE 3. Enrollment by Grade Level**

| School Year | Total | 9th | | 10th | | 11th | | 12th | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-2010 | 1694 | 476 | 28.10% | 474 | 27.98% | 396 | 23.38% | 346 | 20.43% |
| 2010-2011 | 1828 | 543 | 29.70% | 455 | 24.89% | 459 | 25.11% | 371 | 20.30% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2011-2012 | 1858 | 529 | 28.47% | 515 | 27.72% | 412 | 22.17% | 402 | 21.64% |
| 2012-2013 | 1987 | 586 | 29.49% | 523 | 26.32% | 497 | 25.01% | 381 | 19.17% |
| 2013-2014 | 2092 | 566 | 27.06% | 581 | 27.77% | 503 | 24.04% | 442 | 21.13% |
| 2014-2015 | 1998 | 504 | 25.23% | 532 | 26.63% | 519 | 25.98% | 443 | 22.17% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows grade level enrollment as a percentage of total enrollment.

### b. Gender

**TABLE 4. Enrollment by Gender**

| School Year | Total | Female | | Male | |
|---|---|---|---|---|---|
| 2009-2010 | 1694 | 823 | 50.23% | 871 | 49.77% |
| 2010-2011 | 1828 | 917 | 50.81% | 911 | 49.19% |
| 2011-2012 | 1858 | 912 | 50.69% | 946 | 49.31% |
| 2012-2013 | 1987 | 992 | 50.50% | 995 | 49.50% |
| 2013-2014 | 2092 | 1023 | 48.90% | 1069 | 51.10% |
| 2014-2015 | 1998 | 973 | 48.70% | 1025 | 51.30% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows gender enrollment as a percentage of total enrollment.

### c. Ethnicity

**TABLE 5. Enrollment by Ethnicity**

| Year | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 1694 | 6 | 0% | 306 | 18% | 6 | 0% | 15 | 1% | 275 | 16% | 803 | 47% | 223 | 13% | 60 | 4% |
| 2010 | 1828 | 7 | 0% | 341 | 19% | 10 | 1% | 17 | 1% | 342 | 19% | 747 | 41% | 300 | 16% | 64 | 4% |
| 2011 | 1858 | 12 | 1% | 350 | 19% | 12 | 1% | 20 | 1% | 335 | 18% | 722 | 39% | 366 | 20% | 41 | 2% |
| 2012 | 1987 | 8 | 0% | 341 | 17% | 11 | 1% | 21 | 1% | 378 | 19% | 753 | 38% | 422 | 21% | 53 | 3% |
| 2013 | 2092 | 7 | 0% | 365 | 17% | 11 | 1% | 25 | 1% | 391 | 19% | 757 | 36% | 461 | 22% | 75 | 4% |
| 2014 | 1998 | 6 | 0% | 383 | 19% | 9 | 0% | 33 | 2% | 370 | 19% | 694 | 35% | 455 | 23% | 48 | 2% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows ethnic group enrollment as a percentage of total enrollment.

**TABLE 6. Enrollment by Gender (Female) and Ethnicity**

| Year | Total F | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 823 | 1694 | 4 | 0% | 163 | 20% | 2 | 0% | 6 | 1% | 127 | 15% | 393 | 48% | 103 | 13% | 25 | 3% |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2010 | 917 | 1828 | 3 | 0% | 187 | 20% | 7 | 1% | 9 | 1% | 166 | 18% | 364 | 40% | 148 | 16% | 33 | 4% |
| 2011 | 912 | 1858 | 4 | 0% | 192 | 21% | 8 | 1% | 11 | 1% | 159 | 17% | 356 | 39% | 165 | 18% | 17 | 2% |
| 2012 | 992 | 1987 | 3 | 0% | 183 | 18% | 6 | 1% | 13 | 1% | 180 | 18% | 376 | 38% | 205 | 21% | 26 | 3% |
| 2013 | 1023 | 2092 | 2 | 0% | 188 | 18% | 7 | 1% | 13 | 1% | 193 | 19% | 371 | 36% | 219 | 21% | 30 | 3% |
| 2014 | 973 | 1998 | 3 | 0% | 193 | 20% | 4 | 0% | 14 | 1% | 187 | 19% | 337 | 35% | 214 | 22% | 21 | 2% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows female ethnic group enrollment as a percentage of total female enrollment.

**TABLE 7. Enrollment by Gender (Male) and Ethnicity**

| Year | Total M | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 823 | 1694 | 4 | 0% | 163 | 20% | 2 | 0% | 6 | 1% | 127 | 15% | 393 | 48% | 103 | 13% | 25 | 3% |
| 2010 | 917 | 1828 | 3 | 0% | 187 | 20% | 7 | 1% | 9 | 1% | 166 | 18% | 364 | 40% | 148 | 16% | 33 | 4% |
| 2011 | 912 | 1858 | 4 | 0% | 192 | 21% | 8 | 1% | 11 | 1% | 159 | 17% | 356 | 39% | 165 | 18% | 17 | 2% |
| 2012 | 992 | 1987 | 3 | 0% | 183 | 18% | 6 | 1% | 13 | 1% | 180 | 18% | 376 | 38% | 205 | 21% | 26 | 3% |
| 2013 | 1023 | 2092 | 2 | 0% | 188 | 18% | 7 | 1% | 13 | 1% | 193 | 19% | 371 | 36% | 219 | 21% | 30 | 3% |
| 2014 | 973 | 1998 | 3 | 0% | 193 | 20% | 4 | 0% | 14 | 1% | 187 | 19% | 337 | 35% | 214 | 22% | 21 | 2% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows male ethnic group enrollment as a percentage of total male enrollment.

**TABLE 8. Enrollment by Grade Level (9th) and Ethnicity**

| Year | Total 9th | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 476 | 1694 | 1 | 0% | 78 | 16% | 1 | 0% | 4 | 1% | 77 | 16% | 197 | 41% | 95 | 20% | 23 | 5% |
| 2010 | 543 | 1828 | 3 | 1% | 90 | 17% | 5 | 1% | 5 | 1% | 113 | 21% | 208 | 38% | 100 | 18% | 19 | 4% |
| 2011 | 529 | 1858 | 5 | 1% | 88 | 17% | 3 | 1% | 6 | 1% | 81 | 15% | 221 | 42% | 107 | 20% | 18 | 3% |
| 2012 | 586 | 1987 | 1 | 0% | 85 | 15% | 1 | 0% | 7 | 1% | 136 | 23% | 208 | 35% | 134 | 23% | 14 | 2% |
| 2013 | 566 | 2092 | 1 | 0% | 98 | 17% | 1 | 0% | 9 | 2% | 109 | 19% | 199 | 35% | 126 | 22% | 23 | 4% |
| 2014 | 504 | 1998 | 2 | 0% | 103 | 20% | 3 | 1% | 11 | 2% | 183 | 36% | 167 | 33% | 106 | 21% | 14 | 3% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows 9th grade ethnic group enrollment as a percentage of total 9th grade enrollment.

**TABLE 9. Enrollment by Grade Level (10th) and Ethnicity**

| Year | Total 10th | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 474 | 1694 | 2 | 0% | 89 | 19% | 2 | 0% | 4 | 1% | 76 | 16% | 218 | 46% | 64 | 14% | 19 | 4% |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2010 | 455 | 1828 | 0 | 0% | 80 | 18% | 2 | 0% | 4 | 1% | 81 | 18% | 179 | 39% | 90 | 20% | 19 | 4% |
| 2011 | 515 | 1858 | 3 | 1% | 87 | 17% | 5 | 1% | 5 | 1% | 106 | 21% | 192 | 37% | 105 | 20% | 12 | 2% |
| 2012 | 523 | 1987 | 3 | 1% | 87 | 17% | 3 | 1% | 5 | 1% | 82 | 16% | 214 | 41% | 110 | 21% | 19 | 4% |
| 2013 | 581 | 2092 | 1 | 0% | 86 | 15% | 1 | 0% | 7 | 1% | 125 | 22% | 214 | 37% | 132 | 23% | 15 | 3% |
| 2014 | 532 | 1998 | 1 | 0% | 101 | 19% | 2 | 0% | 9 | 2% | 96 | 18% | 195 | 37% | 122 | 23% | 6 | 1% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows 10th grade ethnic group enrollment as a percentage of total 10th grade enrollment.

**TABLE 10. Enrollment by Grade Level (11th) and Ethnicity**

| Year | Total 11th | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 396 | 1694 | 1 | 0% | 79 | 20% | 1 | 0% | 3 | 1% | 67 | 17% | 197 | 50% | 39 | 10% | 9 | 2% |
| 2010 | 459 | 1828 | 3 | 1% | 91 | 20% | 2 | 0% | 5 | 1% | 82 | 18% | 193 | 42% | 66 | 14% | 17 | 4% |
| 2011 | 412 | 1858 | 2 | 0% | 85 | 21% | 2 | 0% | 4 | 1% | 71 | 17% | 154 | 37% | 88 | 21% | 6 | 1% |
| 2012 | 497 | 1987 | 3 | 1% | 88 | 18% | 5 | 1% | 5 | 1% | 98 | 20% | 191 | 38% | 93 | 19% | 14 | 3% |
| 2013 | 503 | 2092 | 2 | 0% | 90 | 18% | 4 | 1% | 4 | 1% | 77 | 15% | 192 | 38% | 111 | 22% | 23 | 5% |
| 2014 | 519 | 1998 | 2 | 0% | 87 | 17% | 2 | 0% | 9 | 2% | 108 | 21% | 175 | 34% | 124 | 24% | 12 | 2% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows 11th grade ethnic group enrollment as a percentage of total 11th grade enrollment.

**TABLE 11. Enrollment by Grade Level (12th) and Ethnicity**

| Year | Total 11th | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 346 | 1694 | 2 | 1% | 59 | 17% | 2 | 1% | 4 | 1% | 55 | 16% | 190 | 55% | 25 | 7% | 9 | 3% |
| 2010 | 371 | 1828 | 1 | 0% | 80 | 22% | 1 | 0% | 3 | 1% | 66 | 18% | 167 | 45% | 44 | 12% | 9 | 2% |
| 2011 | 402 | 1858 | 2 | 1% | 90 | 22% | 2 | 1% | 5 | 1% | 77 | 19% | 155 | 39% | 66 | 16% | 5 | 1% |
| 2012 | 381 | 1987 | 1 | 0% | 81 | 21% | 2 | 1% | 4 | 1% | 62 | 16% | 140 | 37% | 85 | 22% | 6 | 2% |
| 2013 | 442 | 2092 | 3 | 1% | 91 | 21% | 5 | 1% | 5 | 1% | 80 | 18% | 152 | 34% | 92 | 21% | 14 | 3% |
| 2014 | 443 | 1998 | 1 | 0% | 92 | 21% | 2 | 0% | 4 | 1% | 68 | 15% | 157 | 35% | 103 | 23% | 16 | 4% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows 12th grade ethnic group enrollment as a percentage of total 12th grade enrollment.

**TABLE 12. Oakland Unified School District: Enrollment by Grade Level (9th-12th)**

| School Year | Total | 9th | | 10th | | 11th | | 12th | |
|---|---|---|---|---|---|---|---|---|---|
| 2009-2010 | 12582 | 3435 | 27.30% | 3414 | 27.13% | 2885 | 22.93% | 2848 | 22.64% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2010-2011 | 12470 | 3262 | 26.16% | 3271 | 26.23% | 3058 | 24.52% | 2879 | 23.09% |
| 2011-2012 | 12151 | 3093 | 25.45% | 3111 | 25.60% | 2933 | 24.14% | 3014 | 24.80% |
| 2012-2013 | 12045 | 3080 | 25.57% | 3057 | 25.38% | 2926 | 24.29% | 2982 | 24.76% |
| 2013-2014 | 12096 | 3080 | 25.46% | 3087 | 25.52% | 2905 | 24.02% | 3024 | 25.00% |

**Source:** California Longitudinal Pupil Achievement Data System (CALPADS). Percent shows grade level enrollment as a percentage of total enrollment.

**TABLE 13. Oakland Unified School District: Enrollment by Ethnicity (9th-12th)**

| Year | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 12582 | 56 | 0% | 1998 | 16% | 159 | 1% | 89 | 1% | 4614 | 37% | 4664 | 37% | 562 | 4% | 440 | 4% |
| 2010 | 12470 | 67 | 1% | 1998 | 16% | 171 | 1% | 103 | 1% | 4645 | 37% | 4390 | 35% | 687 | 6% | 409 | 3% |
| 2011 | 12151 | 79 | 1% | 1954 | 16% | 168 | 1% | 103 | 1% | 4595 | 38% | 4172 | 34% | 778 | 6% | 302 | 2% |
| 2012 | 12045 | 54 | 0% | 1873 | 16% | 164 | 1% | 105 | 1% | 4876 | 40% | 3826 | 32% | 839 | 7% | 208 | 2% |
| 2013 | 12096 | 45 | 0% | 1757 | 15% | 157 | 1% | 110 | 1% | 5046 | 42% | 3684 | 30% | 920 | 8% | 377 | 3% |

**Source:** California Longitudinal Pupil Achievement Data System (CALPADS). Percent shows grade level enrollment as a percentage of total enrollment.

**TABLE 5 (COPY). Oakland Technical High School: Enrollment by Ethnicity**

| Year | Total | Amer Ind | | Asian | | Pac Island | | Filipino | | Hispanic | | Afr Amer | | White | | Multi or No | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2009 | 1694 | 6 | 0% | 306 | 18% | 6 | 0% | 15 | 1% | 275 | 16% | 803 | 47% | 223 | 13% | 60 | 4% |
| 2010 | 1828 | 7 | 0% | 341 | 19% | 10 | 1% | 17 | 1% | 342 | 19% | 747 | 41% | 300 | 16% | 64 | 4% |
| 2011 | 1858 | 12 | 1% | 350 | 19% | 12 | 1% | 20 | 1% | 335 | 18% | 722 | 39% | 366 | 20% | 41 | 2% |
| 2012 | 1987 | 8 | 0% | 341 | 17% | 11 | 1% | 21 | 1% | 378 | 19% | 753 | 38% | 422 | 21% | 53 | 3% |
| 2013 | 2092 | 7 | 0% | 365 | 17% | 11 | 1% | 25 | 1% | 391 | 19% | 757 | 36% | 461 | 22% | 75 | 4% |
| 2014 | 1998 | 6 | 0% | 383 | 19% | 9 | 0% | 33 | 2% | 370 | 19% | 694 | 35% | 455 | 23% | 48 | 2% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). 2014-2015: OUSD Aeries Student Information System (December 16, 2014). Percent shows ethnic group enrollment as a percentage of total enrollment.

Oakland Tech's enrollment increased significantly in the year following the 2008 economic recession. The enrollment has remained high and has increased each year since then. The leveling off that occurred this year is due to the fact that the school is at capacity, and interested students are placed on a wait list at the Student Assignment Office.

The district implements an open-enrollment program called OPTIONS in which any student may apply to enroll in any school, with priority in placement given to students in the attendance area for a given school. During the first years of OPTIONS, the district experienced a positive effect of keeping more high school students within the district; however, for the past six years, high school enrollment has declined. On the other hand, the OPTIONS program has increased the publicity that Oakland Tech provides to the community, beyond the articulation with feeder middle schools. As more families throughout Oakland are learning about the school's unique programs, many have begun to choose Oakland Tech over private schools. This development has produced a more noticeable change in the enrollment of White students than of other ethnic groups. A comparison of **TABLE 13** and **TABLE 5** (above) shows that Oakland Tech has a significantly lower percent enrollment of Hispanic students than the district as a whole, and a significantly higher percent enrollment of White students. The percent

enrollment of Asian students and African American students is higher than the overall district as well.

### d. Predominant primary languages other than English (e.g., Spanish, Hmong)

The predominant primary languages at Oakland Tech are Spanish, Cantonese, Vietnamese, and Khmer (Cambodian). The enrollment of EL students has decreased by about 40 over the past five years, and the enrollment of FEP students has increased by about 70 over the same time period. The opening of an International High School in the neighborhood in 2006, specifically for EL students, is having an effect on Oakland Tech's enrollment, although it is too early to predict whether the effect will be permanent.

**TABLE 14. Number of English Learners[1] and Fluent-English-Proficient[2] by Primary Language***

| School Year | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | EL | FEP | EL | FEP | EL | FEP | EL | FEP | EL | FEP |
| Total EL/FEP | 193 | 290 | 175 | 322 | 148 | 417 | 156 | 434 | 172 | 475 |
| Total Enrollment | 1694 | | 1828 | | 1858 | | 1987 | | 2092 | |
| Number of students redesignated FEP | 17 | 10.8% | 14 | 8.9% | 18 | 10.3% | 15 | 10.1% | 17 | 9.9% |
| Spanish | | | 87 | | 76 | 155 | 84 | 174 | 87 | 197 |
| | | | 49.7% | | 51.4% | 37.2% | 53.9% | 40.1% | 50.8% | 41.5% |
| Cantonese | | | 43 | | 41 | 127 | 38 | 118 | 39 | 138 |
| | | | 24.6% | | 27.7% | 30.5% | 24.4% | 20.2% | 22.7% | 29.1% |
| Vietnamese | | | 9 | | 7 | 38 | 4 | 35 | 7 | 35 |
| | | | 5.1% | | 4.7% | 9.1% | 2.6% | 8.1% | 4.1% | 7.4% |
| Arabic | | | 8 | | 4 | 3 | 6 | 8 | 7 | 7 |
| | | | 4.6% | | 2.7% | 0.7% | 3.9% | 1.8% | 4.1% | 1.5% |
| Burmese | | | 0 | | 0 | 1 | 1 | 1 | 2 | 1 |
| | | | 0% | | 0% | 0.2%1 | 0.6% | 0.2% | 1.2% | 0.2% |
| Filipino | | | 2 | | 2 | 7 | 2 | 13 | 2 | 15 |
| | | | 1.1% | | 1.4% | 1.7% | 1.3% | 3.0% | 1.2% | 3.2% |
| Khmer | | | 1 | | 1 | 9 | 3 | 4 | 2 | 5 |
| | | | 0.6% | | 0.7% | 2.2% | 1.9% | 0.9% | 1.2% | 1.1% |
| Tongan | | | 1 | | 2 | 2 | 2 | 2 | 2 | 2 |
| | | | 0.6% | | 1.4% | 0.5% | 1.3% | 0.5% | 1.2% | 0.4% |
| Mien | | | 2 | | 2 | 11 | 1 | 10 | 2 | 9 |
| | | | 1.1% | | 1.4% | 2.6% | 0.6% | 2.3% | 1.2% | 1.9% |
| Toishanese | | | 2 | | 2 | 5 | 3 | 3 | 2 | 3 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1.1% | | 1.4% | 1.2% | 1.9% | 0.7% | 1.2% | 0.6% |
| **Tigrinya** | | | 3 | | 3 | 3 | 2 | 6 | 2 | 8 |
| | | | 1.7% | | 2.0% | 0.7% | 1.3% | 1.4% | 1.2% | 1.7% |
| **Mandarin** | | | 5 | | 3 | 9 | 1 | 9 | 1 | 8 |
| | | | 2.9% | | 2.0% | 2.2% | 0.6% | 2.1% | 0.6% | 1.7% |
| **Other** | | | 12 | | 5 | 47 | 9 | 51 | 17 | 47 |
| | | | 6.9% | | 3.4% | 11.3% | 5.8% | 12.4% | 9.9% | 9.9% |

*Limited to languages spoken by 5 or more students.

**Source:** California Department of Education, Educational Demographics Unit. Percent shows enrollment of students with each primary language as a percentage of total English Learner or Fluent-English-Proficient students.

[1] EL students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades K-12) assessment procedures and including literacy (grades 3-12 only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

[2] Fluent-English-Proficient (FEP) students are those students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from Limited-English-Proficient (LEP) or English learner (EL) to FEP).

**Other primary languages in 2009-2013 not shown in TABLE 18, spoken by fewer than five students:**

| | | | | | | |
|---|---|---|---|---|---|---|
| Burmese | Cebuano | Farsi | French | German | Hindi | Ilocano |
| Indonesian | Japanese | Korean | Lao | Pashto | Polish | Portuguese |
| Punjabi | Rumanian | Russian | Samoan | Serbo- Croatian | Somali | Tongan |

### e. Title I

The district determines Title I eligibility each year based on a student's qualifying for free and reduced price meals. The number of Title I students in a given year is dependent in part on the number of families who are willing to submit a Free/Reduced Meal application. Oakland Tech has developed a vigorous effort of publicity and personal contact around the importance of submitting to application so that no legitimate Title I students are overlooked. The data reflects the impact of these efforts in recent years.

**TABLE 15. Number of Students Qualifying for Free/Reduced Meals**

| **Oakland Technical High School** | | | **Oakland Unified School District (K-12)** | | |
|---|---|---|---|---|---|
| **School Year** | **Total** | **Free & Reduced Price Meals** | **School Year** | **Total** | **Free & Reduced Price Meals** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2008-2009 | 1641 | 968 | 59.0% | 2008-2009 | 45,186 | 31,829 | 70.4% |
| 2009-2010 | 1694 | 916 | 53.5% | 2009-2010 | 46,563 | 32,941 | 70.7% |
| 2010-2011 | 1828 | 931 | 50.9% | 2010-2011 | 46,640 | 32,811 | 70.3% |
| 2011-2012 | 1858 | 1122 | 62.7% | 2011-2012 | 44,608 | 35,944 | 80.6% |
| 2012-2013 | 1987 | 1017 | 51.2% | 2012-2013 | 46,486 | 34,068 | 73.3% |
| 2013-2014 | 2092 | 1121 | 53.6% | 2013-2014 | 47,194 | 35,556 | 75.3% |

**Source:** California Department of Education, Educational Demographics Unit. Percent shows number of free & reduced price meals as a percentage of total enrollment.

**Note regarding data gathered in the district vs. CALPADS data:** There will be a variation in data that is reported from Oakland Unified sources compared to CALPADS data due to the time of the year that the data is archived. CALPADS data is collected at the state level in October each year, but the district's Aeries Student Information Management System archives historical data at the end of the school year. Since more students tend to leave the school than enroll in the school as the school year progresses, the enrollment numbers will be lower for Aeries data than for CALPADS data. Data for site-based programs for the most part is gathered from Aeries and has not been adjusted to harmonize with CALPADS data that has been provided above. A rough comparison can be made using the percent changes shown in **TABLE 16**.

**TABLE 16. Total Enrollment from CBEDS Compared to Total Enrollment from Aeries**

| School Year | CALPADS Total | Aeries Total | Percent Change |
|---|---|---|---|
| 2009-2010 | 1694 | 1567 | -7.5% |
| 2010-2011 | 1828 | 1743 | -4.6% |
| 2011-2012 | 1858 | 1720 | -7.4% |
| 2012-2013 | 1987 | 1862 | -6.3% |
| 2013-2014 | 2092 | 1969 | -5.9% |

**Source:** 2009-2014: California Longitudinal Pupil Achievement Data System (CALPADS). OUSD Aeries Student Information System (December 16, 2014).

### f. Special needs and other focused programs (e.g., online instruction, college/careers, IB, AP, Honors, AVID, GATE).

### 1) Programs for Exceptional Children

Oakland Tech's special needs students range from those requiring the Resource Specialist Program (RSP) to multiple-handicapped. Many of the school's special needs students are able to take some or all of their classes in the regular program. The Special Education student population is 10.7% of the school population, with about 5% in RSP and 5% in Special Day Classes (SDC).

**TABLE 17. Resource Specialist Program and Special Day Classes by Grade**

| School Year/Grade | Total | RSP | SDC |
|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 2010-2011 | 1743 | | | | |
| 9th | 44 | 21 | 48% | 23 | 52% |
| 10th | 39 | 13 | 33% | 16 | 41% |
| 11th | 39 | 23 | 59% | 16 | 41% |
| 12th | 35 | 19 | 54% | 16 | 46% |
| 2011-2012 | 1720 | | | | |
| 9th | 44 | 20 | 45% | 24 | 55% |
| 10th | 43 | 18 | 42% | 25 | 58% |
| 11th | 27 | 9 | 33% | 18 | 67% |
| 12th | 36 | 19 | 53% | 17 | 47% |
| 2012-2013 | 1862 | | | | |
| 9th | 59 | 28 | 47% | 31 | 53% |
| 10th | 49 | 22 | 45% | 27 | 55% |
| 11th | 51 | 19 | 37% | 32 | 63% |
| 12th | 6 | 1 | 17% | 5 | 83% |
| 2013-2014 | 1969 | | | | |
| 9th | 43 | 19 | 44% | 24 | 56% |
| 10th | 52 | 24 | 46% | 28 | 54% |
| 11th | 42 | 21 | 50% | 21 | 50% |
| 12th | 38 | 13 | 34% | 25 | 66% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014). Percent shows grade level enrollment in each program as a percentage of total enrollment.

### 2) GATE Enrollment

Oakland Tech provides opportunities for GATE students to enroll in honors and Advanced Placement courses and an integrated humanities program, as well as a variety of electives in visual and performing arts (Fine Art, Orchestra, Jazz Band, Drama, and Dance), world languages (French, Spanish, and Italian), and career-based academies (Health & Bioscience, Engineering, and Computer Technology & Repair). These classes are not limited to GATE students but are open to any interested student. Most GATE students are identified in elementary or middle school before they arrive at Oakland Tech. The school typically does not identify new GATE students.

**TABLE 18. GATE Enrollment by Ethnicity**

| Year | Total | GATE | | Asian | | | Hispanic | | | Afr Amer | | | White | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | GATE | | Total | GATE | | Total | GATE | | Total | GATE | | Total | GATE | |
| **2011** | 1720 | 565 | 33% | 350 | 163 | 47% | 335 | 57 | 17% | 722 | 111 | 15% | 366 | 225 | 61% | 85 | 9 | 11% |
| **2012** | 1862 | 606 | 33% | 341 | 157 | 46% | 378 | 69 | 18% | 753 | 126 | 17% | 422 | 241 | 57% | 93 | 13 | 14% |
| **2013** | 1969 | 561 | 28% | 365 | 159 | 44% | 391 | 59 | 15% | 757 | 102 | 13% | 461 | 226 | 49% | 118 | 15 | 13% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014). Percent shows GATE enrollment for each ethnic group as a percentage of total enrollment of that ethnic group.

### 3) BUILD Enrollment

Another special course was included in the curriculum two years ago in cooperation with BUILD, a non-profit organization that works with low-income minority high school students. The class teaches them entrepreneurship using an innovative education model. It helps students develop and hone critical life skills such as financial literacy, leadership, teamwork, and public speaking.

### 4) Academies

Oakland Tech has three well-established and successful career academies in Health & Bioscience, Engineering, and Computer Technology & Repair, the oldest of which (the Health Academy) has been at the school for 20 years. These academies are available to students in grades 10-12. Two of the academies—Health and Computer—are California Partnership Academies, and they follow the recruitment procedures and curriculum that is provided by the state. The Engineering Academy is funded through ROP and receives some additional private support from corporations and foundations. The goal of the academies is to integrate the school's standards-based curriculum with career skills in such a way that students will be more likely to stay in school and succeed.

**3. Language Proficiency Numbers for the following:**

- **a. English language learners (EL)**
- **b. Fluent — English proficient (FEP)**
- **c. Redesignated FEP (R-FEP).**

**TABLE 19. Enrollment by Language Proficiency**

| School Year | Total | English Only | Initially Fluent (IFEP) | English Learner | Redesignated (RFEP) |
|---|---|---|---|---|---|
| **2010-2011** | **1743** | **1147** | **71** | **165** | **360** |
| 9th | 540 | 364 | 19 | 58 | 99 |
| 10th | 444 | 302 | 23 | 45 | 74 |
| 11th | 427 | 278 | 14 | 36 | 99 |
| 12th | 332 | 203 | 15 | 26 | 88 |
| **2011-2012** | **1720** | **1165** | **69** | **136** | **350** |
| 9th | 490 | 354 | 21 | 39 | 76 |
| 10th | 486 | 321 | 17 | 46 | 102 |
| 11th | 376 | 254 | 18 | 27 | 77 |
| 12th | 368 | 236 | 13 | 24 | 95 |
| **2013-2014** | **1862** | **1284** | **84** | **150** | **344** |
| 9th | 548 | 370 | 29 | 52 | 97 |
| 10th | 493 | 358 | 19 | 33 | 83 |
| 11th | 469 | 317 | 16 | 44 | 92 |
| 12th | 352 | 239 | 20 | 21 | 72 |
| **2013-2014** | **1969** | **1343** | **92** | **150** | **379** |
| 9th | 538 | 369 | 28 | 45 | 96 |
| 10th | 543 | 367 | 32 | 46 | 98 |
| 11th | 469 | 330 | 20 | 29 | 90 |
| 12th | 419 | 277 | 12 | 30 | 95 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

### 4. Attendance

#### a. Mobility or transient rate

The mobility rate for Oakland Tech has been calculated using the method prescribed by Russell Rumberger, *et al.*, in *The Educational Consequences of Mobility for California Students and Schools* (1999: Policy Analysis for California Education): the number of students who left the school during the two years from the beginning of 10th grade to the beginning of 12th grade calculated as a percent of the cohort who were enrolled at the beginning of their 10th grade year.

**TABLE 20. Mobility Rate for 10th Grade (2 years)**

| Year | 10th | Year | 12th | Stable | Mobile | Percent Stable | Percent Mobile |
|---|---|---|---|---|---|---|---|
| 2009 | 446 | 2011 | 316 | 316 | 130 | 71% | 29% |
| 2010 | 444 | 2012 | 299 | 299 | 145 | 67% | 33% |
| 2011 | 486 | 2013 | 351 | 351 | 135 | 72% | 28% |
| 2012 | 493 | 2014 | 394 | 394 | 99 | 80% | 20% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

#### b. Average daily rate of attendance

Oakland Tech has maintained a position for Student Attendance Compliance Officer since creating the position in 2006. The Average Daily Attendance has improved each year through a combination of increased school-wide emphasis on on-time attendance and the work of this staff member. TABLE XX shows the improvement in the school's ADA as a result of these efforts. ADA for this table was calculated as the average of the annual percent attendance for each student enrolled at the school during the year.

**TABLE 21. Average Daily Attendance**

| School Year | ADA |
|---|---|
| **2009-2010** | 93.62% |
| **2010-2011** | 94.53% |
| **2011-2012** | 95.24% |
| **2012-2013** | 95.60% |
| **2013-2014** | 95.46% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

#### c. Truancy rate

The Oakland Unified School District in Oakland, California, is a leader in tracking and addressing chronic absence, using a city-wide approach that has reduced chronic absence rates from 16 percent in 2005-06 to 11.9 percent in 2013-14. The entire 37,000-plus student school system is working with city agencies and community partners to improve student attendance and bring absentee students back to class. (http://www.attendanceworks.org/what-works/oakland)

The rates in this table are based on the students enrolled at the end of the academic year. For most identifiable groups at Oakland Tech, the school's efforts to reduce chronic absence are producing positive results.

**TABLE 22. Truancy Rate**

| | Total Students | Chronic Absence | Total Students | Chronic Absence | Total Students | Chronic Absence |
|---|---|---|---|---|---|---|
| Year | 2011 | | 2012 | | 2013 | |
| | | | | | | |
| All Students | 1720 | 12.8% | 1870 | 11.8% | 1975 | 11.7% |
| | | | | | | |
| Female | 870 | 14.4% | 949 | 13.0% | 976 | 12.9% |
| Male | 850 | 11.2% | 921 | 10.6% | 999 | 10.6% |
| | | | | | | |
| ELL | 136 | 14.7% | 149 | 20.1% | 151 | 17.2% |
| | | | | | | |
| Students With Disabilities | 166 | 25.3% | 214 | 24.8% | 212 | 24.5% |
| | | | | | | |
| Low Income | | | 789 | 14.8% | 1034 | 15.5% |
| | | | | | | |
| Foster Youth | 17 | 17.6% | 17 | 41.2% | 16 | 43.8% |
| | | | | | | |
| 9th | 490 | 9.4% | 551 | 7.4% | 540 | 10.0% |
| 10th | 486 | 15.4% | 497 | 12.3% | 544 | 11.6% |
| 11th | 376 | 14.1% | 471 | 14.0% | 472 | 12.0% |
| 12th | 368 | 12.5% | 351 | 15.1% | 419 | 13.8% |
| | | | | | | |
| African American | 660 | 20.0% | 693 | 18.9% | 702 | 16.5% |
| African American Male | 322 | 16.8% | 339 | 17.1% | 354 | 15.8% |
| Asian | 344 | 6.1% | 338 | 6.5% | 367 | 6.0% |
| Hispanic | 303 | 14.2% | 346 | 12.4% | 362 | 15.7% |
| White | 353 | 3.7% | 416 | 4.8% | 457 | 6.1% |

**Source: School Accountability Report Cards.** OUSD web site at http://www.ousd.k12.ca.us/domain/56

(before 2013), and SARC web site at http://www.sarconline.org (2013-2014).

### d. Tardiness rate

Oakland Tech's tardy rate remains just over 3.5%, with the highest period tardy rate occurring 1st period. The school has implemented a stricter tardy policy in 2014-15 with more specific ways of gathering and tracking tardy data. This should prove to have a positive effect of reducing the tardy rate to below 3%.

**TABLE 23. Tardy Rate**

| Year | 2010 | | 2011 | | 2012 | | 2013 | |
|---|---|---|---|---|---|---|---|---|
| **Total Students** | 1828 | | 1858 | | 1987 | | 2092 | |
| | | | | | | | | |
| **Per 1 Tardies** | 21785 | 6.6% | 21562 | 6.4% | 25220 | 7.1% | 26292 | 7.0% |
| **Per 2 Tardies** | 8745 | 2.7% | 10105 | 3.0% | 10205 | 2.9% | 9460 | 2.5% |
| **Per 3 Tardies** | 9518 | 2.9% | 9646 | 2.9% | 9678 | 2.7% | 9827 | 2.6% |
| **Per 4 Tardies** | 8620 | 2.6% | 10068 | 3.0% | 10673 | 3.0% | 12104 | 3.2% |
| **Per 5 Tardies** | 10709 | 3.3% | 11309 | 3.4% | 13383 | 3.7% | 14016 | 3.7% |
| **Per 6 Tardies** | 9334 | 2.8% | 9012 | 2.7% | 10072 | 2.8% | 12450 | 3.3% |
| | | | | | | | | |
| **Total Tardies** | 68711 | | 71702 | | 79231 | | 84149 | |
| **Total Student-Periods** | 1974240 | | 2006640 | | 2145960 | | 2259360 | |
| **Tardy Rate** | | 3.5% | | 3.6% | | 3.7% | | 3.7% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

### 5. Discipline Referrals, Suspension and Expulsion Rates (disaggregated), and Crime Statistics

The schoolwide suspension rate has been reduced to below 5%, and the suspension rate for African American males has been reduced by 30%.

**TABLE 24. Suspension Rate (disaggregated)**

| | Total Students | Suspensions | Total Students | Suspensions | Total Students | Suspensions |
|---|---|---|---|---|---|---|
| **Year** | **2011** | | **2012** | | **2013** | |
| **All Students** | 1905 | 8.0% | 2051 | 6.7% | 2142 | 4.8% |
| | | | | | | |
| **Female** | 936 | 5.3% | 1019 | 4.6% | 1053 | 4.2% |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Male** | 969 | 10.5% | 1032 | 9.7% | 1089 | 5.4% |
| | | | | | | |
| **ELL** | 157 | 3.8% | 169 | 7.1% | 170 | 2.4% |
| | | | | | | |
| **Students With Disabilities** | 193 | 18.1% | 248 | 12.5% | 241 | 14.9% |
| | | | | | | |
| **Low Income** | | | 829 | 9.9% | 1098 | 7.0% |
| | | | | | | |
| **Foster Youth** | 25 | 20.0% | 28 | 32.1% | 20 | 35.0% |
| | | | | | | |
| **9th** | 537 | 8.9% | 596 | 10.2% | 578 | 4.0% |
| **10th** | 532 | 9.2% | 541 | 9.1% | 594 | 5.7% |
| **11th** | 428 | 9.8% | 522 | 3.6% | 515 | 6.0% |
| **12th** | 408 | 3.2% | 392 | 2.0% | 455 | 3.3% |
| | | | | | | |
| **African American** | 774 | 14.9% | 808 | 12.7% | 801 | 11.0% |
| **African American Male** | 397 | 18.6% | 407 | 16.0% | 406 | 12.3% |
| **Asian** | 359 | 1.4% | 347 | 2.3% | 379 | 0.8% |
| **Hispanic** | 336 | 5.1% | 385 | 4.9% | 389 | 2.1% |
| **White** | 370 | 3.0% | 431 | 1.4% | 480 | 0.6% |

**Source:** OUSD Office of Research, Assessment & Data. Percents show suspensions for each identifiable group as a percentage of total students in that group.

**TABLE 25. Expulsion Rate**

| | Total Students | Expulsions | | Total Students | Expulsions | | Total Students | Expulsions | |
|---|---|---|---|---|---|---|---|---|---|
| **Year** | 2011 | | | 2012 | | | 2013 | | |
| **All Students** | 1959 | 4 | 0.2% | 2066 | 2 | 0.1% | 2146 | 1 | 0.0% |

### 6. Socioeconomic Status

#### a. Free/reduced lunch status

Oakland Unified limits the data it collects regarding the socioeconomic status of students to the information on the Free/Reduced Lunch applications submitted by parents. Oakland Tech encourages

all parents to submit these applications in order to have as complete information as possible, and the return rate has improved in recent years. The Oakland Tech Parent Teacher Student Association assists with this effort during registration in August.

**TABLE 26. Number of Students Qualifying for Free/Reduced Meals**

| School Year | Total | Free & Reduced Price Meals | |
|---|---|---|---|
| 2010-2011 | 1828 | 931 | 50.9% |
| 2011-2012 | 1790 | 1122 | 62.7% |
| 2012-2013 | 1987 | 1017 | 51.2% |
| 2013-2014 | 2028 | 1079 | 53.2% |

**Source:** California Department of Education, Educational Demographics Unit. Percent shows number of free & reduced price meals as a percentage of total enrollment.

**b. CalWORKS status (formerly AFDC)**

The CDE no longer reports CalWORKS data as an indicator of socioeconomic class.

**c. Parent education level**

During the time that parents have been given opportunities for school choice through the district's OPTIONS program, more parents are feeling free to state their educational level in the district's survey. This provides more complete information to the school. However, it also makes interpretation of the raw numbers difficult because of the inability to tell whether, for example, the number of parents who are not high school graduates is increasing, or whether this trend merely reflects an increase in the number of parents reporting their status. It is possible that the numbers for parents with graduate school education has been increasing because these parents would be more likely to report this information than decline to state.

**TABLE 27. Parent Education Level**

| School Year | Total | Not HS Graduate | HS Graduate | Some College | College Graduate | Grad School/ Post-Grad | Declined to State |
|---|---|---|---|---|---|---|---|
| 2011-2012 | 1720 | 215 | 302 | 272 | 327 | 261 | 342 |
| 2012-2013 | 1862 | 213 | 315 | 254 | 330 | 300 | 448 |
| 2013-2014 | 1969 | 175 | 278 | 237 | 314 | 309 | 654 |
| 2014-2015 | 1999 | 148 | 239 | 214 | 296 | 325 | 776 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**7. Description of the safety conditions, cleanliness, and adequacy of school facilities**

The school updates its Safety Plan each year, and this is kept on file in the Main Office. The Safety Plan provides contingencies for disasters, earthquakes, and crises, as well as the other items required by the California Education Code. The school's Security Officers are apportioned and assigned by the district. In 2014-2015, the school has six security officers who are stationed at the main entrance and throughout the school. An officer from the OUSD Police Services is assigned to the school. The school has an open campus for lunch only, and the security officers, administrators, and OUSD Police patrol

the school grounds and adjacent streets during lunch. The three-block walk from the main campus to the upper campus is generally unpatrolled by school personnel. Students who have classes on both campuses walk between campuses during passing period or at lunch. The effort is made in scheduling classes to have most students traveling between 2nd and 3rd periods or at lunch.

The cleanliness of the school campus is maintained by the custodial staff. In 2014-2015, the school's Advanced Placement Environmental Science class has provided student volunteers to help students in the cafeteria separate their food scraps, paper, and other waste for compost, recycling, and landfill. Overall, the campus is very clean, and any graffiti that may appear is removed within hours.

Classrooms and common spaces at the school are generally in good condition. As in 2009 when the last full self-study was completed, the school uses eleven portable classrooms and one portable building for the school clinic. Even with these additions, there are frequent challenges to find space for the growing student body and programs. Some of these challenges include:

- Auditorium no longer accommodates the entire student body in two assembly presentations. The auditorium seats 900, and the student body exceeds 1900.
- Exam rooms in what was originally constructed as the school clinic have been repurposed to be offices for the school's head of security, psychologist, speech therapist, and parent liaison.
- Staff workroom for the English Department has been repurposed to be an office that is shared by two of the school's substance abuse counselors and the school's PBIS Coordinator.
- Storage area under what was originally constructed as the school's auditorium tiered seating has been repurposed to be the office and meeting space for the Peacemaker program, which provides mentors on-campus for at-risk youth.
- Equipment storeroom for the Science Department has been repurposed to be an office that is shared by two Resource Specialist teachers.
- Storeroom for supplemental books and materials for the English Department has been repurposed to be a secure storage room for four of the school's mobile laptop/chromebook carts.
- Family Resource Center room has been repurposed to be confidential meeting space that is shared by therapists from Lincoln Child Center.

The school continues to receive requests for programs that require meeting space or classroom space and tries to be creative in the way it prioritizes and responds to those requests.

**8. Staff**

**a. Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes**

**TABLE 28. Certificated and Classified Staff, 2014-2015**

| Position | Type | Number of Employees |
|---|---|---|
| Principal | Certificated | 1 |
| Assistant Principals | Certificated | 4 |
| Teachers | Certificated | 83 |
| Teachers (RSP) | Certificated | 4 |
| Teachers (SDC) | Certificated | 6 |
| Teachers (SH) | Certificated | 4 |
| Teachers on Special Assignment | Certificated | 3 |

| | | |
|---|---|---|
| Psychologist (PEC) | Certificated | 2 |
| Speech Therapist (PEC) | Certificated | 1 |
| School Nurse | Certificated | 1 |
| Stage Manager | Certificated | 1 |
| Athletic Director | Certificated | 1 |
| After School Program Director | Consultant | 1 |
| Administrative Assistant | Classified | 1 |
| Attendance Clerk | Classified | 2 |
| Clerk Typist | Classified | 2 |
| Community Schools Manager | Classified | 1 |
| Custodian | Classified | 9 |
| Food Service | Classified | 3 |
| Lifeguard | Classified | 1 |
| Locker Room Attendant | Classified | 2 |
| Instructional Aides/Intervention Specialists (PEC) | Classified | 26 |
| Recorder | Classified | 1 |
| Security Officers | Classified | 5 |
| Textbook Clerk | Classified | 1 |
| Treasurer | Classified | 1 |
| Truancy Officer | Classified | 1 |
| Substance Abuse Counselors | Consultant | 2 |
| PBIS Specialist | Consultant | 1 |
| Parent Liaison | Consultant | 1 |
| Clinic Staff | Other | 3 |
| College & Career Center | Other | 2 |

**b. Percent of teachers who have met the highly qualified teachers' requirements of the Elementary and Secondary Education Act (ESEA)**

94% of the teachers at Oakland Tech have met the highly qualified teacher's requirements of the ESEA.

**c. Number of National Board Certified Teachers**

Nine teachers are National Board Certified.

**d. Percent of teachers instructing outside credentialed areas and include an explanation**

6% of teachers are instructing outside their credentialed areas. Five are PEC teachers, and one is an ELD teacher.

**e. Number of teachers with Short Term Staff Permits and Provisional Intern Permits**

There are no teachers with Short Term Staff Permits or Provisional Intern Permits.

**f. Number with advanced degrees**

47 teachers have advanced degrees.

**g. Years of educational service within the district and total number of years in education** (63 teachers surveyed)

| | 1-2 Years | 3-5 Years | 6-10 Years | 11-20 Years | Over 20 |
|---|---|---|---|---|---|
| **Experience in OUSD** | 11 teachers | 11 teachers | 13 teachers | 15 teachers | 15 teachers |
| **Experience at Oakland Tech** | 18 teachers | 20 teachers | 13 teachers | 8 teachers | 6 teachers |

**h. Specialized training/intern programs, e.g., number in Cross-Cultural Language and Academic Development (CLAD), Beginning Teacher Support and Assessment (BTSA) or other teacher induction programs (newer teachers must complete an induction program to obtain a clear professional credential; newer teachers will have the CLAD requirement embedded in required credential)**

Eight teachers on staff participate in the BTSA program. There are seven BTSA coaches on staff.

**i. Number of teachers in an intern program**

No teachers are in an intern program.

**j. Gender**

**TABLE 29. Gender of Teaching Staff, 2014-2015**

| Gender | Number of Teachers | % of Teachers |
|---|---|---|
| Female | 57 | 57% |
| Male | 42 | 42% |

**k. Ethnicity**

**TABLE 30. Ethnicity of Teaching Staff, 2014-2015**

| Ethnicity | Number of Teachers | % of Teachers |
|---|---|---|
| African American | 22 | 22% |
| Asian | 8 | 8% |

| | | |
|---|---|---|
| Hispanic | 8 | 8% |
| White | 57 | 57% |
| Other | 4 | 4% |

**l. Attendance rates of teachers**

Attendance rate data for teachers is not available at this time.

**m. Number and assignment of paraprofessionals who meet the requirements of the Elementary and Secondary Education Act (ESEA)**

**9. Professional development programs/activities and numbers participating (e.g., BTSA, training in content areas or in instructional approaches, departmental activities, university programs)**

There are fourteen teachers in the district's BTSA Program. There are seven on site BTSA coaches.

**10. Content of staff development and numbers participating (e.g., programs, activities and numbers)**

The staff meets as an entire group once or twice a month. During months when the staff meets once a month, teachers meet in departments. Staff development is designed and implemented by the Instructional Leadership Team, who meets with administrators to plan. The Instructional Leadership Team began to plan to provide professional development in the spring of 2014. They began to provide professional development to the staff in the Fall of 2014. The Instructional Leadership Team is composed of five teachers, one is a special education teacher.

Professional development has focused on literacy, specifically academic discussion and Common Core.

**11. Student participation in co-curricular activities and extra-curricular activities**

Students at Oakland Tech have many extra-curricular activities and clubs available to them. There are 53 active student clubs on campus. The After School Program has a tutoring center, academic tutoring center for athletes and many classes students can participate in. Examples of after-school activities are music making, culinary arts, and acrobatics. Students also can participate in student leadership activities during and outside of school.

**12. District policies/school financial support (Use School Quality Snapshot as a reference.)**

**a. Expenditures per pupil**

To fund instructional expenditures, OUSD provides a combination of funds that are managed centrally and funds that are managed by the site principal. These cover the base costs of teachers, counselors, classified support, administration, custodial and security staff, and instructional materials, supplies, and field trips. Expenditures for students in Programs for

Exceptional Children are funded separately. Costs for utilities and building maintenance are also funded separately.

In 2014-2015, the enrollment is 1906 general education students, and the expenditure per student is $4,663. This includes $250 per pupil in Local Control Funding Formula and other supplemental funds.

**b. Monies from other funding sources, e.g., Title I, grants, foundations**

**TABLE 31. Other Funding Resources, 2014-2015**

| Resource | Amount |
|---|---|
| TItle I | $253,203 |
| California Partnership Academies | $132,358 |
| 21st Century Learning Community (After School Programs) | $300,530 |
| Arts Learning Anchor School (grant) | $26,000 |

Note: Data should be disaggregated to reflect the achievement of all significant subgroups including EL and Special Education. Three years of data, if possible, should be included. Include state scores and the Elementary and Secondary Education Act (ESEA) achievement targets for other comparative points.

**1. Academic Performance Index (API)**

**a. Latest 3 years of API performance, including significant subpopulations. Has the school met the growth target? Have all subgroups met targets?**

**TABLE 32. API Summary, 2011-2013**

| | 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 |

FINDINGS: Oakland Tech has met its target API over the past three years for each subgroup of students. African American and Latino students have the lowest API scores, but have met their growth targets each year. Asian students have the lowest growth targets and continue to show growth. Our white students have the highest API scores overall. In 2011 and 2012, the API scores of white students decreased yet it remains the highest for each student group. The target for our socioeconomically disadvantaged students has been met over three years.

**b. School Ranking and Similar School rankings (at least three years).**

**TABLE 33. School Ranking and Similar Schools Ranking.**

| Year | Statewide Ranking | Similar Schools Ranking |
|---|---|---|
| **2012** | 4 | 2 |
| **2011** | 3 | 2 |
| **2010** | 3 | 3 |

FINDINGS: Although Oakland Tech's statewide API ranking has increased, the shift in demographics of the student population has placed it in a new group of similar schools. Oakland Tech's ranking with the different group of similar schools has remained a 2.

**2. California Standards Test (CSTs) (Note: Include at least 2 years and then include the data from 2013-2014)**

**a. Multi-year grade (9-11) level scores by proficiency levels: advanced, proficient, basic, below basic, far below basic.**

**TABLE 34. Three Year Comparison by Percentage in Language Arts of Students in each Performance Band**

| Grade | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| **9** | 10% | 7% | 4% | 13% | 12% | 11% | 25% | 22% | 18% | 20% | 24% | 31% | 32% | 35% | 35% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **10** | 17% | 16% | 12% | 17% | 15% | 12% | 21% | 20% | 22% | 20% | 22% | 25% | 25% | 26% | 30% |
| **11** | 18% | 18% | 14% | 16% | 13% | 13% | 22% | 17% | 25% | 19% | 24% | 21% | 26% | 28% | 26% |

**Source:** California Department of Education (2015)

FINDINGS: In 2011, 77% of our 9th grade students scored basic, proficient or advanced in the CST for Language Arts. Over the three years the number of students who scored far below basic and below basic decreased each year. In 2012, 35% of 9th grade students performed in the advanced range, which was the highest of all grade levels. 70% of the students scored advanced, proficient or basic. In 2013, 30% of 10th grade students scored advanced, 24% either scored basic or proficient and 24% scored far below basic or below basic. Over the three years the number of students that scored far below basic in all grade level decreased, but stayed the same for 11th grade students who tested in 2011 and 2012.

**TABLE 35. Three Year Comparison by Percentage in Mathematics of Students in each Performance Band**

**SUMMATIVE HIGH SCHOOL MATHEMATICS**

| Grade | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| **9** | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **10** | 2% | 0 | 1% | 15% | 10% | 7% | 25% | 18% | 11% | 40% | 47% | 48% | 19% | 25% | 33% |
| **11** | 5% | 11% | 5% | 27% | 14% | 17% | 18% | 28% | 21% | 37% | 36% | 36% | 13% | 12% | 20% |

**Source:** California Department of Education (2015)

**ALGEBRA 1**

| Grade | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| **9** | 22% | 19% | 11% | 39% | 33% | 44% | 25% | 29% | 33% | 12% | 18% | 12% | 2% | 1% | 0% |
| **10** | 44% | 43% | 51% | 55% | 54% | 35% | 2% | 3% | 12% | 0% | 0% | 2% | 0% | 0% | 0% |
| **11** | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

**Source:** California Department of Education (2015)

**GEOMETRY**

| Grade | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| **9** | 5% | 2% | 6% | 22% | 21% | 28% | 34% | 31% | 25% | 31% | 35% | 29% | 8% | 11% | 12% |
| **10** | 48% | 41% | 42% | 39% | 42% | 44% | 12% | 16% | 13% | 1% | 2% | 1% | 1% | 0% | 0% |
| **11** | 61% | 60% | 61% | 33% | 30% | 32% | 3% | 7% | 6% | 1% | 2% | 0% | 1% | 0% | 0% |

**Source:** California Department of Education (2015)

**ALGEBRA 2**

| Grade | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| **9** | 10% | 0% | 0% | 8% | 1% | 11% | 21% | 5% | 24% | 34% | 41% | 39% | 27% | 53% | 26% |
| **10** | 15% | 22% | 19% | 20% | 28% | 29% | 29% | 33% | 30 | 29% | 15% | 17% | 7% | 2% | 4% |
| **11** | 60% | 47% | 50% | 27% | 35% | 30% | 9% | 12% | 12% | 3% | 4% | 8% | 1% | 1% | 7% |

**Source:** California Department of Education (2015)

The CST results in math show steady trends. Students in 10th grade have shown an increase in the percentages of students scoring proficient or advanced on the Summative math test. In Algebra, the number of students scoring in the advanced range was below 2% over three years. 10th grade students scored in the far below basic and below basic ranges each year. In Geometry, 54% or more of students scored basic or proficient over three years. In Algebra 2, the 9th graders taking the course scored proficient or advanced over three years while the majority of students in the 10th grade scored in the basic range and the majority of 11th grade students scored far below basic.

**Multi-year grade level scores of significant subpopulations by proficiency levels: advanced, proficient, basic, below basic, and far below basic.**

**TABLE 36. Scores of Significant Constituent Populations by Proficiency Level.**

**English 9**

| Ethnicity | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** |
| **Afr. Am.** | 18% | 10% | 6% | 18% | 20% | 15% | 34% | 31% | 27% | 19% | 26% | 38% | 11% | 13% | 14% |
| **Asian** | 3% | 5% | 3% | 8% | 7% | 11% | 27% | 17% | 16% | 21% | 30% | 34% | 41% | 41% | 36% |
| **Hispanic** | 9% | 8% | 4% | 19% | 19% | 16% | 26% | 33% | 24% | 26% | 24% | 35% | 20% | 16% | 22% |
| **White** | 1% | 2% | 1% | 3% | 3% | 3% | 4% | 4% | 3% | 17% | 17% | 18% | 75% | 75% | 74% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**English 10**

| Ethnicity | Far Below Basic | | | Below Basic | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** |
| **Afr. Am.** | 25% | 25% | 21% | 25% | 28% | 20% | 27% | 21% | 27% | 15% | 18% | 21% | 8% | 9% | 10% |
| **Asian** | 16% | 9% | 5% | 7% | 7% | 6% | 21% | 29% | 26% | 32% | 29% | 29% | 24% | 27% | 34% |
| **Hispanic** | 20% | 21% | 16% | 25% | 15% | 18% | 28% | 29% | 27% | 15% | 22% | 25% | 11% | 13% | 14% |
| **White** | 2% | 4% | 1% | 2% | 3% | 3% | 8% | 3% | 3% | 24% | 22% | 18% | 65% | 67% | 74% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**English 11**

| Ethnicity | Far Below Basic | Below Basic | Basic | Proficient | Advanced |
|---|---|---|---|---|---|

| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Afr. Am.** | 26% | 32% | 23% | 27% | 18% | 19% | 21% | 23% | 29% | 17% | 20% | 17% | 10% | 8% | 11% |
| **Asian** | 15% | 10% | 10% | 7% | 15% | 10% | 28% | 21% | 30% | 26% | 31% | 24% | 24% | 23% | 117% |
| **Hispanic** | 19% | 22% | 13% | 16% | 18% | 21% | 28% | 18% | 26% | 21% | 22% | 29% | 16% | 20% | 12% |
| **White** | 2% | 1% | 4% | 3% | 1% | 1% | 5% | 4% | 7% | 13% | 25% | 21% | 78% | 69% | 67% |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

FINDINGS: For all grade levels and over each of the three years White and Asian students scored in greater percentages in the Proficient and Advanced ranges. African American students conversely, scored in the far below basic range, although it has decreased over the three years. . 10th grade students who scored advanced have increased their percentages over three years. Hispanic students in the 10th grade and African American students have greater percentages of students scoring basic and below basic.

**Algebra I (9th grade only)**

| Ethnicity | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| **Afr. Am.** | 20% | 20% | 12% | 46% | 36% | 46% | 26% | 26% | 32% | 8% | 19% | 9% | 1% | 0% | 0% |
| **# Students** | 25 | 22 | 12 | 57 | 40 | 45 | 32 | 29 | 31 | 10 | 21 | 9 | 1 | 0 | 0 |
| **Asian** | 16% | 0% | 12% | 26% | 25% | 18% | 11% | 33% | 53% | 42% | 42% | 18% | 5% | 0% | 0% |
| **# Students** | 3 | 0 | 2 | 5 | 3 | 3 | 2 | 4 | 9 | 8 | 5 | 3 | 1 | 0 | 0 |
| **Hispanic** | 27% | 20% | 9% | 35% | 27% | 49% | 29% | 34% | 33% | 10% | 18% | 9% | 0% | 0% | 0% |
| **# Students** | 17 | 9 | 5 | 22 | 12 | 28 | 18 | 15 | 19 | 6 | 8 | 5 | 0 | 0 | 0 |
| **White** | 8% | 6% | 17% | 31% | 47% | 33% | 38% | 35% | 25% | 23% | 6% | 25% | 0% | 6% | 0% |
| **# Students** | 1 | 1 | 2 | 4 | 8 | 4 | 5 | 6 | 3 | 3 | 1 | 3 | 0 | 1 | 0 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**Algebra I (10th grade only)**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| **Afr. Am.** | 38% | 35% | 64% | 59% | 59% | 28% | 3% | 6% | 8% | 0% | 0% | 0% | 0% | 0% | 0% |
| **# Students** | 15 | 6 | 16 | 23 | 10 | 7 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 67% | 3% | 0% | 33% | 97% | 0% | 0% | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% |
| **# Students** | 2 | 1 | 0 | 1 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Hispanic** | 55% | 50% | 38% | 45% | 50% | 50% | 0% | 0% | 13% | 0% | 0% | 0% | 0% | 0% | 0% |
| **# Students** | 6 | 7 | 6 | 5 | 7 | 8 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| **White** | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% |
| **# Students** | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**FINDINGS:** The large majority of students enrolled in Algebra 1 in 9th grade for this three-year period have been African American and Hispanic. Percentages for all five levels generally have remained flat

over the three-year period, showing no improvement.

**Algebra I (10th – 11th grades)**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Afr. Am. | 40% | 39% | 64% | 58% | 56% | 28% | 3% | 6% | 8% | 0% | 0% | 0% | 0% | 0% | 0% |
| # Students | 16 | 7 | 16 | 23 | 10 | 7 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 67% | 50% | 0% | 33% | 50% | 0% | 0% | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% |
| # Students | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Hispanic | 55% | 50% | 38% | 45% | 50% | 50% | 0% | 0% | 13% | 0% | 0% | 0% | 0% | 0% | 0% |
| # Students | 6 | 7 | 6 | 5 | 7 | 8 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% |
| # Students | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**FINDINGS:** The majority of students who repeated Algebra 1 in 10th or 11th grade are African American or Hispanic. Percentages of FBB scores for African American students have increased over the three-year period, although percentages of FBB scores for Hispanic students have decreased each year. Percentages of BB scores for African American students have decreased each year but have increased slightly for Hispanic students.

**Geometry (9th grade only)**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Afr. Am. | 9% | 4% | 11% | 38% | 38% | 42% | 33% | 45% | 24% | 21% | 11% | 23% | 0% | 2% | 0% |
| # Students | 5 | 2 | 7 | 22 | 21 | 26 | 19 | 25 | 15 | 12 | 6 | 14 | 0 | 1 | 0 |
| Asian | 2% | 2% | 7% | 14% | 20% | 20% | 37% | 27% | 30% | 35% | 37% | 27% | 12% | 14% | 17% |
| # Students | 1 | 1 | 2 | 7 | 10 | 6 | 19 | 14 | 9 | 18 | 19 | 8 | 6 | 7 | 5 |
| Hispanic | 9% | 4% | 7% | 32% | 23% | 41% | 38% | 42% | 24% | 15% | 23% | 24% | 6% | 8% | 2% |
| # Students | 3 | 1 | 3 | 11 | 6 | 17 | 13 | 11 | 10 | 5 | 6 | 10 | 2 | 2 | 1 |
| White | 2% | 0% | 1% | 9% | 6% | 14% | 27% | 10% | 26% | 48% | 67% | 36% | 14% | 16% | 22% |
| # Students | 1 | 0 | 1 | 5 | 3 | 11 | 15 | 5 | 20 | 27 | 33 | 27 | 8 | 8 | 17 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**FINDINGS:** Enrollment in Geometry in 9th grade is relatively balanced among the four major ethnicities. There are slight variations in percentages of each performance level over the three years, but nothing that is consistent enough to describe as a trend.

**Geometry (10th grade only)**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Afr. Am. | 50% | 49% | 53% | 42% | 42% | 40% | 8% | 9% | 7% | 0% | 0% | 0% | 0% | 0% | 0% |
| # Students | 45 | 32 | 40 | 38 | 27 | 30 | 7 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Asian** | 25% | 17% | 58% | 47% | 33% | 17% | 25% | 39% | 25% | 3% | 11% | 0% | 0% | 0% | 0% |
| **# Students** | 8 | 3 | 7 | 15 | 6 | 2 | 8 | 7 | 3 | 1 | 2 | 0 | 0 | 0 | 0 |
| **Hispanic** | 59% | 44% | 28% | 36% | 44% | 52% | 5% | 11% | 21% | 0% | 0% | 0% | 0% | 0% | 0% |
| **# Students** | 23 | 20 | 8 | 14 | 20 | 15 | 2 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| **White** | 50% | 29% | 21% | 13% | 36% | 58% | 25% | 29% | 11% | 6% | 7% | 11% | 6% | 0% | 0% |
| **# Students** | 8 | 4 | 4 | 2 | 5 | 11 | 4 | 4 | 2 | 1 | 1 | 2 | 1 | 0 | 0 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**Geometry (10th – 11th grades)**

| **Eth** | **FBB** | | | **BB** | | | **Basic** | | | **Proficient** | | | **Advanced** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** |
| **Afr. Am.** | 54% | 57% | 53% | 40% | 35% | 41% | 6% | 8% | 6% | 0% | 0% | 0% | 0% | 0% | 0% |
| **# Students** | 69 | 54 | 50 | 51 | 33 | 39 | 8 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 27% | 19% | 54% | 44% | 33% | 15% | 22% | 33% | 31% | 5% | 14% | 0% | 2% | 0% | 0% |
| **# Students** | 11 | 4 | 7 | 18 | 7 | 2 | 9 | 7 | 4 | 2 | 3 | 0 | 1 | 0 | 0 |
| **Hispanic** | 65% | 43% | 41% | 31% | 47% | 43% | 4% | 9% | 16% | 0% | 0% | 0% | 0% | 0% | 0% |
| **# Students** | 35 | 23 | 15 | 17 | 25 | 16 | 2 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| **White** | 47% | 27% | 21% | 21% | 40% | 58% | 21% | 27% | 11% | 5% | 7% | 11% | 5% | 0% | 0% |
| **# Students** | 9 | 4 | 4 | 4 | 6 | 11 | 4 | 4 | 2 | 1 | 1 | 2 | 1 | 0 | 0 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**FINDINGS:** The majority of students enrolled in Geometry in 10th and 11th grades are African American or Hispanic. The percentages in each performance level for African American students has remained flat over the three-year period, but no student achieved Proficient or Advanced during that time. Percentages of FBB scores for Hispanic and White students decreased over that time, but increased for Asian students. Percentages for all other performance levels remained flat for that period.

**Algebra II (9th – 10th grades)**

| **Eth** | **FBB** | | | **BB** | | | **Basic** | | | **Proficient** | | | **Advanced** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** | **2010** | **2011** | **2012** |
| **Afr. Am.** | 33% | 30% | 20% | 19% | 25% | 43% | 19% | 22% | 27% | 19% | 10% | 10% | 11% | 12% | 0% |
| **# Students** | 9 | 20 | 10 | 5 | 17 | 22 | 5 | 15 | 14 | 5 | 7 | 5 | 3 | 8 | 0 |
| **Asian** | 12% | 11% | 11% | 6% | 17% | 13% | 35% | 24% | 36% | 31% | 25% | 27% | 16% | 23% | 13% |
| **# Students** | 6 | 8 | 8 | 3 | 13 | 9 | 17 | 18 | 25 | 15 | 19 | 19 | 8 | 17 | 9 |
| **Hispanic** | 14% | 27% | 29% | 27% | 30% | 34% | 36% | 27% | 14% | 18% | 17% | 17% | 5% | 0% | 6% |
| **# Students** | 3 | 8 | 10 | 6 | 9 | 12 | 8 | 8 | 5 | 4 | 5 | 6 | 1 | 0 | 2 |
| **White** | 8% | 3% | 4% | 15% | 15% | 15% | 22% | 28% | 30% | 39% | 31% | 30% | 16% | 22% | 21% |
| **# Students** | 6 | 3 | 3 | 12 | 13 | 12 | 17 | 24 | 24 | 31 | 27 | 24 | 13 | 19 | 17 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**Algebra II (11th grade)**

| **Eth** | **FBB** | **BB** | **Basic** | **Proficient** | **Advanced** |
|---|---|---|---|---|---|

| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Afr. Am.** | 73% | 51% | 64% | 24% | 35% | 27% | 2% | 13% | 8% | 0% | 1% | 1% | 0% | 0% | 0% |
| **# Students** | 60 | 35 | 53 | 20 | 24 | 22 | 2 | 9 | 7 | 0 | 1 | 1 | 0 | 0 | 0 |
| **Asian** | 25% | 44% | 26% | 30% | 36% | 21% | 15% | 16% | 26% | 25% | 0% | 26% | 5% | 4% | 0% |
| **# Students** | 5 | 11 | 9 | 6 | 9 | 7 | 3 | 4 | 9 | 5 | 0 | 9 | 1 | 1 | 0 |
| **Hispanic** | 58% | 53% | 58% | 30% | 30% | 35% | 12% | 7% | 5% | 0% | 7% | 3% | 0% | 3% | 0% |
| **# Students** | 19 | 16 | 23 | 10 | 9 | 14 | 4 | 2 | 2 | 0 | 2 | 1 | 0 | 1 | 0 |
| **White** | 33% | 36% | 16% | 33% | 50% | 37% | 33% | 7% | 26% | 0% | 7% | 21% | 0% | 0% | 0% |
| **# Students** | 3 | 5 | 3 | 3 | 7 | 7 | 3 | 1 | 5 | 0 | 1 | 4 | 0 | 0 | 0 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**Biology (9th grade only)**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| **Afr. Am.** | 6% | 13% | 17% | 2% | 13% | 20% | 23% | 40% | 37% | 47% | 24% | 21% | 23% | 11% | 5% |
| **# Students** | 4 | 14 | 29 | 1 | 14 | 33 | 14 | 45 | 62 | 29 | 27 | 36 | 14 | 12 | 9 |
| **Asian** | 0% | 6% | 7% | 3% | 4% | 5% | 28% | 15% | 33% | 23% | 30% | 29% | 47% | 45% | 25% |
| **# Students** | 0 | 4 | 5 | 2 | 3 | 4 | 21 | 11 | 25 | 17 | 21 | 22 | 35 | 32 | 19 |
| **Hispanic** | 3% | 11% | 19% | 3% | 7% | 15% | 29% | 36% | 40% | 34% | 30% | 19% | 31% | 16% | 8% |
| **# Students** | 1 | 5 | 20 | 1 | 3 | 16 | 10 | 16 | 43 | 12 | 13 | 20 | 11 | 7 | 9 |
| **White** | 0% | 6% | 0% | 1% | 13% | 2% | 2% | 16% | 17% | 15% | 63% | 34% | 81% | 3% | 47% |
| **# Students** | 0 | 2 | 0 | 1 | 4 | 3 | 2 | 5 | 20 | 13 | 20 | 41 | 69 | 1 | 57 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

**FINDINGS:** Percentages of students achieving Proficient and Advanced scores in Biology in 9th grade decreased over this three-year period for all ethnicities.

**Biology (10th - 11th grades)**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| **Afr. Am.** | 35% | 28% | 32% | 22% | 16% | 19% | 26% | 27% | 30% | 12% | 16% | 17% | 5% | 13% | 3% |
| **# Students** | 69 | 46 | 48 | 44 | 27 | 28 | 52 | 44 | 45 | 23 | 26 | 25 | 10 | 22 | 5 |
| **Asian** | 17% | 10% | 18% | 11% | 4% | 3% | 26% | 30% | 20% | 23% | 18% | 25% | 23% | 38% | 34% |
| **# Students** | 11 | 7 | 12 | 7 | 3 | 2 | 17 | 22 | 13 | 15 | 13 | 16 | 15 | 28 | 22 |
| **Hispanic** | 30% | 27% | 16% | 18% | 19% | 24% | 32% | 27% | 29% | 12% | 16% | 20% | 8% | 10% | 11% |
| **# Students** | 23 | 27 | 12 | 14 | 19 | 18 | 25 | 27 | 22 | 9 | 16 | 15 | 6 | 10 | 8 |
| **White** | 0% | 11% | 5% | 0% | 0% | 0% | 0% | 6% | 15% | 0% | 10% | 18% | 0% | 72% | 62% |
| **# Students** | 0 | 9 | 3 | 0 | 0 | 0 | 0 | 5 | 9 | 0 | 8 | 11 | 0 | 57 | 38 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

FINDINGS: Percentages of students achieving Proficient and Advanced scores in Biology in grades 10-11

remain constant over these three years, with the exception of the Hispanic and White student populations which increased in both areas.

**Chemistry**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Afr. Am. | 25% | 60% | 33% | 28% | 14% | 20% | 35% | 18% | 31% | 8% | 6% | 11% | 3% | 2% | 4% |
| # Students | 22 | 39 | 32 | 25 | 9 | 19 | 31 | 12 | 30 | 7 | 4 | 11 | 3 | 1 | 4 |
| Asian | 3% | 19% | 9% | 7% | 18% | 13% | 39% | 38% | 31% | 31% | 17% | 37% | 20% | 8% | 10% |
| # Students | 2 | 14 | 6 | 4 | 13 | 9 | 24 | 27 | 22 | 19 | 12 | 26 | 12 | 6 | 7 |
| Hispanic | 18% | 45% | 27% | 10% | 13% | 27% | 44% | 29% | 35% | 23% | 10% | 8% | 5% | 3% | 3% |
| # Students | 7 | 14 | 16 | 4 | 4 | 16 | 17 | 9 | 21 | 9 | 3 | 5 | 2 | 1 | 2 |
| White | 0% | 7% | 5% | 0% | 5% | 11% | 0% | 25% | 17% | 0% | 45% | 46% | 0% | 18% | 21% |
| # Students | 2 | 4 | 4 | 3 | 3 | 9 | 22 | 14 | 14 | 30 | 25 | 37 | 20 | 10 | 17 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

FINDINGS: Percentages of students achieving Proficient and Advanced scores in Chemistry remain constant in African American and Asian student populations. Over these three years the percentages of Hispanic students achieving Proficient and Advanced scores decreased, while percentages of Whites students achieved Proficient and Advanced scores increased.

**Physics**

| Eth | FBB | | | BB | | | Basic | | | Proficient | | | Advanced | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Afr. Am. | 45% | 33% | 26% | 28% | 32% | 5% | 21% | 30% | 37% | 3% | 3% | 26% | 3% | 1% | 5% |
| # Students | 67 | 29 | 5 | 41 | 28 | 1 | 31 | 26 | 7 | 4 | 3 | 5 | 5 | 1 | 1 |
| Asian | 12% | 13% | 4% | 19% | 3% | 0% | 37% | 35% | 39% | 25% | 26% | 43% | 8% | 23% | 13% |
| # Students | 6 | 4 | 1 | 10 | 1 | 0 | 19 | 11 | 9 | 13 | 8 | 10 | 4 | 7 | 3 |
| Hispanic | 43% | 33% | 14% | 23% | 23% | 0% | 29% | 21% | 57% | 5% | 12% | 29% | 1% | 12% | 0% |
| # Students | 36 | 14 | 1 | 19 | 10 | 0 | 24 | 9 | 4 | 4 | 5 | 2 | 1 | 5 | 0 |
| White | 4% | 2% | 3% | 13% | 9% | 3% | 34% | 43% | 29% | 40% | 37% | 41% | 9% | 9% | 24% |
| # Students | 2 | 1 | 1 | 6 | 4 | 1 | 16 | 20 | 10 | 19 | 17 | 14 | 4 | 4 | 8 |

**Source:** OUSD Aeries Student Information Management System (December 16, 2014).

FINDINGS: Over the three years, all student populations showed an increase in percentages of students who achieved Proficient scores in Physics, with the exception of White students, who increased in scoring Advanced.

**b. Reviewing the above CST scores in English Language Arts (ELA) and Algebra, what % of 9th grade students may be intensive or strategic students? What other assessments does the school provide to diagnose and appropriately place these students? Note: It may be helpful to include the state scores as a comparative point at certain grade-levels or with significant subpopulations.**

The CST data shows that in English Language Arts 15%-23% of 9th grade students are strategic student,

achieving Far Below Basic and Below Basic. The District administers the Scholastic Reading Inventory three time a year to assess reading levels. The school offers a Reading Intervention Class to address this finding. Math CST scores show that the majority of 9th grade algebra students scored Far Below Basic or Below Basic. Percentages of students scoring at Far Below Basic levels decreased by 11 percentage points over the three years.

**3. California High School Exit Exam (CAHSEE)**

**a. Tenth Grade initial testing of all 10th grade students and significant subpopulation scores (passing rate and percent meeting the AYP target of 380 mean scale score).**

**TABLE 37. Tenth Grade CAHSEE Initial Testing Passing and Proficiency Rates - ELA**

| Constituent Populations | Passed (350-379) | | | Proficient (380+) | | |
|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| All Students | 81% | 83% | 85% | 57% | 60% | 61% |
| Male | 72% | 81% | 80% | 47% | 58% | 52% |
| Female | 90% | 85% | 90% | 67% | 61% | 69% |
| African American | 71% | 71% | 78% | 41% | 39% | 44% |
| Asian | 86% | 88% | 87% | 60% | 72% | 66% |
| Hispanic | 77% | 79% | 82% | 49% | 43% | 51% |
| White | 96% | 97% | 95% | 86% | 90% | 88% |
| English Only | 82% | 82% | 86% | 62% | 61% | 65% |
| Initially Fluent English Proficient | 89% | 100% | 89% | 72% | 90% | 61% |
| Reclassified Fluent English Proficient | 96% | 93% | 99% | 64% | 70% | 68% |
| English Learners | 40% | 60% | 41% | 6% | 9% | 15% |
| Not Economically Disadvantaged | 93% | 95% | 93% | 83% | 78% | 84% |
| Economically Disadvantaged | 72% | 74% | 79% | 40% | 46% | 42% |

**FINDINGS:** The percentages of students who passed CAHSEE ELA during these three years has remained constant. The percentage of English Language Learners scoring Proficient was less than other populations.

**TABLE 38. Tenth Grade CAHSEE Initial Testing Passing and Proficiency Rates - Math**

| Constituent Populations | Passed (350-379) | | | Proficient (380+) | | |
|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| All Students | 83% | 83% | 86% | 60% | 61% | 65% |
| Male | 79% | 85% | 83% | 56% | 64% | 60% |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Female** | **86%** | **81%** | **90%** | **64%** | **58%** | **70%** |
| **African American** | **71%** | **69%** | **78%** | **37%** | **37%** | **44%** |
| **Asian** | **97%** | **98%** | **93%** | **87%** | **85%** | **86%** |
| **Hispanic** | **75%** | **76%** | **82%** | **42%** | **42%** | **54%** |
| **White** | **95%** | **95%** | **97%** | **87%** | **88%** | **89%** |
| **English Only** | **81%** | **80%** | **87%** | **59%** | **57%** | **65%** |
| **Initially Fluent English Proficient** | **94%** | **95%** | **90%** | **72%** | **90%** | **55%** |
| **Reclassified Fluent English Proficient** | **92%** | **92%** | **96%** | **71%** | **82%** | **80%** |
| **English Learners** | **67%** | **84%** | **59%** | **37%** | **31%** | **37%** |
| **Not Economically Disadvantaged** | **94%** | **90%** | **94%** | **82%** | **76%** | **85%** |
| **Economically Disadvantaged** | **75%** | **77%** | **82%** | **46%** | **70%** | **50%** |

**FINDINGS:** The percentages of students who passed CAHSEE Math during these three years has remained constant. The percentage of African American, Hispanic and Reclassified Fluent English Proficient students passing and scoring Proficient have increased over three years.

**See also: Appendix 1. CAHSEE - ELA & Math: OUSD - Oakland Technical High School - 2011-12 to 2013-14**

**b. Eleventh (11th) and twelfth (12th) grade disaggregated by significant subpopulations (the number/percent tested and percent of students passing).**

**TABLE 39. Eleventh and Twelfth Grade CAHSEE Scores by Significant Constituent Population.**

| Constituent Populations | Number Tested | | | Percent Passed | | |
|---|---|---|---|---|---|---|
| | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** |
| **All Students** | 169 | 172 | 135 | 37.3% | 30.2% | 37.8% |
| **African American** | 53 | 54 | 40 | 16% | 11% | 23% |
| **Asian** | 36 | 38 | 22 | 14% | 13% | 5% |
| **Hispanic** | 18 | 34 | 18 | 14% | 12% | 11% |
| **White** | 0 | 2 | 8 | 100% | 50% | 50% |

| Constituent Populations | Number Tested | | | Percent Passed | | |
|---|---|---|---|---|---|---|
| | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** |
| **All Students** | 154 | 158 | 117 | 39.6% | 32.9% | 34.2% |
| **African American** | 54 | 73 | 40 | 28% | 18% | 23% |
| **Asian** | 5 | 6 | 9 | 20% | 0% | 22% |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Hispanic** | 10 | 34 | 17 | 40% | 12% | 24% |
| **White** | 3 | 1 | 5 | 100% | 100% | 80% |

**FINDINGS:** The percentages of tenth through twelfth grade students needing to pass CAHSEE decreased in 2013-2014. The percentage of Asian students passing CAHSEE decreased over three years.

### c. Sub-test scores for 10th, 11th, and 12th grade.

**TABLE 40. CAHSEE Subtest Scores for 10th, 11th and 12th Grade - ELA**

| Year | | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|
| **Subtest** | **Grade** | | | |
| **Reading - Word Analysis** | | | | |
| | **10** | 82% | 83% | 87% |
| | **11** | 58% | 60% | 62% |
| | **12** | 52% | 43% | 27% |
| **Reading - Reading Comprehension** | | | | |
| | **10** | 76% | 78% | 80% |
| | **11** | 58% | 58% | 62% |
| | **12** | 56% | 38% | 26% |
| **Reading - Literary Responses and Analysis** | | | | |
| | **10** | 79% | 81% | 82% |
| | **11** | 62% | 58% | 61% |
| | **12** | 57% | 39% | 29% |
| **Writing - Writing Strategies** | | | | |
| | **10** | 71% | 72% | 73% |
| | **11** | 47% | 48% | 50% |
| | **12** | 43% | 34% | 22% |
| **Writing - Writing Conventions** | | | | |
| | **10** | 74% | 77% | 77% |
| | **11** | 56% | 57% | 62% |
| | **12** | 48% | 43% | 25% |
| **Writing Applications - Essay** | | | | |
| | **10** | 2.59 | 2.50 | 2.57 |
| | **11** | 2.13 | 2.10 | 2.08 |

| | | | | |
|---|---|---|---|---|
| | **12** | 1.86 | 1.46 | 0.95 |

**TABLE 41. CAHSEE Subtest Scores for 10th, 11th and 12th Grade - Math**

| Year | | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|
| **Subtest** | **Grade** | | | |
| **Probability & Statistics** | | | | |
| | **10** | 76% | 74% | 77% |
| | **11** | 53% | 52% | 53% |
| | **12** | 47% | 46% | 24% |
| **Number Sense** | | | | |
| | **10** | 76% | 74% | 76% |
| | **11** | 54% | 51% | 57% |
| | **12** | 45% | 43% | 23% |
| **Algebra & Functions** | | | | |
| | **10** | 77% | 76% | 77% |
| | **11** | 54% | 51% | 57% |
| | **12** | 46% | 41% | 22% |
| **Measurement & Geometry** | | | | |
| | **10** | 71% | 69% | 74% |
| | **11** | 45% | 45% | 42% |
| | **12** | 40% | 35% | 18% |
| **Algebra 1** | | | | |
| | **10** | 71% | 69% | 70% |
| | **11** | 42% | 40% | 44% |
| | **12** | 34% | 32% | 16% |

**4. Adequate Yearly Progress (AYP): Show data for all students and numerically significant subgroups: annual measurable objectives (AMOs), participation rate, API, and graduation rate.**

Tech did not meet our AYP targets for 2011 or 2012. School-wide, English Language Arts and Math participation rates were met. In 2012, English Language Arts participation rates for African American students was not met. In both 2011 and 2012 Proficiency rates for English Language Arts and Math was not met school-wide. In 2012, proficiency rates for Hispanic and White students was met in English Language Arts. Asian, Hispanic, White, Socioeconomically disadvantaged, and Students with Disabilities all met Proficiency rates. In 2012, participation rates for all subgroups was met in English Language Arts and Math. Proficiency rates in English Language Arts was met in Asian, White and Socioeconomic subgroups. I

**See Appendix 2. Adequate Yearly Progress Chart.**

5. **California English Language Development Test (CELDT) assessment results number and percent of students at each proficiency level.**

In 2012, the greatest number of students performed in the Early Advanced and Intermediate Performance Levels.

**See Appendix 3. Oakland Technical High Report - CELDT**

6. **Title III Accountability Report based on three Annual Measurable Academic Objectives (AMAOs). Note: An AMAO is a performance objective, or target, that Title III subgrantees must meet each year for their EL populations. The first two AMAOs are based on the results of CELDT and the third AMAO is based on AYP information. Long Term English Learners (LTELs) are included in this data.**

Over these three years the percentage of students who met their AMAO 1 have remained steady. The percentages of students meeting AMAO 2 targets increased over three years.

**TABLE 42. Title III Accountability Report**

| | | | AMAO 1 - Annual Growth | | | | | AMAO 2 - Attaining English Proficiency | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Less Than 5 Years | | | 5 Years or More | | |
| | | | # of Annual CELDT Takers | # in Cohort | % with Prior CELDT Scores | # Met AMAO 1 | % Met AMAO 1 | # in Cohort | # Attain Eng Prof. Level | % Attain Eng Prof. Level | # in Cohort | # Attain Eng Prof. Level | % Attain Eng Prof. Level |
| | CDS Code | LEA/ School Name | # of Annual CELDT Takers | # in Cohort | % with Prior CELDT Scores | # Met AMAO 1 | % Met AMAO 1 | # in Cohort | # Attain Eng Prof. Level | % Attain Eng Prof. Level | # in Cohort | # Attain Eng Prof. Level | % Attain Eng Prof. Level |
| **2011** | | Oakland Tech High | 164 | 158 | 96.3% | 94 | 59.5% | 55 | 15 | 27.3% | 112 | 50 | 44.6% |
| **2012** | | Oakland Tech High | 151 | 150 | 99.3% | 74 | 49.3% | 45 | 14 | 31.1% | 107 | 39 | 36.4% |
| **2013** | | Oakland Tech High | 165 | 165 | 100% | 98 | 59.4% | 45 | 16 | 35.6% | 124 | 64 | 51.6% |

7. **Local assessments [e.g., end of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level and performing below the 7th grade level in math; formative curriculum-embedded assessments; results of the Academic Program survey (APS)].**
    a. **Scholastic Reading Inventory.**

The scores for the 2013-14 school year are ignored due to the low participation rate. In the previous years the percentages of students showing 1 or more years growth in reading increased. Students scoring Above and at grade level increased over two years. In 2012 and 2013, the majority of English

Language Learners , Special Education and Low Income Students scored below grade level on the SRI. increased over two years. 9th and 10th graders showed growth it he percentages of students reading above grade level. The percentages of students reading below grade level were in the 11th grade both years.

**See Appendix 4. Scholastic Reading Inventory Growth and Reading Levels, 2011-12 to 2013-14**

8. **College Scholastic Assessment Test (SAT) and/or ACT results, including numbers of students taking the exams and percentage approved for the California State University (CSU) Early Assessment Program (EAP).**

The percentages of students taking the SAT and ACT increased greatly in 2011-2012. The SAT Math average remained steady , but the Writing average increased. The scores on the ACT have remained consistent. EAP results show that the percentage of students who were not ready for college level English Arts and Math remained steady and was the largest of all subgroups.

**TABLE 43. SAT Score Report.**

| | School | Grade 12 Enrollment | Number Tested | Percent Tested | Critical Reading Average | Math Average | Writing Average | Total >= 1,500 Number | Total >= 1,500 Percent |
|---|---|---|---|---|---|---|---|---|---|
| **2010-11** | **Oakland Technical High** | 371 | 213 | 57.41 | 475 | 486 | 486 | 87 | 40.8 |
| **2011-12** | **Oakland Technical High** | 402 | 263 | 65.42 | 497 | 511 | 492 | 129 | 49.0 |
| **2012-13** | **Oakland Technical High** | 381 | 254 | 66.67 | 507 | 511 | 500 | 130 | 51.2 |

**TABLE 44. ACT Report.**

| | School | Grade 12 Enrollment | Number Tested | Percent Tested | Average Score | Score>=21 Number | Score>=21 Percent |
|---|---|---|---|---|---|---|---|
| **2010-11** | **Oakland Technical High** | 371 | 87 | 23.45 | 21.25 | 45 | 51.72 |
| **2011-12** | **Oakland Technical High** | 402 | 170 | 42.29 | 21.37 | 85 | 50 |
| **2012-13** | **Oakland Technical High** | 381 | 160 | 41.99 | 21 | 82 | 51.25 |

**EAP Report.**

**See Appendix 5. Early Assessment Program Report.**

9. **Advanced placement test results, including the number of students enrolled in AP courses**

**and the percentages taking the exams and the percentage of students passing exams.**

The percentages of students who passed the AP test was greatest in 2013. The number of student scoring a 1 on the AP exam decreased while the percentages of students scoring a 3, 4, and 5 have remained constant over three years.

**TABLE 45. Advanced Placement Score Report.**

| Year | Grade 12 Enroll | Grades 11 + 12 Enroll | # of Exam Takers | Exams Scr=1 | Exams Scr=2 | Exams Scr=3 | Exams Scr=4 | Exams Scr=5 | % 3 | % 4 | % 5 | % Passing | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2010-11 | 371 | 830 | 271 | 134 | 66 | 106 | 95 | 129 | 20.0% | 17.9% | 24.3% | 62.3% | 530 |
| 2011-12 | 402 | 814 | 367 | 131 | 125 | 140 | 123 | 146 | 21.1% | 18.5% | 22.0% | 61.5% | 665 |
| 2012-13 | 381 | 878 | 353 | 72 | 110 | 142 | 138 | 142 | 23.5% | 22.8% | 23.5% | 69.9% | 604 |
| State | | | | | | | | | | | | | |
| 2012-13 | 496859 | 976904 | 299779 | 107151 | 127713 | 136321 | 108895 | 80004 | 24.3% | 19.4% | 14.3% | 58.1% | 560084 |

**10. Number of students meeting University of California a-g requirements; the number enrolled in the UC-approved courses.**

The percentages of students completing A-G requirements have increased for most student subgroups. Our Special Education students completed A-G requirements. Asian and White students are completing A-G requirements in the greatest percentages.

**See Appendix 6. Oakland Tech A-G UC/CSU Eligible.**

Asian and White students are completing A-G requirements with a C or better. There are greater numbers of girls who are CSU eligible in all subgroups.

**11. Number of students taking Algebra by grade level (at least three years of data); specifically track the percentage of 9th graders taking a course below the level of Algebra.**

The largest numbers of students taking Algebra are in the 9th grade. Of that group, African and Latino students make up the largest subgroups.

**TABLE 46. Algebra Enrollment by Grade Level.**

| | 9th | | | | 10th | | | | 11th | | | | 12th | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Afr Am | Asian | Hispanic | White | Afr Am | Asian | Hispanic | White | Afr Am | Asian | Hispanic | White | Afr Am | Asian | Hispanic | White |
| 2011 | 178 | | | | 30 | | | | 0 | | | | 1 | | | |
| | 111 | 9 | 38 | 17 | 20 | 0 | 9 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2012 | 204 | | | | 52 | | | | 2 | | | | 1 | | | |
| | 104 | 18 | 61 | 15 | 30 | 1 | 19 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 2013 | 86 | | | | 97 | | | | 12 | | | | 13 | | | |
| | 33 | 12 | 14 | 24 | 42 | 13 | 22 | 16 | 9 | 0 | 1 | 1 | 4 | 1 | 0 | 7 |

**12. Report card analyses percentage of Ds and Fs for last three semesters**

**See Appendix 7. Report Card Analysis: D-F, Fall Semester 2013 - Fall Semester 2014**

**13. Graduation rates (See AYP or CBEDs data)**

The graduation rate for all subgroups was greatest for the class of 2012. The dropout rate has decreased for all subgroups over the years. The number of students who are enrolled after 4 years has increased over the years. The percentage of Asian students graduating has remained steady and is the second largest subgroup with the highest cohort graduation rate.

**See Appendix 8. Oakland Tech Cohort Graduation & Dropout Rate 2010-11 to 2012-13**

**14. Number of entering freshmen compared to exiting seniors (Note: Comment on irregular patterns or anomalies)**

The 9th grade cohort graduation was greatest in 2009. For all years, Asian and White students had the highest graduation rates. The African American rates increased over the years and the Hispanic rates have remained constant.

**TABLE 47. Number of Entering 9th Grade Compared to Exiting 12th Grade**

| 9th Grade Year | 9th Grade Enrolled | 9th Grade Who Graduated | % 9th Grade Graduated | Total Graduates |
|---|---|---|---|---|
| **2008** | 528 | 295 | 55.9% | 368 |
| **Afr Am** | 259 | 101 | 39.0% | 145 |
| **Asian** | 97 | 78 | 80.4% | 84 |
| **Hispanic** | 90 | 52 | 57.8% | 62 |
| **White** | 61 | 51 | 83.6% | 62 |
| **2009** | 438 | 275 | 62.8% | 352 |
| **Afr Am** | 182 | 80 | 44.0% | 128 |
| **Asian** | 77 | 69 | 89.6% | 77 |
| **Hispanic** | 73 | 43 | 58.9% | 55 |
| **White** | 97 | 77 | 79.4% | 83 |
| **2010** | 540 | 333 | 61.7% | 419 |
| **Afr Am** | 211 | 98 | 46.4% | 139 |
| **Asian** | 92 | 77 | 83.7% | 92 |

| | | | | |
|---|---|---|---|---|
| **Hispanic** | 109 | 64 | 58.7% | 75 |
| **White** | 105 | 78 | 74.3% | 92 |

**15. Dropout rates**

The dropout rate has decreased for all subgroups over the years. The number of students who are enrolled after 4 years has increased over the years.

**See Appendix 8. Oakland Tech Cohort Graduation & Dropout Rate 2010-11 to 2012-13**

**16. Post-enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce.**

The majority of Tech students enter a 2 year or 4 year college after graduation. In the 2011-2012 school year, we saw more students enrolled in 4 year colleges that 2 year colleges, That trend continues. Our Hispanic, English Learners and Special Education students are enrolling in 4 year colleges in the fewest numbers. Our White and Asian students are entering 4 year college

**See Appendix 9. Oakland Tech College Enrollment 2008-09 - 2012-13**

## 5.4. Schoolwide Learner Outcomes

17. Select one or two of your schoolwide learner outcomes

**Effective Communicators** who demonstrate proficiency in writing, reading, listening, speaking, and presenting.

**Contributors to the Community** who live with integrity, show respect for others, and exhibit good citizenship

18. Using data generated in this profile (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving the identified schoolwide learner outcomes.

Scholastic Reading Inventory results show that overall growth in the SRI scores for the student body increased by an average of 6 percentage points from 2011-2012 to 2012-2013. The data for 2013-2014 is problematic due to confusion in administering all instances of the assessment. We expect 2014-2015 data to continue to show improvement.

## 5.5. Perception Data

19. Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community).

This data is still being gathered and compiled.

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6. Chapter II: Progress Report
- 6.1. Significant Developments Since Last Full Visit
- 6.2. Schoolwide Critical Areas for Follow-up
- 6.3. Ongoing Follow-up Process
- 6.4. Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals
  - 6.4.1. Action Plan Goal #1: Every course has clear standards that are consistently applied.
  - 6.4.2. Action Plan Goal #2: A wide variety of instructional strategies are used to help students meet course standards.
  - 6.4.3. Action Plan Goal #2A: Broaden 9th Grade structures
  - 6.4.4. Action Plan Goal #3: ( WASC VC Report '09 Critical Area #1) Create a system of individual plans for all students (4-year plan or longer) to assess students' progress toward the school wide learning goals and graduation requirements
  - 6.4.5. Action Plan Goal #4: There is academic support for all students that is tailored to meet their needs.
  - 6.4.6. Action Plan Goal #5: There are structures within the school for students to receive personal attention and recognition.
  - 6.4.7. Action Plan Goal #6: Increase home contact for students who are performing poorly.


# 6. Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

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## 6.1. Significant Developments Since Last Full Visit

There have been a number of significant developments at Oakland Tech and in the Oakland Unified School District since the last full visit in 2009:

- **Site Administration.** The current Principal, Staci Ross-Morrison, began her work with Oakland Tech in August 2004, as Assistant Principal and became Principal in July of 2013. Assistant Principals have come on board since then: Teresa Williams in August of ---2009, Richard Fairly in August of 2010, Josue Diaz in July of 2013 and Dung Kim Nguyen in July of 2013.
- **Addition of "Upper Campus".** Beginning in 2012-2013, the district reconfigured several school campuses and combined the existing Far West High School (a small school of 150 students, three blocks up the street) with Oakland Tech. The resulting configuration added the Fashion, Art & Design Academy to Oakland Tech and provided students the opportunity to take classes on both campuses. Each year, the school has made progress toward a seamless integration of the programs on both campuses. One of the assistant principals is assigned to be administrator for the upper campus each year.
- **Growth of Collaborative School Site Council** In the years following the Mid-Term Visiting Committee in 2012, Oakland Tech faculty and administration continue to share decision making responsibilities with the Collaborative School Site Council and has adopted a set of by-laws that includes the site decision-making aspects of the district's school site empowerment policy and the state-mandated fiscal and assessment responsibilities of the School Site Council. Members are selected from parents, students, community members, teachers, administrators, and classified staff. Participation has continued to be very active since its creation.

- **Parent Involvement.** The involvement of parents in supporting the school program has increased substantially over the past six years. In response to identified needs at the school, the Parent-Teacher-Student Association helped formed the following committees; Arts, Auction, Beautification, Communications, College Mentoring, Career Mentoring, Engineering, Green Schools, Health Academy, Hospitality, Performing Arts, Sports Boosters, and a Community Safety Committee that are ongoing. All of these committees work closely with school staff to support students, raise funds and make needed campus improvements. There is a Mini and Maxi-Grant Program for school staff and teachers with money raised through an annual Silent Auction. Oakland Tech has a functioning African American Student Action Planners Committee of parents and is in the process of organizing a similar group for parents of Latino students.
- **Student Leadership.** The school has a Student Council that has monthly meetings of representatives from each home room. It is responsible for making decisions that impact the student body (clubs, approval of fundraisers, planning events, etc.) There are two classes developed to encourage leadership among the student body, Leadership and PASS 2. The Leadership Class and Associated Student Body officers coordinate the work of the Student Council with other Leadership activities. The PASS 2 class engages civically with the student body and performs many educational activities.
- **New Superintendent.** Authority was returned to the School Board in ___ and Antwan Wilson was hired as Superintendent in July of 2014. He has and continues to restructure the district. The district is in the second year of a new budgeting framework. The Local Community Accountability Plan along with the Strategic Plan determines how districts are funded. Each school receives base funding based on school type and size. Additional funds are awarded to school based on the percentages of low income, English learners and foster youth that make up the school's population. The district has implemented various measures to help schools be accountable for the level of student performance and family engagement that they achieve.
- **School Budgeting and Management.** The Local Accountability Plan along with the District's Strategic Plan guide budgeting decisions. Schools receive both restricted and unrestricted funds. Unrestricted funds include LCFF supplemental and concentration funds, which are used to improve outcomes for low income, English language learners and foster youth. Constant community feedback and assessments lead the development of the Community Schools Strategic Site Plan (CSSSP). Each year budget decisions are made to meet the goals of the CSSSP. This is in addition to the budgeting of restricted funds that is approved by the School Site Council. The Principal ensures that Professional Development is aligned to meet student outcomes developed in the CSSSP.
- **S3 Grant.** In 2012 Oakland Tech was awarded the S3 grant and began to work to develop into Full Service Community School. We began this work by hiring a Community Schools Manager, Dawn Humphrey. Between February and June of 2012, we conducted a site based Needs Assessment to get an accurate picture of the supports and services offered at Oakland Tech. Through the Needs Assessment, gaps and opportunities for growth were identified. This data and community input inform the CSSSP. Through this grant we developed a school wide COST referral system, adopted a school wide value system, the PILLARS, created a Student Culture Keeper Program and developed and students to act as Conflict Mediators, established a school wide discipline policy and a school wide student and staff reward program, Bulldog Bucks.
- **Creation of Tech's Pillar System.** In 2010 a group of students in an afterschool program, Real Hard, created and proposed a school wide value system, the PILLARS. The staff was engaged to provide input and the PILLARS were established in 2011. In 2013, the current PILLARS were established.
- **Positions Created to Provide Services.** Oakland Tech created the following positions to respond to the needs of the community; a Positive Behavior Intervention Systems Coordinator, 2 Behavioral Case Managers / Substance Abuse Counselors, and Parent Liaison.
- **Development of Tech Parent University (TPU).** Tech Parent University is a program offered by our Parent Liaison, Deborah Carter Kelly. She offers parents and guardians family support

by providing opportunities to learn parenting strategies. The services provided are Family Coaching, Parent Education Classes and Teleseminars addressing the challenges of parenting teens

- **Community Schools Mission.** Our mission as a Community school is to be a thriving and supportive community that prepares Oakland Tech students for college and career success, by providing the supports, services and programs needed to become academically, socially and emotionally responsible, in school and in their communities.
- **Community Schools Coordination of Services Team (COST).** In 2013 we established a Community Schools Coordination of Services team. COST Team. COST meetings are held once per week to discuss students who have been referred by community members. During COST meeting available student data is analyzed and a service is assigned for the student. The COST team consists of our Community Schools Manager, a School Psychologist, School Nurse, a Licensed Clinical Social Worker, a Lincoln Child Center therapist, Administrators, Counselors, the After School Program Director, Behavioral Case Managers, PBIS Coordinator, Attendance and Truancy Clerk, and other Core Program Providers. We are currently in the process of developing assessment systems to track student progress of those receiving services.
- **Developed Emergency and Security Communication Protocol.**
- **Staff Training on Equity, and Building Learning Relationships with Staff.** In August of 2013, Oakland Tech contracted with The Equity Project to provide social emotional professional development to school faculty. This worked focus on equity and building relationships with students in an effort to build engagement and accelerate student progress.
- **Development of School Wide Career Exploration Program.** Beginning in the 2014-2015 school year Oakland Tech began to build a system of career education. The focus is to educate students about the vast career options available to them, including careers that require certification and 2 year degrees. We have developed a Career Handbook to help guide students and families.
- **Refinement of School Wide Discipline Policy.** Beginning in 2014, Oakland Tech began to align our discipline policy to ensure we were meeting district requirements. The 9th grade Discipline policy was was the structure we used school wide beginning in the fall of 2014. The staff worked together to gain clarity on the new policy as well as the new universal referral form that all OUSD schools are now using.
- **Meaningful Students and Family Engagement Initiative.** In 2014 Oakland Tech partnered with Real Hard, A community based organization to develop a systematic plan to get more community input about the programs offered at the school. The steering committee meet for 6 months to develop the framework. We have had 2 community forums to design the work of the group. The focus of this group is to began to plan for broadening our academies and increasing student engagement.
- **OPTIONS School Choice.** The district instituted the OPTIONS School Choice program under which any student in the district was able to select any school in the district, with assurance that students would be able to attend their neighborhood school, if they chose. This has had the effect of creating a degree of competition among schools, and some schools have experienced declining enrollment; however, Oakland Tech, through its outreach and advocacy efforts, has maintained its maximum level of enrollment during this period. Our educational programs are attracting students from private and independent schools.
- **New Hires.** Each year we experience a small turn over in teachers. New personnel were hired on the faculty and security staff, with new ideas that have been beneficial to the school program. Many of the new teachers have received training through Teach for America, Teach Together Oakland and the University of California MUSE program.
- **Assessment Development.** In 2003 and 2004, the Social Studies teachers in the school district worked together to develop a Social Studies Assessment. This assessment aligns key parts of the curriculum district-wide, includes document-based questions, and helps identify the strengths and weaknesses in student learning. The assessment was first implemented in 2005. World Language teachers also wrote the benchmark exams for level 1 in Spanish for the district

and have helped work on the exams for levels 2 and 3 and Advanced Placement. The department also is working on pacing guides that will assist teachers in planning for the benchmarks and end-of-course exams. Since then, other subjects have developed similar benchmark exams and progress assessments, with significant contributions from Oakland Tech faculty. These assessments are now given in English/Language Arts, Mathematics, Science (Biology, Chemistry, Physics), Social Studies, and World Languages. The assessment results are available through Edusoft for use in the development of instruction that better meets the needs of all students.

- **Implementation of Common Core Lessons.** The district has adopted Common Core in Language Arts, Math and the Next Generations Science Standards. Teachers are working to understand the standards and are making the transition. Our focus is Academic discussion. The 9th grade houses and our Academies are performing strongest in these areas.
- **Professional Development Grants.** Members of the Social Studies department have been awarded three three-year American History grants through the federal government. One product of this work is the creation of new lessons using the Japanese "Lesson Study" model, where teachers create, execute, and critique the lesson and the student work produced. These lessons have been shared with all members of the Social Studies department, and last year, all teachers at Tech were given training in Lesson Study by members of the Social Studies Department. Several lesson study projects are underway this year as well. These lessons tend to be rich and engaging for students, while maintaining academic rigor.
- **Vertical Team Training.** The College Board is working with Oakland Tech teachers and others throughout the district to help the school develop vertical teams of teachers from middle school through 12th grade. The goal is to assure that teachers work together to provide instruction that prepares students to be successful in Advanced Placement classes. English, Science, and Social Studies teachers has participated in this training.
- **CAHSEE Preparation.** In response to the addition of the California High School Exit Exam as a graduation requirement, Oakland Tech continues to offer a program of student support that includes designated intervention courses, after-school workshop series, online resources and Language Arts teachers have made CAHSEE prep part of the curriculum.
- **Creation of the 9th Grade House Structure.** In 2009, 9th grade was restructured. Houses were developed. Originally there were 4 houses that all incoming 9th grade students were assigned to. The goal was to create homogeneity in all 9th grade classes. Houses consisted of an English, Math and California History teacher. The following year, math was taken out of the house system and Biology 9 was added. This addition caused us to have to modify our science course progression. Prior to 2010, Biology was a 10th grade class. Currently there are 3 houses that all 9th grade students belong to. The teachers assigned to each house meet bi weekly to discuss progress, concerns, lesson plan and plan for 9th grade events.
- **Installation of New Technology.** As funds have become available, the school has made a top priority of providing every teacher with an up-to-date computer for recordkeeping and email, plus additional computers for student use upon request. Many of the printers have been replaced as well, and teachers who requested LCD projectors for their lessons were provided with them. Each department also has an LCD projector to be shared by the teachers. Many teachers have Smart Boards and document readers. The school has three computer labs in which students can work on papers or do Internet-based research. One labs and the Library are large enough to accommodate an entire class. To support teachers, the PTSA has designated a technology fund and the Technology Committee decides which technology grants are awarded. Through this grant process, teachers have received Apple televisions, Smart Boards, calculators, tablets, video cameras and Document readers.
- **New Partnerships for Learning.** Oakland Tech has established partnerships with the District's African American Male Achievement Office (AAMA) and offers 2 AAMA classes during the school day. The plan is to grow that program each year to support male African American students. We also have a partnership with Kids First. In May of 2013, we began to work with Kids First to establish a Student and Family Engagement progress. We have formed a Family Engagement

Committee and have convened twice to develop our student and family engagement plan. The committee consists of students, faculty, community members and parents. The meeting are student lead.

- **New Language Courses.** Oakland Tech has two world language courses that are not normally offered in the district: Italian and Mandarin (Chinese). Italian began with level 1 this year, and Chinese began with levels 3, 4 and AP in 2006-2007 and added level 1 this year. Parents, local businesses, and the Italian Consulate have been instrumental in making the Italian course possible.
- **New Configurations of Algebra Classes and Teacher Collaboration.** The Math Department has worked through various strategies to address the need for students who did not complete Algebra in middle school. Based on data about student behavior, engagement, and achievement, these strategies either were continued for several years or discontinued after one year. This year, the school developed four Algebra classes that are team-taught, with two teachers in the classroom at the same time. The school also has brought a Math Coach on staff who facilitates the development of the team-taught sections and a Professional Learning Community for Algebra. The department also has developed a Probability & Statistics course that is available as a math elective for students who have completed Geometry.
- **21st Century Learning Community After-School Programs.** In 2006, Oakland Tech applied for and was awarded a 21st Century grant to fund existing after-school programs and develop new ones. For several recent years, Oakland Tech's program has received honors for the outstanding services it provides. Our after school program continues to serve hundreds of students with enrichment activities as well as academic support.
- **CORE and SQII**. In 2013, OUSD and six other California school districts were granted a waiver from the requirements of No Child Left Behind in return for participation in the California Office to Reform Education (CORE) and the School Quality Improvement Index (SQII). For these school districts, the SQII will replace the Academic Performance Index (API) as a measure of school quality. The SQII would combine students' academic performance with a range of other factors, including the degree to which a school and district foster "social and emotional learning" among students, and promotes a positive school climate and collaborative learning.
- **Single Plan for Student Achievement Process.** For three years beginning in 2012, the district implemented a Community Schools Strategic Site Planning process (CSSSP) that combined the WASC action plan and the SPSA into the CSSSP. With support from the district, the Collaborative School Site Council once again combines the WASC Action Plan into the SPSA. The CSSC reviews the plan each month and receives data for assessing the school's progress throughout the year. The plan guides decisions about expenditures of funds and scheduling of professional development time. The Principal works with the CSSC, the department heads, the Faculty Council, and the Student Council to modify the plan, as required.

## 6.2. Schoolwide Critical Areas for Follow-up

**2009 Visiting Committee Report**

1. Create a system of individual plans for all students (4 year plan or longer) to connect entering students with their own learning and future goals.
2. Take every step possible to strengthen instruction, classroom management, and student engagement that will assure improvement in student mathematical skills and achievement.
3. Continue to develop and implement a system of student support focused on 9th grade engagement and learning.
4. Institute a system of data-driven decision-making in which school-wide learning goals, academic content standards, and plans for data collection and analysis are aligned, scheduled, and implemented across all departments.

**2012 Mid-Term Visiting Committee Report**

5. Continue to strengthen the 9th grade house to set up students for academic and personal success at Oakland Tech. Related to that:
    a. Maximize the value and possibilities of the 4-year plan (examples only - student goal setting, self-assessment, ...).
    b. Begin conversations to best prepare for success of current grade 9 students in grade 10. (Example: are there classroom structure or common practices by teachers that hold promise for stronger students and learning if iterated for 2 years rather than one?)
    c. Continue to invest in growing professional teacher knowledge, practice base and expectation of effective use of differential instructional strategies across the school to assure higher levels of learning by students with widely different backgrounds, ranges of skill and learning modalities.
    d. Continue to embed the critical areas for follow up from WASC VC report of 2009 in the restructuring plan of the school, with continuing progress on these 4 areas.

## 6.3. Ongoing Follow-up Process

Oakland Tech's Collaborative School Site Council (CSSC) has continued to be the oversight body of stakeholders who implement and monitor the school's Single Plan for Student Achievement, which has incorporated the WASC Action Plan. The SPSA has been implemented either as a separate plan or as an integral piece of the school's Community School Strategic Site Plan. The CSSC meets monthly and reviews achievement data, SPSA components (and WASC action plan items), and budgetary needs that may require a modification of the SPSA. The CSSC continues to have an enhanced number of members over what is statutorily required, with 4 students, 3 parents, 1 community member, 1 principal, 5 teachers, and 2 non-teaching staff. Meetings invariably exceed the quorum requirement, and discussion of reports and budget items is vigorous.

The student/community profile and annual progress reports are presented and discussed each fall in one of the opening school meetings as part of a "getting to know the community and student body" presentation. For the past cycle, the focus has been heavily on 9th grade, although progress reports for small learning communities, CAHSEE preparation and pass rates, graduation, and suspension rates have been requested and presented, too.

## 6.4. Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals

### 6.4.1. Action Plan Goal #1: Every course has clear standards that are consistently applied.

**2009 VC Commentary:** There is a need for more cohesiveness and consistency within the departments. Agreement about the application of course standards for success provides the foundation for achieving this goal. Students who share a common understanding of what proficient work looks like will be more likely to achieve proficiency in all subject areas. State assessment data, student D/F rates, and review of student work support this need.

**Oakland Tech's Statement of Progress on 1.**

- **Level of Completion.** The school has moved toward more consistency within and between departments since the Visiting Committee's report in 2009. Increasing consistency is evident within departments. Daily learning targets are posted in each classroom and align with the Common Core Standards in Language Arts, math and the Next Generation Standards in Science. Other departments continue to use the California State Standards. Long-term targets are used for the quarter. All teachers have students read the learning target and discuss what we will be learning. All lessons are built around learning targets and units are built around a set of learning targets which link to state standards. Students are assessed on the learning targets

daily in many classrooms using an exit ticket.

- District Administrators have made Learning Targets a common practice in all classrooms in the district and routinely use walk-throughs and observations as a method for determining the consistent use among teachers.
- Administrators perform walk throughs together once a week to observe the use and quality of Learning Targets.
- Teachers have received professional development on creating meaningful Learning Targets.

### 6.4.2. Action Plan Goal #2: A wide variety of instructional strategies are used to help students meet course standards.

**2009 VC Commentary:** Students possess a variety of learning styles, and a variety of strategies must be used to allow students to build on their individual strengths as they meet course standards. Low test scores in core subject areas indicate that the school must address a wider variety of learning styles.

**Oakland Tech's Statement of Progress on 2.**

- **Level of Completion**: An instructional focus is developed each year which is guided by the Single Plan for Student Achievement and data received from the California Healthy Schools Report. The instructional focus leads our Professional Development, which is a collaboration of Tech's administrators and the Instructional Leadership Team.
    - The departments meet to develop broad focus areas and department goals.
    - A focus on differentiation during professional development in 2012 and continued in 2013.
    - Do Nows are used to address various learning modalities.
- Common Core was introduced and shifts the work products of all students.
    - In 2013, the staff's focus became Academic Discussion and the Instructional Leadership Team began to plan implementation and professional development.
    - When developing questions, teachers are encouraged to ask different types of questions that ask students to use a different types of skills and provide entry level questions throughout the lesson to provide assess for students.
    - Teachers consistently use a variety of scaffolding methods in developing lessons.
    - Some teachers will provide resources to all students but designate some resources as enrichment that is not required of every student.
    - In 2013, the district began a plan of recruiting Teacher Leaders from each department and these teachers receive specialized professional development, which they bring back to the school site.
- Student Success Team meeting are scheduled two times a week as a group to collaborate on strategies that teachers can use to help students be more successful.
- Learning modalities are addressed when discussing evidence from walk-throughs and observations.

### 6.4.3. Action Plan Goal #2A: Broaden 9th Grade structures

**2009 Visiting Committee Report:** There are specific structures in place for the 9th grade that we would like to see evolve into a school-wide policy, such as progressive discipline, whiteboards, common prep periods for house collaboration, common reading strategies and organized binders.

**2009 VC Commentary:** Observations during visit focused on grade 9 and on math classes, with random visits to other grades and classes. Evident was more focused use of instructional strategies that engaged students, built language literacy, and tightened transitions. "Do nows" (problems or learning tasks to begin immediately upon class starting) were used in every 9th grade class, per observations

and interviews.

**Oakland Tech's Statement of Progress on 2A.** The Instructional Leadership Team for the 9th grade houses was formed in 2009 to guide the implementation of a Small Learning Communities grant through the expansion of 9th grade houses. The team met monthly.

The 9th grade house structure has evolved over time. Investment in its formation has been substantive in time, energy, staff selection and development. Level of Completion: In 2012, Tech became a community school and was able to hire a Positive Behavior Intervention Specialist, who worked with admin and teachers to redesign the school wide progressive discipline system.

- In fall of 2013, the staff began to engage in a series of workshops that focused on progressive discipline.
- In the fall of 2013, the Equity Project was brought in to give professional development to the staff. Areas of focus were race in education, building learning partnerships with students with a focus on struggling students and equity.
- In 2014 the District implemented a new referral and Tech broadened the 9th grade discipline system to be used school wide. The staff is continuously engaged in evaluating and adapting the plan where needed.
- In fall of 2014, the focus of a consistent Black Board configuration began.
- Admin perform walk throughs with different focuses weekly. Our focus the 3rd marking period is consistency in the contents of Black Board configurations between all classrooms.
- Monthly department meetings to encourage collaboration among teachers, since common prep periods for all is not manageable with our current schedule.
- All 9th grade students were given a planner by the PTSA to use to record assignments and due dates. Planners were made available to all students for a small donation.
- All teachers use Do Nows at the start of the lesson and the use of an Exit ticket to assess learning, is becoming more common among all staff.
- The staff focuses on the same instructional focus at the same time and professional development is designed to support teachers instructionally.
- Departments make department wide goals and meet monthly to check progress and develop interventions.

### 6.4.4. Action Plan Goal #3: ( WASC VC Report '09 Critical Area #1) Create a system of individual plans for all students (4-year plan or longer) to assess students' progress toward the school wide learning goals and graduation requirements

**2009 VC Commentary:** The VC did not see evidence that "four year plan" conceptual thinking to date went much beyond "four year course plan".

**Oakland Tech's Statement of Progress on 3:** Entering 9th grade, students develop 4-year course plans with counselor and Assistant Principal. In past years, we used KUDER NAVIGATOR. Students take individual aptitude and interest tests online, and information was integrated into the student's 4-year plan.

- During 9th Grade advisory, students use their plan to develop a course sequence or choose an academy to enter.
- Leadership students perform workshops in 9th grade classes to teach them how to read a transcript, graduation requirements, how to avoid the pitfalls of high school and to introduce them to different academies.
- The academy fair helps students know what is available for them in terms of a course of study at Tech.
- Tech's website has course descriptions for most courses.

- Individual teachers are encouraged to routinely inform students about how the work they do in class prepares them for college and career.
- Struggling students are assigned student and adult mentors who have frequent conversations with students about their long-term academic and career goals in an effort to increase their academic performance.
- During the Summers of 2012, 2013 and 2014 there was Summer Bridge program for 9th grade students that focused on the skills they would need to master to be successful in high school. Four year plans were developed for those students who attended.
- In the 9th grade Bridge program teachers are helping students create goals, and designing a curriculum around goal setting.
- Information sessions for advanced and AP courses are offered to all during lunch.

### 6.4.5. Action Plan Goal #4: There is academic support for all students that is tailored to meet their needs.

**2009 VC Commentary:** Students at every level can benefit from academic support in order to achieve at higher levels. Low test scores in core subject areas indicate that there is a critical need for a means of assuring that students receive academic support that meets their needs.

**Oakland Tech's Statement of Progress on 4:**

- Probability/Stats has been added to support student needs.
- Teachers have created some individual curriculum to address student needs.
- All 9th grade students take Biology 9 and California History.
- BOOST is the 9th grade tutoring structure offered to students before school, after school, and during lunch.
- Reading intervention for 9th grade struggling students.
- AAMA (African American Male Achievement) classes for 9th and 19th grade young men.
- Parent Liaison Performs Student Success Team (SST) meetings to implement a plan for remediation. Parents, counselors, teachers and administrators attend these meetings.
- Students are referred through COST Referrals to provide student support. Referrals can be provided by any member of the community that has a concern about a student.
- The school has a functioning system to hold 504 meetings if students have disabilities and are in need of accommodations.
- 9th Grade families meet biweekly to discuss student achievement.
- The district has made the use of Scholastic and attendance data more readily available. This data is reviewed weekly by the admin team and during 9th grade family meetings.
- The district is currently establishing the use of data boards in high schools throughout the district.
- The afterschool program has tutoring 4 days a week after school for all students.
- CAHSEE Boot camps and intensive classes are available to students with a focus on 11th and 12th grade students who have yet to pass the test.
- Data is shared with Academy Directors and Department Heads during meetings.
- District assessments are used by math, Social Studies and English Departments.
- Voyager Reading and Transmath curriculum are used by special education teachers.

### 6.4.6. Action Plan Goal #5: There are structures within the school for students to receive personal attention and recognition.

**2009 VC Commentary:** Observations and interviews with students and teachers, conversation of drama department meeting, discussion with leadership team all evidence that structures are in place and that the school values structures - and relationships - which enhance students receiving personal attention and recognition.

**Oakland Tech's Statement of Progress on 5.** Tech values structures which enhance students receiving personal attention and recognition; these are integral to the curriculum. After each marking periods, the honor roll list is posted in the hallway for all to see. At the end of the semester, those students on honor roll, receive a special reward. In past years they have received a barbecue, ice cream social or other special reward. When Tech became a community school we developed the PILLARS, a school wide value system. Students who are seen following the value system are given a Bulldog Buck, which they enter for a special drawing.

- The sports program provides awards to student athletes following each season.
- After school program incentives are given to students and student tutors.
- 9th grade students who are struggling are given personal attention via a Senior Mentors.
- All Seniors who receive a scholarship are invited to the scholarship award ceremony.

### 6.4.7. Action Plan Goal #6: Increase home contact for students who are performing poorly.

**2009 VC Commentary:** In order to comply with the school's parent involvement policy, it is necessary to assist parents in supporting their children's education.

**Oakland Tech's Statement of Progress on 6.** All students have access to AERIES Interface Browser (ABI), which is our grade reporting system. Most parents have access to the AERIES parent portal where grades, attendance and assignments can be monitored.

- Every teacher updates ABI every three weeks.
- 9th grade students are taught how to use ABI
- Parents are taught how to use ABI during Back to School Night and Student Success Night .
- Student success night has been held for the last three years and all students earning under a 2.0 and their parents are invited to the school to conference with teachers. This meeting is conducted after the 1st marking period and during the second semester.
- Students who attend Student Success Night have priority when be assigned a Senior mentor.
- Teachers call home and email parents regarding student progress.
- Each academy hosts a parent night in conjunction with the school wide back to school night.
- AASAP hosts Shadow Visits where parents attend school with their students.
- Parent Liaison meets with parents on a regular basis and gives parent education classes.

**2009 Visiting Committee Recommendation:** The Visiting Committee recommends that the school develop a clear systematic approach for annual or biannual review and assessment of progress to date on the Schoolwide Action Plan. Not only will this provide Oakland Tech with forward planning; it also will enable a record of accomplishment that is identifiable for internal and external stakeholders. Further, the Visiting Committee recommends that open progress be embedded within current structures.

**Oakland Tech's Statement of Progress:**

Oakland Tech uses two Buy Back days a year to review the school wide plan with the entire staff. This work is done in conjunction with the Administration and the Community Schools Manager. In August 2014, the staff engaged in professional development that focused our attention to supporting students in our LCAP categories. These populations include our Foster youth, English learners and low income students. Our professional development has also included a focus on African American men, because our data shows they are our lowest performing population in most areas. The staff reviewed our School Wide Student Outcomes to determine if there were additional outcomes we as a staff would like our graduates to possess. Additionally we analyzed data and our systems and interventions to ensure our resources were being used effectively. August 2014, the administration partnered with the National Equity Project to focus our work on equity. The Administration and the Community Schools Leadership

Team uses the school wide plan to guide its work. The Community Schools Leadership team engaged in a retreat in the Spring of 2014 to analyze the non-academic resources needed. This work resulted in the establishment of 3 new positions on campus, a PBIS coordinator, a Career manager and a Student mentor.

In Spring of 2014, all schools developed Big Rocks, which are now called Focused Annual Plans (FAP). The FAPs identify three annual focus areas from the school wide plan. For the 2014 school year, our Focused Annual Plans are career development, academic discussion and student and family engagement. Our progress on the school wide plan are documented weekly in our Status Report, which is shared with the High School Network office. The Administrative Team focuses on several areas of our plan weekly to guide professional development and priorities.

The school wide plan is also shared with the CSSC annually, which guides our budgeting. Student needs are determined throughout the year and during the budget development process resources are aligned with needs.

**Recommendations of Midterm committee:**

5. Continue to strengthen the 9th grade house to set up students for academic and personal success at Oakland Tech. Related to that:
    a. Maximize the value and possibilities of the 4-year plan (examples only - student goal setting, self-assessment, ...).
    b. Begin conversations to best prepare for success of current grade 9 students in grade 10. (Example: are there classroom structure or common practices by teachers that hold promise for stronger students and learning if iterated for 2 years rather than one?)
    c. Continue to invest in growing professional teacher knowledge, practice base and expectation of effective use of differential instructional strategies across the school to assure higher levels of learning by students with widely different backgrounds, ranges of skill and learning modalities.
    d. Continue to embed the critical areas for follow up from WASC VC report of 2009 in the restructuring plan of the school, with continuing progress on these 4 areas.1. Continue to strengthen the 9th grade house to set up students for academic and personal success at Oakland Tech. Related to that:

**Oakland Tech's Statement of Progress on 5: Creation and Restructuring of the 9th Grade House Structure.** In 2009, 9th grade was restructured. Houses were developed. Originally there were 4 houses that all incoming 9th grade students were assigned to. The goal was to create homogeneity in all 9th grade classes. Houses consisted of an English, Math and California History teacher. The following year, math was taken out of the house system and Biology 9 was added. This addition caused us to have to modify our science course progression. Prior to 2010, Biology was a 10th grade class. Currently there are 3 houses that all 9th grade students belong to. The teachers assigned to each house meet bi weekly to discuss progress, concerns, lesson plan and plan for 9th grade events.

**Oakland Tech's Statement of Progress on 1a:** see Action Goal #3

**Oakland Tech's Statement of Progress on 1b:** 9th grade teachers engaged in an articulation plan development. 9th grade structures have been introduced to all teachers and the plan is to continue to develop ---- systematic collaboration of 10th grade English and Social Studies teachers that share students. We have loosely implemented interlinks to help with collaboration but the challenge is or inability to make a master schedule that allows for common prep periods for the different groups of teachers that need to meet, while offering the maximum course offerings.

**Oakland Tech's Statement of Progress on 1c.** Spring of 2014 the Administrative team began to plan to build an Instructional Leadership Team that would be responsible for planning professional development. The administrators received guidance from the District and began to build our team. In

fall of 2014, five teachers, were recruited to form the ILT. Each teacher taught 9th grade or was a Special Education instructor. The professional development has given teacher techniques that have shown success with students and different strategies that are applicable in different subjects and with different populations of students. Starting in fall of 2013, all teachers throughout the district began to receive professional development once a month from the District. The focus of theses professional development sessions was to coordinate the delivery of Common Core by departments. The administrators work closely with teachers through the evaluation and walk through process to help with individual instructional shifts that would improve outcomes for all students. The administrative team has shared the load of official evaluations by randomly grouping teachers in need of formal evaluation and assigning them to an administrator. The Administrative team conduct weekly walk thoughs in two groups. The walk throughs are collaborated and the data is discussed. Outcomes of walk throughs guide staff expectations and professional development. Members of the ILT, Department Heads and Academy directors are encouraged to participate in walk throughs.

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7. Chapter III: Student/Community Profile—Overall Summary from Analysis of Profile Data and Progress

# 7. Chapter III: Student/Community Profile—Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

Beginning in January 2014, Oakland Tech's teachers analyzed grades, attendance data, assessment data, and anecdotal evidence in an effort to identify trends and patterns that would show what the critical needs of students are. The teachers had consensus on the following implications of this data:

1. There are many students at Oakland Tech who are achieving at reasonably high levels. These students show good attendance and behavior. They also participate in extra-curricular activities and the after-school program. These students can be visualized as being within the boundary of the "Circle of Success". They exhibit a motivation to succeed and demonstrate that they know about many of the opportunities at Oakland Tech that are available to them. They have learned how to access the pathways that will lead them to success.
2. There is a significant number of students who appear to be just outside—but close to—the boundary of the "Circle of Success". They require more frequent prompts in the classroom to refocus their attention on the work. They respond to invitations to participate in activities but perhaps are not aware of all of the opportunities available to them. They may have challenges to overcome in their lives outside of school, such as living conditions, family structure, transportation issues, etc., that require a stronger effort. They may have faced challenges in middle school, including transiency, that affected their readiness for high school.
3. There are other students of concern who are not making progress and appear to have significant challenges in staying focused on achievement. Possible factors that may contribute to this are severe lack of confidence or inordinate interest in social media, entertainment media, or drugs or alcohol. These are Tier 3 students who require targeted interventions in order to maintain their involvement in school.
4. Analysis of standardized assessment scores and D and F course grades shows that a high percentage of White and Asian students each year can be described as being within the Circle of Success, but a much lower percentage of African American and Hispanic students are there. This is not limited to just one subject area but seems to be happening in each area.

At these meetings, the teachers identified three critical learner needs:

1. All Oakland Tech students need to experience a high level of engagement in every classroom. A significant number of students need targeted support to increase their engagement in learning. [Correlated Schoolwide Learner Outcomes: All of them]
2. All Oakland Tech students need to be able to read and write at grade level. A significant number of students need targeted support to increase their literacy. [Correlated Schoolwide

Learner Outcome: "**Effective Communicators** who demonstrate proficiency in writing, reading, listening, speaking, and presenting."]

3. All Oakland Tech students need to learn about college and careers while they are in high school. A significant number of students need targeted support to develop their college and career plans. [Correlated Schoolwide Learner Outcome: "**Active Participants in a Career-Building/College-Going Culture** who have built a toolkit of skills and information that lead to college admission and entry into the workplace."]

The following important questions have been raised by analysis of the data:

- What can be done to assure that African American and Hispanic students experience levels of success and achievement that are similar to those experienced by White and Asian students?
- Do African American and Hispanic students feel as welcome in the classroom as White and Asian students, *i.e.*, do they have the feeling that it is "their class"?
- Does an awareness of how high school education is directly connected to career opportunities and successful lifestyle affect a student's engagement in class?
- What are the best ways to remediate deficiencies in basic skills and accelerate achievement for students who are behind while preserving elective opportunities for all students?
- What experiences, techniques, and strategies will encourage students to select Honors and Advanced Placement courses?

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# 8. Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas

Note: The five criteria categories are:

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

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

## 8.1. Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

### 8.1.1. A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

**Indicators with Prompts**

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**Indicator**: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**Prompt**: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

| Findings | Supporting Evidence |
|---|---|
| The analysis of student/community profile date, current educational research, and future global competencies have had a great impact on the development of Oakland Tech's vision statement and Schoolwide Learner Outcomes.<br><br>Beginning in August 2012, the staff of Oakland Tech began working with Educators for Social Responsibility (ESR) to learn methods and best practices for developing a high-performing, high-achieving community of learners. Teachers developed individual plans for implementing these methods at the beginning of the year and | Oakland Technical High School Buy-Back Day Agenda, August 23, 2012 |

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| throughout the year. | |

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**Indicator**: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

**Prompt***: Evaluate the effectiveness of the processes.*

| Findings | Supporting Evidence |
|---|---|
| In January 2014, the faculty revisited the concepts from the work with ESR and began a review of Oakland Tech's vision statement and Schoolwide Learner Goals. Using the current educational research that ESR had provided, the faculty reviewed student and community data on demographics, attendance, grades, and test scores. Using this analysis, the faculty modified the vision statement to more closely reflect the needs of students to participate as global citizens in society. The faculty also used this analysis to identify three critical learner needs to use during the self-study. Following the analysis, the faculty agreed that the current set of Schoolwide Learner Outcomes are appropriate for the next several years.<br><br>The vision statement that finalized by the faculty in January 2014 states:<br><br>"All members of the Oakland Tech community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided enriching curriculum and support.<br><br>"All students at Oakland Tech will strive to meet high expectations of character and academics.<br><br>"As a result of these commitments, all Tech students will graduate:<br>With the academic and social skills to pursue their future goals with confidence, through college, career training/apprenticeship programs, or immediate meaningful employment.<br>Feeling empowered and ready to be responsible citizens within their communities."<br><br>The refinements of the vision statement has been reviewed by the Parent-Teacher-Student Association, the WASC Parent Home Group, the Oakland Tech Collaborative School Site Council, and other community partners. This process of development and refinement has been effective. | Oakland Technical High School Buy-Back Day Agenda, January 31, 2014<br><br>Photo record of January 31, 2014, buy-back day work<br><br>Minutes from PTSA meeting<br><br>Minutes from WASC parent |

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| | group meeting<br><br>Minutes from CSSC Meeting |

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator**: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

**Prompt***: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| | |

**Regular Review and Revision**

**Indicator**: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

**Prompt***: Evaluate the effectiveness of the process for revising these statements with wide involvement.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech's community reviews the vision periodically through the year. Last Spring, during such review, the vision was broadened to include the use of technology. Oakland Technical High School's value system, the PILLARS are a prominent fixture in our school. The Pillars are posted in every classroom. The vision, school-wide learner outcomes and the PILLARS inform our Focused Annual Plan (FAP). The FAP guides the Single Plan for Student Achievement.<br><br>The vision, and school-wide learner outcomes are used by Administration to plan professional development, policy development and the implementation of programs. | Vision Statement<br>Focused Annual Plan or Big Rocks<br>Single Plan for Student Achievement<br><br>SPSA<br>Focused Annual Plan<br>CSSC Minutes<br>ILT Minutes |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| The vision statement guides the planning and development of programs that support student achievement. The school community would benefit from a broader review. | |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| The vision is the foundation of the educational, extracurricular and social programs at Oakland Technical High. Programs have been implemented as a result of data that identifies student needs and areas of achievement. | CSSC Minutes<br>After School Program documents |

### 8.1.2. A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

**Indicators with Prompts**

**Governing Board**

**Indicator**: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

**Prompt***: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

| Findings | Supporting Evidence |
|---|---|
| The policies and procedures regarding the selection, composition, and specific duties of the OUSD Board of Directors are contained in the Board Bylaws, which are posted online on the OUSD web site, sections 9000 and following. These policies and procedures are clearly defined. | http://ousd.k12.ca.us/domain/68 |
| The board meeting schedule is posted online on the OUSD web site. | http://bex.ousd.k12.ca.us/calendar.htm |

**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator**: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

**Prompt***: Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

| Findings | Supporting Evidence |
|---|---|
| The philosophy of the OUSD Board of Directors is:<br>1. All students can learn and succeed.<br>2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.<br>3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.<br>4. A safe, nurturing environment is necessary for learning.<br>5. Parents/guardians have a right and an obligation to participate in their child's schooling.<br>6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.<br>7. Early identification of student learning and behavioral | Board Policy 0100<br>http://ousd.k12.ca.us/domain/68 |

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| difficulties contribute to student success.<br>8. Students and staff respond positively to high expectations and recognition for their accomplishments.<br>9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.<br>10. The diversity of the student population and staff enriches the learning experience for all students.<br>11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.<br>12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.<br>13. The community provides an essential resource to the educational program.<br>14. Effective communication with all stakeholders helps build support for the schools.<br>15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government. | |
| The goals of the OUSD Board of Directors are:<br>1. Maintain safe and orderly campuses which promote learning.<br>2. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.<br>3. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.<br>4. Provide for the specialized needs of identified groups of students.<br>5. Promote student health and nutrition in order to enhance readiness for learning.<br>6. Develop each student's self-respect, respect for others, appreciation for diversity and sense of personal responsibility.<br>7. Provide time and resources for collaboration, planning and professional development for all staff.<br>8. Maintain fiscal integrity for the district.<br>9. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students.<br>10. Employ technology in ways that enhance learning, teaching and noninstructional operations.<br>11. Provide and maintain facilities to meet the needs of present and future students<br>12. Maintain positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the schools.<br>13 Collaborate with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met.<br>14. Provide a system of shared accountability for student achievement with clear performance standards and | Board Policy 0200<br>http://ousd.k12.ca.us/domain/68 |

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| consequences. | |
| Other board policies have been adopted in conformance with the board's philosophy and goals. These policies are adequate both in their statement and their application to support Oakland Tech's vision, mission, and schoolwide learner outcomes through the board's programs and operations. | |

**Additional Online Instruction Prompt**: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Understanding the Role of the Governing Board**

**Indicator**: The school community understands the governing board's role, including how parents can participate in the school's governance.

**Prompt***: Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

| Findings | Supporting Evidence |
|---|---|
| The Board has posted clear statements of its various roles on the OUSD website, detailing Board Policies 1000 and following, and 9000 and following. | Board Policy 1000 ff.<br>Board Policy 9000 ff.<br>http://ousd.k12.ca.us/domain/68 |
| The community has been well-informed this year regarding ways that parents and other community members can participate in LCAP decisions. | http://ousd.k12.ca.us/domain/3262 |
| Opportunities for participation in board committees is posted on the OUSD web site. | http://ousd.k12.ca.us/domain/71 |

**Governing Board's Involvement in Review and Refinement**

**Indicator**: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

**Prompt***: Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The Board of Education reviews and approves<br>Oakland Tech's Single Plan for Student Achievement annually. | Interview with Morrison |

**Professional Staff and Governing Board**

**Indicator**: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

**Prompt***: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

| Findings | Supporting Evidence |
|---|---|

| | |
|---|---|
| The Board of Education delegates responsibility of the operation of the school district to the Superintendent. The district administration is organized into an Educational Leadership component and a Service component. The Services Organizations include Human Resources, Finance and Technology, among others. | Interview with Principal Morrison |

**Board's Evaluation/Monitoring Procedures**

**Indicator**: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

**Prompt**: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

| Findings | Supporting Evidence |
|---|---|
| The Board of Education's evaluation and monitoring are clear. The district provides each school with a Scorecard which contains many varied data points each year.<br>All school's data remain public and may be reviewed at any time. Central supports from the High School Network Office and the Budget department work closely with Oakland Tech's administration and meet once a month. | Interview with Principal Morrison<br><br>Agenda and Minutes of the Board of Education, https://ousd.legistar.com/Calendar.aspx?ID=3805&GUID=8F4A7423-0C38-4C3A-BB83-485A96F99772&Mode=MainBody |

**Complaint and Conflict Resolution Procedures**

**Indicator**: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

| Findings | Supporting Evidence |
|---|---|
| Members of the community can file a complaint. Complains can be submitted in person at a school site, online, or at the district office. All complaints are handled by the District's Ombudsman's Office. Complaint must be researched and a written response must be completed within 45 days of the complaint file date. | Interview with Principal Morrison<br><br>Interview with Gabriel Valenzuela, District Ombudsperson<br><br>Uniform Complaint Procedures, http://www.ousd.k12.ca.us/Domain/121 |

**Conclusions**

**Indicator**: Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| The School Board's policies are aligned to Oakland Tech's purpose | Board Policies |

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|---|---|
| and Schoolwide Learner Outcomes. The school Board delegates much implementation of Board policies to the Superintendent and Central office staff. Much of the decision making authority for achieving the site goals id delegated to the Principal and the Collaborative School Site Council. | |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| The school is able to address the critical learner needs provided there is a budget for the intervention or acceleration plans. | CSSC Minutes<br>Critical learner Needs |

### 8.1.3. A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

**Indicators with Prompts**

**Broad-Based and Collaborative**

**Indicator**: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

**Prompt***: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech's planning process is broad based, collaborative and fosters the commitment of our stakeholders by being developed according to the findings and concerns raised by the various groups made up of said stakeholders (including students, parents, teachers, administrators) who meet regularly and publicly and whose findings are published regularly. This is evidenced by the efforts of our Instructional Leadership Team, Collaborative School Site Council, Faculty Council, PTSA, Family Resource Center, COST Team, Departmental Meetings, weekly Administration Meetings, all of which are instrumental in the sharing of information used to deepen our understanding and assessments of our students' ability to achieve our Schoolwide Learner Outcomes and Academic College and Career Standards. | Minutes of Instructional Leadership Team meetings<br><br>Minutes of Collaborative School Site Council<br><br>Minutes of Faculty Council<br><br>Minutes of Parent-Teacher-Student Association<br><br>Interviews with stakeholders |

**School Plan Correlated to Student Learning**

**Indicator**: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

**Prompt***: How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan*?

| Findings | Supporting Evidence |
|---|---|
| Analysis of student achievement is included in our planning by the following process: regular faculty groups (department, Academies, SLCs, PLCs, Administration) meet to analyze and discuss trends in student achievement data (this includes History | Interviews with Principal Morrison and administrators<br><br>Agenda and Minutes of |

| | |
|---|---|
| Department DBQs, SRI data, Writing Diagnostics, grades and student progress reports) which they report to our administration. Our Administration Team synthesizes this information with their findings from their weekly Walk Throughs of classrooms, Instructional Rounds, and feedback from SQR groups to adjust the more general edicts from the district level to best fit our school context. In this way, all instructional staff is aware of and involved in the process. | Collaborative School Site Council |

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**Indicator**: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

**Prompt***: Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

| Findings | Supporting Evidence |
|---|---|
| To meet our Single Plan for Student Achievement we channel resources into the following:<br>development and expansion of academies,<br>maintenance and training of staff for our Advanced Placement and Honors programs which includes 27% of our students, creation and coordination of California Studies Program for all 9th grade students.<br>Student Leadership programs that provides and encourages student involvement in school-wide community matters.<br>Individual Student Groups and Organizations, such as Real Hard, String Jazz Orchestra, Oakland East Side Allstars, GLBTQ Student Support Group, African American Male Achievement Group, The Scribe, Poly Club, Drama Club, Tech Techies, and the Feminist Club. | Interviews with Principal Morrison and administrators<br><br>Agenda and Minutes of Collaborative School Site Council |

**Conclusions**

**Prompt***: Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech utilizes resources to provide social emotional support for students. This criteria is addressed with our Community Schools programs. | Interview with Dawn Humphrey |

**Prompt***: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| Students social emotional needs are met through a variety of supports, programs and student organizations. By paying attention to the social needs of students they are able to access the curriculum in a genuine matter. | Interview with Dawn Humphrey |

### 8.1.4. A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

**Indicators with Prompts**

**Employment Policies and Practices**

**Indicator**: The school has clear employment policies and practices related to qualification requirements of staff.

**Prompt***: Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

| Findings | Supporting Evidence |
|---|---|
| To insure all staff are qualified the administration works closely with human resources. Only credentialed teachers are hired. New teachers get support their first two years from BTSA (Beginning Teacher Support Association). In addition to BTSA support, new teachers at Oakland Tech work with an administrator who provides new teacher support. During these meetings teachers learn about different policies and systems at Oakland Tech. Veteran teachers are paired with new teachers within the same department to collaborate on lesson planning to ensure that all students receive a rigorous and engaging curriculum.<br><br>Oakland Tech does not use online instruction as the primary delivery method. | Interview with Principal Morrison |

**Qualifications of Staff**

**Indicator**: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**Prompt***: Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

| Findings | Supporting Evidence |
|---|---|
| All staff members hired hold credentials in the subject matter in which they teach. The administration works closely with human resources to conduct background checks and credential monitoring. At the school site teachers are encouraged to take classes, workshops and additional trainings to become more of an | Interview with Principal Morrison |

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|---|---|
| expert in their field. Teachers have been sent to College Board sponsored programs to become qualified to teach advanced placement courses.<br><br>Staff professional development occurs monthly throughout the school year. During professional development teachers receive training on school initiatives and procedures to implement and assess in their classrooms. | |

**Maximum Use of Staff Expertise**

**Indicator**: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Prompt***: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

| Findings | Supporting Evidence |
|---|---|
| The administration works closely with department heads and academy directors to determine teaching assignments. Most teachers will teach two courses of different proficiency levels. Teachers who teach higher level classes have been selected based on their ability to present highly rigorous and engaging curriculum to students as well as their students' academic performance. Teachers who teach Advanced Placement courses have received specialized instruction and the opportunity to attend professional development to refine their practice. | Interview with Principal Morrison |

**Defining and Understanding Practices/Relationships**

**Indicator**: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt***: Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech has a Faculty Handbook as well as Student and Family Handbook. In each the operational practices are outlined. The roles and responsibilities are clearly defined in each document. Counselor roles are also identified. The staff handbook includes written policies and school-wide systems that all must adhere to. These policies also reinforced in our weekly bulletin. | Oakland Technical High School Faculty Handbook (online)<br>Student & Family Handbook and Directory |

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|---|---|
| At the beginning of each year the staff spend three days receiving professional development on important policies and procedures. Throughout the year the staff meet once a month for more professional trainings on specific policies and procedures that need to be reinforced. When it is clear that the staff need a better understanding of a policy it is revisited in a staff meeting or addressed in a bulletin. | |

**Internal Communication and Planning**

**Indicator**: The school has effective existing structures for internal communication, planning, and resolving differences.

**Prompt***: How effective are the existing structures for internal communication, planning, and resolving differences?*

| Findings | Supporting Evidence |
|---|---|
| The staff stays informed through a weekly bulletin and staff meetings. Announcements are read over the intercom three days a week<br><br>Any staff conflicts are resolved with the principal or other administrator. | Staff survey<br>Weekly Bulletins |

**Staff Actions/Accountability to Support Learning**

**Indicator**: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Prompt***: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

| Findings | Supporting Evidence |
|---|---|
| The Faculty Council meets twice a month to make decisions about school protocols, students activities, school calendar changes and events that take place on campus. | FC Agendas<br>FC Minutes |
| The Instructional Leadership Team decides the focus of professional development as a result of data. | ILT Notes<br>ILT Agendas |
| Each department has the responsibility of building systems of intervention and acceleration to support student learning. | Department Meeting Agendas |
| The faculty uses data to drive decisions. Data Board have been built and teachers will receive professional development around the utility of such boards. | Department Meeting Notes |
| Within the departments, teachers work with teachers teaching | Department Notes |

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| the same subjects to lesson plan, plan assessment and review the resulting data. | |

**Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method.<br><br>Tech does offer credit remediation through APEX online learning. Teachers who teach APEX receive district training. | District Professional Development calendar |

**Evaluation of Existing Processes**

**Indicator**: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**Prompt***: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

| Findings | Supporting Evidence |
|---|---|
| Administration meets weekly to review upcoming events and protocols to ensure the best student outcomes.<br><br>Administration reviews protocols after events and make refinements.<br><br>Department Heads and academy directors meet monthly with Administrators to refine and develop process. One example is the application process for honors, advanced placement classes and academies.<br><br>Departments and academies meet to establish process. The math department is in the process of refining the math placement test | Administration Meeting notes<br><br>Department Notes<br>Academy Notes |

**Conclusions**

**Prompt***: Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| There are many opportunities for staff to be involved in decision making at Oakland Tech. Each year staff can elect to serve on the Faculty Council or the Coordinated School Site Council. | Faculty council bi-laws<br>CSSC Bi-laws |

**Prompt***: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
| --- | --- |
| The critical needs of learners are address through the many avenues that allow teachers to have input in the systems and activities that take place at the school. because there is a wide range of staff voice the many needs of students are addressed. | |

### 8.1.5. A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

**Indicators with Prompts**

**Support of Professional Development**

**Indicator**: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

**Prompt**: *How effective is the support of professional development/learning? Provide evidence and example?*

| Findings | Supporting Evidence |
|---|---|
| Professional Development is developed as a result of data analysis at the beginning of each year. | Professional Development Calendars |
| The Focused Annual Plan identifies our focus areas and professional development is developed to address those areas. | Agenda of professional development sessions |
| The instructional leadership team of teachers meet with administration to develop and plan professional development. | Minutes of Professional Learning Communities |
| The school has provided professional development in the following areas over the past three years:<br>● Academic Discussion<br>● Writing across the curriculum<br>● Social Emotional Learning<br>● Literacy methods across the curriculum<br>● Engagement strategies<br>● Using the internet, AERIES Browser Interface, and email | Agendas from Staff Meetings |
| Department Heads provide focused professional development to members of their department | |
| Teachers are provided the opportunity to attend professional development, conferences and seminars. | Minutes of Department Meetings |
| The district provides professional development to all district employees one Wednesday each month. | Reports and materials of seminars and conferences |
| New teachers meet with an administrator to learn about different | |

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| structures and protocols of the school.<br><br>Academies meet to develop structures that would better support members of the academy. | District Professional Development Calendars<br><br>New Teacher Meeting Agendas |

**Supervision and Evaluation**

**Indicator**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Prompt**: *How effective are the school's supervision and evaluation procedures?*

| Findings | Supporting Evidence |
|---|---|
| Each teacher is formally evaluated every 2 years.<br><br>The Administrators perform walk throughs on a constant basis.<br><br>District employees perform walk throughs with Principal.<br><br>District officials engage the Administration in Instructional Rounds, Core Rounds and extended site visits.<br><br>Non-teaching staff receives evaluations every two to three years. | Interviews with Principal Morrison, administrators, and department heads<br><br>Walk through binder<br><br>Notes from Instructional Rounds, CORE visit and Instructional Rounds |

**Additional Online Instruction Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Measurable Effect of Professional Development**

**Indicator**: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**Prompt**: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

| Findings | Supporting Evidence |
|---|---|
| Professional development is measured by walk throughs, observations and official evaluations.<br><br>Departments are beginning to use a cycle of inquiry to assess the impact that professional development is having on student performance. | Walk through Binder<br><br>Grade reporting documents |

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| One-on-one conferences are used to determine the teachers learning and how his/her practice has improved as a result of professional development. | |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| Teachers participate in monthly professional development performed by the ILT. The impact of professional development is assessed when administrators visit classes. The staff is large and Administrators are not always able to see all teachers performing something that was taught in PD. The cycle of inquiry is beginning to be used to assess how teacher learning impacts student achievement. | Professional Development Minutes<br><br>Walk throughs |

**Prompt**: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings | Supporting Evidence |
|---|---|
| Professional Development has a direct correlation to students achievement. The critical learner needs are always addressed when developing the scope and sequence of professional development. When designing the learning for teachers our site's priorities and student data drive the work. | ILT Agenda<br><br>Tech scorecard |

### 8.1.6. A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Indicators with Prompts**

**Allocation Decisions**

**Indicator**: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt**: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning*?

| Findings | Supporting Evidence |
|---|---|
| Beginning in 2015, there is close alignment between the schools priorities as reported in the Focused Annual Plan and the budget.<br><br>Teacher leader meet to look at student achievement data and needs, which drive decisions that inform staffing.<br><br>ILT and CSSC review the budget for the upcoming year as well as the SPSA. | Interview with Principal Morrison<br><br>Survey of department heads<br><br>ILT Agenda<br><br>CSSC Minutes |

**Practices**

**Indicator**: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

**Prompt**: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

| Findings | Supporting Evidence |
|---|---|
| The district provides schools with timelines for budget development as well as consultation meeting with the High School Network office as well as a consultant from Fiscal. | Interview with Principal Morrison and administrators |

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|---|---|
| Audits of attendance records happen monthly by the district office.<br><br>The district performs audits of our Treasurer's records. The district has asked for and received all documents of the school's bank accounts.<br><br>Each check written out of our Treasurer's office, requires two signatures. | Interview with administrative assistant<br><br>Interview with Treasurer |

**Facilities**

**Indicator**: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

**Prompt***: Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

| Findings | Supporting Evidence |
|---|---|
| The school uses each room on campus. The size of the campus limits enrollment.<br><br>The facility is well maintained.<br><br>The Pillars are posted in each class and in hallways.<br><br>Each classroom has a discipline and tardy policy posted.<br><br>The administration and custodians work with the district to make repairs when needed. | Interview with Principal Morrison and administrators<br><br>Interview with Lead Custodian<br><br>Interview with PBIS Coordinator<br><br>Interview with Community School Manager |

**Instructional Materials and Equipment**

**Indicator**: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Prompt***: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

*Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.*

| Findings | Supporting Evidence |
|---|---|
| The school has a budget to buy books that are needed.<br><br>The district provides the required books for all courses. | Oakland Technical High School Faculty Handbook<br><br>Interview with Principal |

| | |
|---|---|
| Each year the school provides departments with a budget that allows teachers to purchase the items needed to support their teaching.<br><br>The PTSA provides two opportunities for staff to apply for mini and maxi grants to purchase items needed for classrooms. | Morrison, administrators, and department heads<br><br>PTSA Mini Maxi Grant lists on website |

**Well-Qualified Staff**

**Indicator**: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

**Prompt**: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

| Findings | Supporting Evidence |
|---|---|
| All staff members hired are credentialed.<br><br>The department heads or other members of the staff assist in the interview process.<br><br>The staff in our College and Career office are placed by universities. Most serve two years at a site before transitioning.<br><br>New teachers are paired with a mentor teacher within their department.<br><br>Many of our new teachers have been student teachers at Oakland Tech and are knowledgeable about some of the systems we have in place.<br><br>New teachers have the opportunity to be involved in the district's BTSA (Beginning Teacher Support Activities) program which provides support and professional development for two years. BTSA teachers are provided a BTSA coach.<br><br>New teachers participate in the school's new teacher support program where they meet to become oriented to systems and structures that they need to be aware of | Interview with Principal Morrison |

**Long-Range Planning**

**Indicator**: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt**: *Evaluate the effectiveness of these processes.*

| Findings | Supporting Evidence |
|---|---|
| Twice a month the district meets with all site principals to engage in the continuous guide that calls principals to look at a certain piece of data. Then that analysis is taken back to the school and the principal leads the admin team through the same process. | Principals Support plan<br>District Principals' meeting agendas |
| Each school has a Network School Improvement officer that meets with the principal a minimum of twice a month to review data, process and systems to make improvements | Interview with Principal |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| Oakland unified has a new Superintendent and had a intem Superintendent during the 2013-2015 school year, thus many policies and procedures have changed. Principals are learning new structures but the alignment of process is much smoother. For example, as the SPSA is developed, the budget tool is populated. This ensures seamless planning to support teachers and students. | Interview with Principal Morrison and Administrative Team |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| Principals meet twice a month with all District leadership. During those meetings there are structures imbedded that help keep the focus on continuous improvement. | Continuous Improvement Guide template |
| The Principal completes a status report that is delivered to district officials that record progress in 8 domain areas. | Status Reoprt |
| Admin team meets weekly. Each week we examine a portion of the CIG or SPSA and the accompaning data to refine our plans. | |

### 8.1.7. WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength**

The school provides a wide variety of supports through its Community Schools organization and a wide variety of programs offered after school through our 21st Century After School Program.

The Academies and the 9th grade houses provide an excellent small community of learning that allow students to receive the focus and attention of staff.

There are two leadership classes that support student learning. Upperclassmen mentor 9th grade students and 10th grade students who need support. Leadership students also perform classroom workshops designed to educate 9th grade students about avoiding the pitfalls of high school, reading a transcript and other subjects that inform student decisions.

Summer programs that help students transition to high school are beneficial with helping students understand the requirements of earning a diploma and understanding how their transcript is read and what is entered on the transcript.

The District's focus on African-American males. English Language Learners and Foster youth help keep our focus on these populations. Our African American Male Achievement program will grow in 2015-2016 school year.

Tech receives a higher level of support this year under the new superintendent. There are also many requirements that principals must meet that have changed under new leadership.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

Continue to develop systems to measure the effectiveness of student interventions and special programs.

Continue to use data to drive decisions and make it a continuous part of teacher practice.

## 8.2. Category B: Standards-based Student Learning: Curriculum

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

### 8.2.1. B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

**Indicators with Prompts**

**Current Educational Research and Thinking**

**Indicator**: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

**Prompt***: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

| Findings | Supporting Evidence |
|---|---|
| Research conducted by the office of African American Male Achievement is used to build programs that are designed to provide support for African American males.<br><br>Creation of small academies/ninth grade houses to support 9th grade transition; collaborative-instruction and facilitate equity and meaningful instruction. | • **AAMA Report/The program continues to grow to maximize targets**<br>• **(Janus, Neptune houses, etc/All 9th grade students are placed in California History.)** |

**Academic and College- and Career-Readiness Standards for Each Area**

**Indicator**: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

**Prompt***: Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC*

*"a-g" requirements.*

| Findings | Supporting Evidence |
|---|---|
| • With the exception of a few electives, all college prep classes are designated A-G<br>• We have career pathways in 10-12 classes<br>• A-G presentations in all Freshman classes<br>• Comprehensive Freshman Seminar curriculum that covers college and career readiness topics | • **Course catalog**<br>• **Health, Engineering, Biotech, and Computer**<br>• **Academies**<br>• **PASS-2 Workshops** |

**Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as the primary delivery method.<br>• APEX is used to provide online learning for students who are remediating classes.<br>• APEX classes have rigorous requirements<br>• AP United States History courses use supplementary online activities provided by the textbook company Pearson Ed. the for students to complete as part of the requirements of completing the course (MyHistoryLab) | • **http://www.apexvs.com/ApexUI/default.aspx**<br>• **https://portal.mypearson.com/mypearson-login.jsp** |

**Congruence**

**Indicator**: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt***: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| • Schoolwide learner outcomes are used by administration to designate school wide goals called Big Rocks. These goals are used to guide professional development and programs for the year.<br>• The expectation of professional development is to immediately be see the practice in classrooms.<br>• The administration focuses walk throughs on the concepts presented in professional development.<br>• Beginning in the 2014-2015 School year, the administration developed three guiding goals for the year. These goals called Big Rocks or Focused Annual Plan were developed with input from the community in the form of the California Healthy Kids Survey (CHKS) and other formative means. | • **Schoolwide Learner Goals**<br>• **Administrative walkthrough observation sheets**<br>• **Big Rocks** |

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| • As a result of information gained from the community lead to the creation of a new position, Career guidance counselor, who plans field trips and career engagement seminars.<br><br>• Each department creates goals each year which guides common lessons taught and common assessments.<br><br>• A career Guidance Handbook has been created by the Counseling Department to support student learning around careers that range from those that need a certificate to pursue and those needing advanced degrees. | • **California Healthy Kids Survey**<br><br>• **Department Goals Documents (i.e., Civic Engagement week in 10th grade History classes**<br><br>• **Annual Career Fair**<br>• **Career Guidance Handbook** |

**Student Work—Engagement in Learning**

**Indicator**: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Prompt**: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| • The math department uses an initial assessment to ensure proper placement of students in math classes.<br>•<br>• English and social studies teachers grade unit assessments together . | • **Initial math assessment**<br><br>• **Two annual History Writing Tests using Document Analysis** |

**Accessibility of All Students to Curriculum**

**Indicator**: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

**Prompt**: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
|---|---|
| • Students gain knowledge of academies and Advanced Placement classes by presentations in 9th grade | • **AP Presentation schedule** |

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| classrooms.<br>• There is an Academy Fair the second semester of each year to allow students to gain insight on academies through hands on activities.<br>• Current teachers have to ability to comment on students' readiness for honors and advanced placement classes<br>• Academy Directors, Department Heads and Administrators review data to determine which interventions are needed.<br>• The CSSC reviews data, the school budget and appropriates resources to implement programs.<br>• All 9th grade students take California History and Biology 9 as part of the house structure. This plan has been in existence for the last 4 years to help with heterogeneity in the 9th grade. | • **Academy Fair info**<br>• **AP/Honors application**<br>• **Academy directors meeting agendas**<br>• **CSSC agenda**<br>• **Data from 9th grade and 10th grade AP course demographic** |

**Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as the primary delivery method.<br>• All college prep classes offered during the instructional day are A-G approved.<br>• Students who need to make up a class, can take APEX during the school day or after school. | • **Course catalog**<br>• **http://www.apexvs.com/ApexUI/default.aspx** |

**Integration Among Disciplines**

**Indicator**: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Prompt***: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings | Supporting Evidence |
|---|---|
| • Each academy has a group of teachers assigned to it that are from various disciplines that meet and work together to refine academy practices.<br>• The 9th grade houses are composed of a California History, English and Biology 9 teachers who meet biweekly to plan, analyze data, assess students work and | • **Computer Academy teachers meet across disciplines**<br>• **9th grade PD -ILT** |

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| plan common lessons for all students within that family. | |

**Curricular Development, Evaluation, and Revisions**

**Indicator**: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Prompt***: Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| • The Administrative and Counseling Department review the curriculum each spring to ensure that student have access to all courses that progress through various levels.<br>• A Course Audit is performed each year via the district.<br>• Each year the Course Selection sheet is reviewed and edited to ensure that students have access to all of the classes that will be offered the following school year.<br>• Each Department head has the duty to assign teachers to teaching positions based on students data.<br>• PTSA reviews courses and budget and utilizes funds to help supplement teaching positions that are not by general funds. | • **Course audits for all classes.**<br>• **Course selection sheet**<br>• **CSSC agenda/PTSA budget** |

**Policies — Rigorous, Relevant, Coherent Curriculum**

**Indicator**: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt***: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| • The school has course completion, grading, and grading policies that have been established with the staff.<br>• Teachers have discretion to determine their individual grading, homework and make up work policies.<br>• Many of our teachers are involved in the district wide selection of books for their disciplines. | • **Staff handbook**<br>• **Teachers' syllabi**<br>• **Teachers are participating in pilot-testing of Spanish textbook online** |

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| • Each year the schoolwide learner outcomes are folded into the Single Plan for Student Achievement, which guides our planning, professional development and department and academy goals.<br>• The district has resumed the use of the SPSA or Single Plan for Student Achievement during the 2014-2015 school year.<br>• The district used the CSSSP in past years to plan yearly.<br><br>• Teachers have the flexibility to use technology to help students access the curriculum.<br><br>• The PTSA funds many of the teachers' requests to purchase technology used in classrooms. | • **Chromebook computers on laptop carts**<br><br>• **PTSA Spreadsheet detailing maxi/mini-grants** |

**Additional Online Instruction Prompt***: Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as the primary delivery method.<br>• APEX is our online curriculum used to remediate and accelerate learning for students.<br>• Teachers use TurnItIn to ensure students' writing is authentic.<br><br>• AP United States History Courses use companion website for students to access primary source documents, maps, tests,.etc..<br>• APPLYMAP is an online tool school staff and parents use as a college exploration tool. | • **Master Schedule**<br>• **APEX documents**<br>• **Turnitin.com schoolgroup name is: OAKLAND TECHNICAL HIGH SCHOOL**<br>• **http://www.pearsonschool.com/access** |

**Articulation and Follow-up Studies**

**Indicator**: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Prompt***: Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program*?

| Findings | Supporting Evidence |
|---|---|

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|---|---|
| • Beginning in the 2013-2014 school year, we began a partnership with Merritt College, where students were able to be concurrently enrolled in a business class and their academic class at Tech. Students were able to earn 17 credits a semester as opposed to 5.<br>• Our partnership grew in 2014 and students in 3 classes were able to be concurrently enrolled in Tech and Merritt College classes.<br>• Our 9th grade administrator and counselor visit feeder schools and inform students about our programs.<br>• Middle school students can sign up to shadow a student .<br>• Students have many opportunities to attend college visits, including an annual Historically Black College and University tour.<br>• Alumni Panels where students discuss rigors of Tech versus college rigor | • **Merritt College partnership agreement**<br>• **African-American Studies; Econ 2; Intro to Business**<br>• **School Tours/Outreach**<br>• **Pre-enrollment documents**<br>•<br>• **Computer Science Day at Cal Berkeley**<br>• **HBCU Documents**<br>• **AAMA classes to local colleges**<br>• **Alumni panel invite/list/flyer** |

**Conclusions**

**Prompt***: Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech strives for continuous progress in developing a variety of academic opportunities for students . We are diligent in ensuring classes are rigorous and systems are in place to support all learners. We elicit the support and input from members of our community to ensure we are serving the needs in the manner in which yield the most student success. | • **Student and Family Engagement documents**<br>• **CHKS/YRBS data collection** |

**Prompt***: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| • | |

### 8.2.2. B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

**Indicators with Prompts**

**Variety of Programs—Full Range of Choices**

**Indicator**: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**Prompt***: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings | Supporting Evidence |
|---|---|
| • There are a variety of classes available at the school in each discipline, encouraging students to explore multiple options | • **Course catalog** |
| • Many teachers encourage students to track their grades on ABI, thereby allowing students to remain aware of their progress towards graduation | • **From Ms. Bailey's English 4 HP website: "Progress reports are available on request...You can also keep track of your own grades on ABI."**<br>• **From Ms. Tyson's California Studies: "To see your grades, please check ABI at https[etc]."**<br>• **From Ms. Woo's English 1: "Use ABI to look for all current and upcoming assignments, including instructions, and your current grades in this class and on individual assignments."** |

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| | • **Course selections sheets completed by students during the class selection process; Results are tallied and used to create master schedule** |

**Student-Parent-Staff Collaboration**

**Indicator**: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**Prompt***: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals.*

| Findings | Supporting Evidence |
|---|---|
| • Students and parents are encouraged to regularly monitor ABI for progress<br>• Students and parents are encouraged to contact teachers with any concerns about student progress<br>• Students and parents must sign syllabi to acknowledge awareness of policies and expectations (multiple syllabi)<br>• Students are also encouraged to attend tutoring via appointment or informally in many classes<br>• In the past: students worked out a plan with counselors.<br>• Academic counseling and interventions end up starting too late: options in place have been intended for collaborating towards student success, but are not implemented well/across the board for all students.<br>• Strategies: Student Success Night, SSTs, Academic Conferencing, House/Team meetings (and lack thereof after the 9th grade)<br>• Observations have been that Student Success Night comes as an intervention that does not reach the demographics that it intends to reach.<br>• Students do not have the course offerings to retake remedial courses (such as pre-Algebra/Math 8, Reading Intervention) to support their learning needs, as well as intermediate years of courses (such as Intermediate Algebra).<br>• Students do have CAL studies program available to them to prepare them for Paideia (intentionally to improve scores once students enter Paideia).<br>• School has a designated Parent Liason who arranges SSTs and arranges community events/meetings/workshops | • **Syllabus (California Studies, Rey/Colley): "Students and families are expected to check their grades on ABI on a regular basis;" "You are responsible for monitoring your progress on ABI" (Stubblefield)**<br>• **"Students and parents/guardians are encouraged to contact Mr. Colley and Mr. Rey to request parent/guardian phone conferences, or additional help with assignments."**<br>• **(English, Ms. Perez) "Check ins are informal but by appointment before school, during lunch and after school. Check ins are a time to be reflective and monitor on your progress in this course."** |

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|---|---|
| • School has a Community Schools Manager who oversees and organizes events develop and deepen ties between school community and community partners | • **Number/Percentage of failing students who actually attended Student Success Nights and whether or not their grades have improved after this intervention.**<br>• **Grades of students before and after SST students**<br>• **Grades of students who have failed courses repeatedly and their grades in pre-high school courses.**<br>• **Data on whether or not house system has actually been effective. (GPA/graduation rates of students before and after house system implementation --- break into subgroups of demographics like African American males)**<br>• **For students who do not get into Paideia: are their English and History scores higher now that they have Cal Studies?** |

**Monitoring/Changing Student Plans**

**Indicator**: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

**Prompt**: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

| Findings | Supporting Evidence |
|---|---|
| • Teachers communicate with counselors, students, and parents about students' preparedness for math classes.<br>• The school offers a placement test for incoming freshmen | • **emails with parents and counselors (Ms. Langill can provide)** |

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|---|---|
| helping them choose which math class they should take. Counselors, students and parents use this as a guide in recommending math classes<br>• Some math teachers begin and end the year with an overview of math options.<br>• Students who fail a class in their freshman year usually have to wait until they are juniors to make it up in summer school. This means that students' plans and progression through high school is limited, and many are stuck repeating Algebra 1 (Does this have more to do with the graduation section?)<br><br>• Options may be limited for students to graduate; other vocational/technical options may not be available.<br>• Academy programs do exist to give students specific pre-professional pathways; however these options are limited to students who are strong academic performers. Students who do not have college interests do not have career-oriented pathways.<br>• Academy options are limited---rarely does get into another academy if one leaves their first choice<br>• Students who struggle to pass math classes, language classes and other A-G requirements struggle to graduate from high school altogether. | • **Placement test**<br><br>• **District math progression**<br>• **math department notes**<br>• **Summer school information**<br><br>**Evidence we would need:**<br>**-Number/percentage of students in academies**<br>**-Number/percentage of students retaking any course; how this data correlates with students who are *not* in an academy (are students who are retaking a course less likely to be in an academy?)**<br>**-Number/percentage of each grade of failing students** |

**Post High School Transitions**

**Indicator**: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**Prompt***: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings | Supporting Evidence |
|---|---|
| • The College and Career Center is effective in supporting students efforts to think about college and other postsecondary careers if applicable<br>• Merritt-Oakland Tech Partnership has effectively allowed students to begin working towards post-secondary credits so they can begin their college careers ahead of the game.<br><br>• The Career Fair effectively gives students opportunity to | • **List of college/career programs offered by College and Career center**<br><br>• **Economics 2/Intro to Business/Financial Literacy**<br><br>• **Held annually since** |

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| meet professionals from various careers<br><br>• Each academy effectively offers internships for students to complete during the summer<br><br>• Organized binders is the first step towards personal organization | **2013-2014 academic year**<br>• **Health academy allows students to work for Kaiser Hospital**<br><br>• **In Paideia, as in many other classes, there is an organizational system outlined for how students should organize their binders because students will need to keep themselves organized without guidance in college.** |

**Conclusions**

**Prompt***: Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| Curriculum has been explored from multiple perspectives, including but not limited to course offerings, scheduling, | |

**Prompt***: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| | |

### 8.2.3. B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

**Indicators with Prompts**

**Real World Applications—Curriculum**

**Indicator**: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

**Prompt**: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

| Findings | Supporting Evidence |
|---|---|
| • Many courses that we offer meet the a-g requirements. | • see student handbook |
| • We have several academies: health, engineering, biotech, and fashion and design academies help students prepare for college coursework and entry level jobs in in technical positions. | • Monthly meetings in individual academies for job and resume skills. |
| • College and career center- College crunch, helping with scholarships, writing resumes. | • "College Crunch week" implemented yearly. |
| • Freshman seminar-- exposure to a-g requirements, counselor meetings, PASS 2, report card evaluations, ABI, time management | • Keys to My Future documents from Oakland Kid's First/PASS-2 |
| • SAT support classes after school | |
| • College credit earned by taking AP courses. | • Several AP classes offered with approx overall 70% pass rate on AP exams |
| • Life Skills/Strategies classes for inclusion and Asperger students-- how to buy produce, use transportation, banking strategies | • class syllabus from Special Day Class |

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**Meeting Graduation Requirements**

**Indicator**: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

**Prompt**: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

| Findings | Supporting Evidence |
|---|---|
| • The College and Career center effectively reaches out to students across all racial,economic, gender lines in an effort to student success<br>• CAHSEE Boot camps effectively help prep students for the exam as well as tutor those who have struggled to passed tutor. | • College and Career Readiness Assessments<br>• CAHSEE Pass rates |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| • Curriculum has been explored from multiple perspectives, including but not limited to course offerings, scheduling.<br>• Staff helps students focus on college and is beginning to inform students of how their learning will help them in the future.<br>• Staff is helping our students understand how they learn and the importance of sharing knowledge between them.<br>• 9th grade student meet with counselors to develop individual learning plans. | • Teacher interviews<br>• Administrator Interviews<br>• 4 year plans |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| • The school is able to address our critical learner needs because there are many individuals who work together in different groupings to strategically address student needs. The ILT is composed of teachers through the disciplines and their knowledge informs professional development that is strategically organized to support learners with a focus on those groups that are the focus of the district.<br>• The school is trying to outreach to families differently . Our Parent Liaison conducts teleseminars to increase outreach to families. | • ILT Meeting Notes<br>• Interview with Parent Liaison<br>• Interview with Administrators |

## 8.2.4. WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category B: Standards-based-Student Learning: Curriculum: Areas of Strength**

- **Wide offering of AP/HP classes**
- **Wide offering of A-G courses**
- **Schoolwide encouragement of student use of ABI to self-monitor progress towards graduation**
- **Multiple avenues of communication between parents and teachers**
- **Many courses encourage the development of skills that are necessary for college/career**
- **Many supports in place for encouraging student interest in various career paths (e.g. academies, College Crunch, etc.)**

**Category B: Standards-based-Student Learning: Curriculum: Areas of Growth**

- **There could be more options for students going directly into the workforce.**
- **More options needed for students not at the AP/HP level**
- **More sections of AP/HP course offerings**
- **There could a better tracking system for students personal learning plan**
- **There could be a comprehensive college prep plan that runs from 9th grade all the way to 12th grade**
- **Lack of current plan for students who will no longer be able to take Intermediate Algebra after 2014-2015.**
- **More time for scheduled parent-teacher conferences.**
- **Opportunities for students not in an academy to receive regular check-ins/interventions from multiple teachers.**

## 8.3. Category C: Standards-based Student Learning: Instruction

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

### 8.3.1. C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

**Indicators with Prompts**

**Results of Student Observations and Examining Work**

**Indicator**: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

**Prompt***: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

| Findings | Supporting Evidence |
|---|---|
| In Science, curriculum is learned using multiple entry points, which utilize different modes of intelligence. Science uses investigative study, posing questions and having students use laboratory experimentation, written research in text and scientific articles. Models of different processes or structures are used to make the processes tangible.<br><br>In the Health Academy, Job shadows, internships and community health help students to see how "book learning" is applied in the workplace. Students are also exposed to different health careers. | • **See packets of physiology, Medical Chemistry where students are looking at a topic,doing traditional questions/answers, depicting process by graphic representation, and then doing a laboratory exploration.** |
| In History, students are engaged in evidence based writing which requires them to analyze a variety of texts, construct an | • **For example, in 9th grade California History** |

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| argument, and support their argument using textual evidence.<br><br>In English, a variety of texts and response formats are available. English has worked to include more reading on non-fiction texts into the curriculum in recent years, and also more opportunities for presentation, both to small groups and the whole class. With the emphasis on a variety of texts, particularly complex texts, skills of close reading are worked on with greater frequency and in a variety of ways.<br><br>• In World Languages, students are asked to write independently in the target language, employing written communication skills based as stated in the the ESLRs #1 through #4. These writing projects also practice the A-G | **students write a 5 paragraph document based question essay about the Spanish actions transforming the lives of Native Americans in the 1700s (see Grossman, Tyson, Rey and Colley work samples). Students made a claim and supported their argument with multiple pieces of evidence. In addition, 12th grade Advanced Placement American Government had to make a claim about political parties using evidence from the past and present (See Wolfe work samples).**<br><br>• **An example of challenging texts in 9th grade California History are primary sources from the 1700s (see Tyson, Rey and Colley work samples). Students in Advanced Placement Government read challenging texts such as a New York Times article on presidential authorities (See Cruz work samples).**<br><br>• **Students provide biographies of famous people of the francophone world. Others are assigned personal narratives.** |

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| requirements of setting goals and deadlines.<br><br>● In French and Italian, students are given a quick weekly assessment relating to the learning outcomes of the previous week. The frequency of the assessments provides regular feedback to both the teacher and the student of student's performance in assimilating each week's learning targets. The quizzes are immediate barometers of how engaged the class is as a whole, as well as the commitment of each student.<br><br>● The Spanish 2 curriculum is project based and common to all the teachers which means that there is a consistency in expectations in all classrooms. The student posters about school rules engage students in evaluating what rules are most important for functional, and also allow them to show their humor along with their grasp of the grammatical structure and vocabulary being practiced. The one page composition that the students produced gives them a change to reflect on the college-oriented curriculum and challenges them to speak about their own lives, which is clearly relevant to them.<br><br>● Spanish level 3 is also a shared curriculum. The first posters that students produce not only practices the review of the preterite tense and the use of new vocabulary about nature and disasters but also deals with recent climate disasters so that they gain a global perspective and deal with science, history and current events. The compositions which they later wrote elaborate on a specific event and combines two verb tenses and the idea of writing short news articles such as would be found on websites (or newspapers.) | **See packets of French III samples of written work.**<br>● **The quizzes have varying levels of difficulty to gauge how well students can problem solve increasingly difficult questions.**<br><br>● **Poster of school rules showing ideal school. Students write and type a one page description of their typical day at school, commenting on their classes.** |

**Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

| Findings | Supporting Evidence |
|---|---|
| ● Oakland Tech does not use online instruction as the primary delivery method.<br>● The timeline and pacing guide guide associated with Mr. Price's AP United States History online coursework is very effective at keeping students synchronized with the pacing of the course. It requires students to complete work in a timely manner and will mark student work late or incomplete when not done on time with the pace of | ● **http://www.pearsonmylabandmastering.com/northamerica/myhistorylab/** |

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| the course | |

**Student Understanding of Learning Expectations**

**Indicator**: The students know the standards/expected performance levels for each area of study.

**Prompt**: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

| Findings | Supporting Evidence |
|---|---|
| • All classes use a blackboard configuration which includes a learning target, agenda, and assessment. Learning targets are spoken to students additionally. | • **Black Board configurations protocol** |
| • In science, learner outcomes, daily agenda are posted and verbally discussed, so students know what the learning goal of the day is. For projects, labs, research papers rubrics are used, with point range delineated for each learning point, so all students know what is expected and how they will be graded on that project. | • **See Medical Chemistry's rubric for Jig saw/teaching article on Medical Isotopes or rubric for animals used in medical research.** |
| • In History, students understand the expected level of academic performance in writing through rubrics, writing scaffolds/outlines, and assignment directions. | • **For example, in 9th grade students are provided a rubric clearly stating expectations for their DBQ, students are assessed based on the rubric, and the level at which they achieve is clearly indicated on the rubric and through teacher comments (see Rey & Colley work samples). Students are also presented scaffolds and explicit directions that clearly lay out assignment expectations (for example, see Tyson work sample).** |

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|---|---|
| • In World Language, agendas, learning targets and homework are posted daily, and supported with verbal explanations. Rubrics for large projects and presentations provided in all language classes.<br><br>• All classes use a similar black board configuration that includes the date, agenda, homework and assessment. | • **Black board configurations** |

**Differentiation of Instruction**

**Indicator**: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**Prompt***: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

| Findings | Supporting Evidence |
|---|---|
| • Understanding science processes or concepts can be difficult to visualize in 2D. Multimedia presentations can help students understand and conceptualize. Students make powerpoint presentations with photos and videos. Students use excel to graph laboratory data.<br><br>• Teachers present learning targets in the classroom and spend class time explaining/discussing them. For writing and presentation assignments, rubrics are presented and explained. If appropriate, models are shown to the students and features are analyzed.<br><br>• Students are taught to create outlines prior to writing a formal essay. Students also have multiple opportunities to improve work, after receiving feedback, to demonstrate proficiency and understanding of a concept. Teachers also integrate technology, such as having students type their essays. Teachers also use multiple learning modalities as formative assessments.<br><br>• Many teachers use multimedia to support instruction, | • **Physiology MKITS survey project is an example of students having a health related question, design a survey, collect data and analyze data via excel.**<br><br>• **See outline samples (Tyson)**<br>• **See work sample (Joe #2 and Stubblefield #4)**<br>• **See essay (Colley)**<br><br>• **French AP students** |

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| including visuals to aid in vocabulary acquisition, video clips and audio podcasts to help in mastering communication skills. Students also use technology when performing assignments, including word processing and powerpoint presentations. | **search for and print out articles to discuss from French newspapers online. Instructor uses French TV websites to broadcast appropriate news programs etc. to stimulate discussions of current events and other aspects of contemporary culture.**<br><br>● **Students in classes across subject areas create powerpoints that will provide visuals to inform their presentations.** |

**Student Perceptions**

**Indicator**: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**Prompt***: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

| Findings | Supporting Evidence |
|---|---|
| ● In English, students have commented that they feel more writing (quantity) gives them the endurance to handle a college workload. Several students have asked for more timed writing practice in order to prepare for SAT/ACT tests. | ● **Teacher Interviews** |
| ● Students are aware that communication skills are highly prized in the job market and are interested in presentation skills and persuasion as a result. | ● **Student interviews** |
| ● Debates have been made a common project in the upper level English classes over the last few years, and students feel that this type of argument defense is relevant for | |

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| careers that include public speaking and argumentation (politics/law).<br><br>● In History, students have commented that practice with evidence based writing is preparing them for college and careers. They are aware of the importance of being able to interpret texts, form arguments, and support those arguments with evidence.<br><br>● In the Health Academy we have students do yearly goals and reflections about their academic and social experiences during that year. We have the seniors complete a Health Academy Senior survey at the end of their senior year. This captures what experiences they have had, both academic and career readiness (job shadow, internships,mentors) and how they evaluate these experiences. | ● **Health Academy Senior Surveys are available for review.** |

**Conclusions**

**Prompt**: Comment on the degree to which this criterion is being addressed.

| Findings | Supporting Evidence |
|---|---|
| ● In English, college and career readiness runs through the yearlong curriculum. It is addressed and assessed, with all senior teachers assigning and advising on personal statement writing. It is also directly assessed in several academy English classes with resume and cover letter writing. Skills of persuasion and presentation are assessed in all English classes. Lastly, all final drafts of essays need to be submitted in MLA format which is the accepted format for college writing.<br><br>● In History classes, students are supported in meeting college and career readiness standards by consistently engaging with challenging texts and writing tasks at each | ● Teacher sillabi |

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| of the grade levels. | |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| • In English, personal statement writing encourages all students to consider what they would like out of a college experience.This connects to critical learner need #3, college and career awareness.<br>• Emphasis on a variety of texts and a variety of formative assessments allows learners learners at many levels to find points of engagement, addressing critical learner need #1, student engagement.<br><br>• In History classes, critical learners are supported in meeting college and career readiness standards by consistently engaging with challenging texts and writing tasks at each of the grade levels. | • Teacher syllabi |

## 8.3.2. C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

**Indicators with Prompts**

**Current Knowledge**

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**Prompt***: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| • In Social Studies. I see evidence of teachers asking students to use technology such as google docs and chrome books.<br>• In English, many of the English teachers are currently employing turnitin.com. Not only to check for plagiarism but as a method to provide effective and meaningful feedback to students. Furthermore, students in some of the English classes are being exposed to peer editing and reflecting on their writing through turnitin.com Some teachers have smart boards and use them to not only project agendas but to also help students learn to problem solve by walking students through the thinking process.<br>• Many teachers make effective of the computer laptop carts from projects that include writing essays to conducting formal research on electronic database all in preparation for college. Many teachers teach students note taking strategies and annotation through the use of document cameras in class. | • **See Grossman and Tyson work samples.**<br>• **Laptop/Chromebook cart/Lab schedules** |

**Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as a primary teaching method | |

**Teachers as Coaches**

**Indicator**: Teachers work as coaches to facilitate learning for all students.

**Prompt***: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

| Findings | Supporting Evidence |
|---|---|
| • Many teachers are dedicated to mentoring students academically and emotionally. This is evident by the tutoring hours they keep (published by the counseling office). Clubs, student unions and leaderships are all ways to provide support for the student academically and personally. The academies at Oakland tech are built around providing academic and emotional support as well college and career mentoring for each and every individual student. | • **After school list of teacher tutor hours/participants** |
| • ILT develops and models lesson plans that display aspects of academic discussion | • **Ms. Mann PD "Three Shots" and calculating probability using academic discussion terms/concepts** |

**Examination of Student Work**

**Indicator**: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

**Prompt**: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

| Findings | Supporting Evidence |
|---|---|
| • In Social Studies. there is evidence of teachers asking students to (1) use conflicting evidence to construct an argument (2) draw conclusions (3) make comparisons and contrasts (4) grapple with multiple perspectives (5) come to consensus (6) develop reasoning skills (6) engage in socratic discussions (7) communicate with visuals (8) identify bias (9) categorize documents (10) communicate ideas through effective writing. | • See all History work samples. |
| • In English 2, Organizers, annotation and academic discussion was used prior to the writing of the prompt to help students structure their ideas and evidence and opinions on the folktales read. They then used these tools to create an analysis with concrete evidence of the compare and contrast prompt. Student used effective evidence to support her opinion and demonstrate a sound analysis. | • See Perez and Snow for English. |
| • In English 3, Students annotated the poem "The Chance to Love Everything" by Mary Oliver in an effort to identify | |

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|---|---|
| the "emotion" and any other words in the poem that would help them understand the big idea. Students were to take notes on the poem to connect it to their prior knowledge. After, using their prior knowledge and summarization they were supposed to indicate the meaning of the poem and its theme. | |

**Additional Online Instruction Prompt**: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as the primary delivery method.<br>• Several teachers use Google Groups to facilitate and moderate conversations between students. In particular, Mr. Price's AP US History course uses a Google group for students to turn in classwork/homework as well as to communicate any class related issues pertaining to coursework and progress<br>• Turnitin.com is utilized by English and History teachers for students to submit essays online to ensure they are conducting effective rersearch | • **A copy of a post from Mr. Price's Google group that details a short discussion between students and teacher.**<br>• **To start using Turnitin, go to http://www.turnitin.com/en_us/home and log in using the following temporary information:** |

**Indicator**: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

**Prompt**: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

| Findings | Supporting Evidence |
|---|---|
| • In Social Studies. there is evidence of teachers asking students to (1) use conflicting evidence to construct an argument (2) draw conclusions (3) make comparisons and contrasts (4) grapple with multiple perspectives (5) come to consensus (6) develop reasoning skills (6) engage in socratic discussions (7) communicate with visuals (8) identify bias (9) categorize documents (10) communicate ideas through effective writing.<br>• In English 2, Organizers, annotation and academic discussion was used prior to the writing of the prompt to help students structure their ideas and evidence and opinions on the folktales read. They then used these tools to create an analysis with concrete evidence of the | • **See all History work samples.**<br>• **See Sutton for English.** |

| | |
|---|---|
| compare and contrast prompt. Student used effective evidence to support her opinion and demonstrate a sound analysis. (Sutton and Perez)<br>• In English 3, Students annotated the poem "The Chance to Love Everything" by Mary Oliver in an effort to identify the "emotion" and any other words in the poem that would help them understand the big idea. Students were to take notes on the poem to connect it to their prior knowledge. After, using their prior knowledge and summarization they were supposed to indicate the meaning of the poem and its theme. (Sutton and Perez) | |

**Indicator**: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

**Prompt**: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| • In History, students use chromebooks and google docs to write evidence-based essays.<br>• In English 4, the assignment connects real world problems to the local community. They compare and contrast the different views offered and pick which they feel is best. The student used multimedia evidence to support his response. This particular student did not offer a concrete analysis of the evidence presented to support his choice of effective media usage. (Sutton and Perez) | • **See Grossman and Tyson work samples.**<br>• **See Bailey for English.** |

**Indicator**: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Prompt**: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

| Findings | Supporting Evidence |
|---|---|
| • In History, students use multimedia resources and articles beyond the textbook.<br>• In English 1, the students use a Say Mean Matter to explain and analyze a quote from "Narrative of a Voyage to the Pacific and Beering's Strait" by Frederick William Beechey. Student not only gives a literary analysis but uses the historical context of the novel to explain the quote. The students then give their own inference on the | • **See Wolfe, Cruz, Stubblefield, and Pasternak work samples.**<br>• **See Colley work samples for English.** |

| | |
|---|---|
| author's opinion. This particular student does an excellent job of combining both the literature and the historical context which related make to the history of California. (Sutton and Perez) | |

**Real World Experiences**

**Indicator**: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

**Prompt**: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

| Findings | Supporting Evidence |
|---|---|
| • In History and English, students are participating in civic engagement projects that are being done collaboratively with the History/ Civic Engagement district coordinator and staff<br>• Computer and Health Academy complete the ECCO (Exploring College and Career Options) curriculum which allows students to participate with mentors in industry as interns. They put to use their academic skill set into real world jobs. | • **to be uploaded by Wolfe**<br>• **List of internships open to Health/Computer Academies** |

**Additional Online Instruction Prompt**: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as the primary delivery method.<br>• In the Computer Academy, senior projects require a lot of online research related to a real world issue that is meaningful. | • **Computer Academy Senior Projects** |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| • Many teachers use technology like smartboards, document readers and projectors inside of the classroom to make learning accessible to students. | • **Observations**<br>• **Interviews** |

| | |
|---|---|
| • The school has a number of computer and chromebook carts that can be taken to classrooms to allow computer access to more students. There are also 3 computer labs on campus that teachers can reserve for their classes usage.<br><br>• We believe as a whole the teachers are making a bigger effort in using technology however this seems to be by individual teacher and not systematic. | |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| • Students who come in to the school lacking at home online resources are the ones who need the most support. The school is improving in helping these students due to their discussion of the topics and providing more laptop carts for teacher access.<br>• Oakland Tech also makes it a point to inform students and families about how students can get updated and refurbished computers from the OTX program | |

## 8.3.3. WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category C. Standards-based Student Learning: Instruction: Areas of Strength**

Teacher collaboration within departments and 9th grade teachers are useful in maintaining standards and agreements for rigor, pacing and content.
We are connecting our students to prior knowledge. We do a good job of making their learning relevant and meaningful to their lives. (Sutton and Perez)

Departments have more time together to plan and collaborate on lessons.

Administrators are inside of classrooms daily. The data collected helps us tailor professional development for teachers.

Teachers have formed an Instructional leadership team to provide professional development to the staff that is relevant and focused on needs of individual teachers and departments.

**Category C. Standards-based Student Learning: Instruction: Areas of Growth**

Systematically bringing technology into the classrooms

Build around the structure of thinking and communication; have students be comfortable with the structure for academic communication.

Build teachers capacity to address a wider range of student needs through differentiation and academic discussion structures.

## 8.4. Category D: Standards-based Student Learning: Assessment and Accountability

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

### 8.4.1. D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

**Indicators with Prompts**

**Professionally Acceptable Assessment Process**

**Indicator**: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**Prompt**: *Evaluate the effectiveness of the assessment processes*

| Findings | Supporting Evidence |
|---|---|
| • SRI, CST analysis in 9th grade house teacher meeting | • add students to reading intervention class |
| • after marking period one, we compile a list of all students at or below a 2.0 GPA, communicate this to families, teachers, hold meeting night | • student success night |
| • History and English department calibrates grading of essays twice a year to better address inconsistencies or deficits in student learning | • Common grading scale, newsletter sent out to report results, student samples collected and graded by multiple teachers |

| | |
|---|---|
| • Grading scales for the arts are aligned annually at a department meeting, performance assessments are normalized to ensure students receive similar marks | • syllabi of arts teachers has description of the common performance expectations breakdown. |
| • Develop common assessments for every unit in PLCs for each math course (algebra 1, geometry) | • common core aligned unit assessments |
| • Math teachers, for each course, give common benchmark exams once a semester, they are district created, and data is used in various ways. | • District benchmarks given by all teachers once a semester |
| • CST scores from 8th grade are used to invite students to a summer bridge program | • summer bridge program |
| • 11th grade CST ELA & Math score data is used to gauge college entrance exam readiness. Students below proficiency are referred to ERWC program, which is a class they take in their daily schedule to get them extra help to be ready for college entrance exams.<br>• California High school exit exam (CAHSEE) is given sophomore year, counselors flag students that do not pass, meet with them one on one, and set up teachers for them to get extra help. | • Expository reading writing curriculum (ERWC) class<br>• Tracked through counseling notes for each student.<br>• Saturday CaHSEE boot camp |

**Basis for Determination of Performance Levels**

**Indicator**: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Prompt**: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
|---|---|
| • Teachers have the flexibility of designing assessments | Teacher Syllabi |

| | |
|---|---|
| and assigning grades.<br>● Administrative team looks at grade reports to identify how many students are receiving each grade based on teacher .<br>● Administrative teams look at syllabi to analyze learning goals, grading scale, unit overviews, standards<br>● Grade breakdown aligned within department | |

**Additional Online Instruction Prompts**: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

| Findings | Supporting Evidence |
|---|---|
| ● Oakland Tech does not use online instruction as the primary delivery method.<br>● Math department uses an math assessment in 9th grade to ensure that all students are placed properly. Students in other courses advance with a D grade or better. Remediation of grades can be done via APEX, retaking the course or taking it as Independent Studies.<br>● Course mastery is determined by individual teachers. Our 9th grade families, Paidia, academies have similar grading policies.<br>● Grading is done individually in most cases.<br>● Teaches use ABI to communicate grades to students and families.<br>● TurnItIn is an online programs teachers use to make sure students are not plagiarizing.<br>● The staff uses state mandated testing to inform our thinking when it comes to providing services to students. A Reading intervention class has been established to accelerate literacy skills of 9th graders who scores identified this as a need. A 9th grade transition summer program supported students' transition into high school, which was a need that data identified. | ● APEX course list<br>Independent studies contract<br>● Teacher Syllabi<br>● SRI<br>● CAHSEE Boot camp information<br>● Summer program documents<br>● |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| • The staff uses the data provided by the district to meet student needs. The availability of the data is not always timely but this year the district has updated the data portal and there is more useful student data. The staff could improve in the area of developing the data they would like to examine. | |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| • The critical learning needs of students are always our focus. By using specific data we are scheduling our neediest students into the most appropriate classes sooner through the use of data. Budget constraints limit what we can provide to students in some cases. | |

### 8.4.2. D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Indicators with Prompts**

**Appropriate Assessment Strategies**

**Indicator**: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Prompt**: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
|---|---|
| • Teachers conduct formative assessments by implementing "do nows" at the beginning of every class and require "exit tickets" at the end of the class.<br><br>• We have testing Administrator to oversee the administering of all test on campus. Our testing administrator trains and prepares all materials and trainings for proctors to give test.<br>• Our teachers work with state and national standards, including common core and the NGSS, and curriculum put forth by college board, to determine our programmatic goals. Teachers create tests based on these goals to assess student achievement. These assessments are given in a number of formats to assess multiple learning modalities of our students. Security systems for our tests are also maintained in a number of formats. Common tests are given to students at the same time so the information can not be disseminated to students on different days and tests are altered and reformatted in ways to limit students ability to falsify their knowledge of the material.<br><br>• Assessment strategies: Teachers have a number of strategies from multiple choice tests, essay tests, projects and performance, and portfolios. | • **Part of blackboard configuration and administrative walkthroughs**<br><br>• **CAHSEE/SBAC proctoring information (see Nguyen)**<br><br>• **Students have different test versions (both science and math people do this)**<br>• **Provide calculators instead of cellphones**<br>• **-volunteer proctors help with large exams (such as UC graduate students for AP exams**<br>• **Ms Nguyen has not lost a test that we know of. The tests are well organized and administrated well.**<br>**District did not record our SRI scores (teachers did so individually) even though we** |

| | |
|---|---|
| • Teachers generate tests that test students to see if they fall into traditional pitfalls, based on common mistakes made by previous students, in an effort to see what they actually believe.<br><br>• We do not evaluate the proctors, Ms. Nguyen secures the test that are supposed to be secure, the results of the assessments are out of our hands. | **had all teachers testing their students.** |

**Demonstration of Student Achievement**

**Indicator**: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

**Prompt**: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| • For students who score well on assessment there is a strong correlation to future success either in the next course or at the college level. If students do not score well on assessment it is inconclusive. This is likely to a myriad of potential mitigating factors like skill coming in, distractedness, learning differences, not being good at doing school, lack of resilience, fear of failure or low grades, lack of tenacity.<br><br>• Students at Oakland Technical High School demonstrate their knowledge of the academic standards in numerous ways. These assessments demonstrate that students have mastered the standards and English.<br>• English teachers require students to prepare (in their junior year) and write (in their senior year) their personal statement for college admission.<br><br>• Students write academic essays beyond narrative | • **Students completed final assignments which were based on school standards with minimal help from outside sources.**<br><br>• **Students do well take the next class in sequence**<br><br>• **Students are able to support other students in their learning by communicating the knowledge they have acquired.**<br><br>• **Teacher made essay** |

| | |
|---|---|
| • Essay Exams to prepare for college level exams | **prompts are argumentative, persuasive**<br>• **Portfolios on student writing to show student progress on academic writing** |
| • Preparatory classes for ACT, CAHSEE, SAT | • **after school workshops two days a week**<br>• **Embedded in daily lesson plans** |
| • Passage of AP exams in the areas of Calculus, History, Government, Literature, Physics, Chemistry, Spanish,Chinese, Computer Science, French, Biology, Environmental Science, and Stats is well above the national average | • **AP Scores are published** |
| • Student take exams to earn college credit through concurrent enrollment | • **students use powerpoint to make presentations - career readiness**<br>• **Students are required to complete civic engagement projects to participate with the community in the civic process.**<br>• **teachers school wide use tests based on standards and reteach when students have not demonstrated mastery of the content. We also offer tutoring after school and opportunities to retake tests.**<br>• **FADA art show displaying their work; drama has plays that receive local and national news coverage; Dance does performances to demonstrate their achievement.** |

**Additional Online Instruction Prompts**: *Evaluate the use of student work and other online*

*assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not use online instruction as the primary delivery method.<br>• Students use online resources when their learning style does not match the resources in class.<br><br>• SRI is taken by all regular ed students which can be used to assess and design curriculum<br><br>• Students in the 11th grades take the SBAC<br><br>• APEX is a credit recovery program that tests students for achievement in their core classes | • **Lesson from World History (Price) that allows identify industrial revoultion advancements and their impact on society (teachersfirst.com/industrial revolution)**<br><br>• **SRI score schedule/results**<br><br>• **Smarter balanced assessment is used to assess students on state standards online.**<br>• **Khan academy is used as as a testing (and learning) tool for students. Students have the chance to retest.**<br>• **Students use ABI to assess their progress in classes (college and career ready)** |

**Curriculum-Embedded Assessments**

**Indicator**: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Prompt**: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

| Findings | Supporting Evidence |
|---|---|
| • Math instructors use scores from standardized tests to support changes in the curriculum to make sure that it fits with national standards. Teachers use old standardized tests as teaching tools to assess where students are coming in skill wise.<br>• Increasing number of students are enrolled in classes that combine Social Studies and Language Arts. | • **Old CAHSEE scores**<br>• **Old CSTS**<br>• **Old AP tests**<br><br>• **Linked programs informally allow teachers to make** |

| | |
|---|---|
| • History and English departments at the school level as well as the district level have created DBQs to be given twice a year (Common Core aligned)<br>• English department has the goal of constant prompt evaluation<br>• Most seniors before graduating have to complete a senior project that has to be evaluated by a mentor and their English teacher. In the social sciences there are yearly document based questions that are given to all students in the district that include mastery of English writing skills. Students in science classes are required to solve word based math problems that include both mathematical and english skills. | **embedded assessment in history and English as well as formal links like Paideia**<br>• **With every revision of the teacher prompts we get better results for the students.**<br>• **Senior Projects** |

**Student Feedback**

**Indicator**: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt**: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

| Findings | Supporting Evidence |
|---|---|
| • Student feedback in the form of leadership forums inform Administrators about how they feel about the schools progress in many areas.<br>• Students, parents, school faculty and community members are working together on the Family Engagement work.<br>• Students take the California Healthy Kids Survey yearly. The results inform programing and extra curricular supports and activities.<br>• Emerging student leaders attended a Student Leadership Forum this winter.<br>• Peer editing<br>• Group evaluation of assignments | • **Student Fishbowl PD**<br>• **CHKS Survey**<br>• **After School survey results**<br>• **Family Engagement plan**<br>• **Mid and end of the year surveys** |

| | |
|---|---|
| • Students give peer feedback on different assignments and problems, such as do nows. Feedback also lets students know how they did on assessment and gives them the opportunity to fix their mistakes based on the feedback. Students also assess each others work in numerous classes.<br><br>• Students give each other feedback during discussions, small group work. | • **student editing**<br>• **informal progress reports throughout the marking period to let students know how they are doing.**<br>• **Academic Discussion (Big Rock)** |

**Modification of the Teaching/Learning Process**

**Indicator**: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

**Prompt**: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

| Findings | Supporting Evidence |
|---|---|
| • The Admin team analyzes data during Admin Meetings. Admin collect data through walkthroughs which informs professional development and individual development of teacher skills.<br><br>• AP readiness data informs administration and teachers about which students are academically ready for Honors and Advanced Placement courses. These student are given attention and direct information about AP/HP and academy application processes.<br><br>• Administrators use grade level distributions to assist teachers with planning.<br><br>• Data board have been developed this year to add visual displays of student progress.Data Boards are used to assess student progress.<br><br>• Counselors track student progress over 4 years.<br><br>• Administrators analyze grade distribution after each marking period.<br><br>• Administrators use the results of data from the Community School's Office to determine the needed resources and support staff. | • **Walk through Binder**<br><br>• **PD Calendar**<br><br>• **Pre-SAT scored data/AP/HP application process**<br><br>• **Data Boards**<br><br>• **Interview with Administrators/Counselors**<br><br>• **Most teachers have a do now or a things learned** |

| | |
|---|---|
| • At the classroom level, teachers use daily quizzes to check for mastery and then reteach when necessary.<br>• Teachers use individual assessments to inform them about student progress.Teachers modify lesson plans to get better results in terms of lesson plans.<br>• Teachers use summative tests results from previous years to modify curriculum over the summer, in order to enhance students grasp of the material.<br><br>Some teachers provide opportunity for student reflection at the end of a period to determine where student are confused and what needs extra support. | • **Every year many of us change our prompts.**<br>• **Teachers give beginning of the year assessments and end of the year assessments to determine where students are starting and how they progressed.**<br>• **Use of edusoft to analyze data on student growth and progression**<br>• **Use of HWT to compare students in the school as well as the district to look for patterns of comprehension**<br>• **Analysis of Exit ticket responses** |

**Monitoring of Student Growth**

**Indicator**: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt**: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| ABI and transcripts are always available to students, family, and teacher<br><br>Teachers give beginning of the year pre assessments to see where students incoming skill levels are, then give similar test throughout out the year to check for students growth and learning.<br><br>Teachers and counselors review CAHSEE, PSAT, CELDT, CST, SAT | • **ABI parent portal; password and account created during registration**<br>• **College Prep World History Pre-Assessment**<br>• **Data from each** |

| | |
|---|---|
| and ACT scores to see student progress and growth<br><br>The structure is in place to help students but it is overloaded. Counselors have too many students on their caseload and some students fall through the cracks. However when teachers, COST, peacemakers and counselors help the system works much better. | **assessment**<br><br>● **COST referral form** |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| Although the Admin team are using data in multiple ways, teachers are beginning to be exposed to different student data. The consultants in the Community Schools office are beginning to collect data about student progress with non academic issues.<br><br>At classroom level we are doing a good job, and also at the AP level. The district testing is so in flux as it moves to electronic testing. | ● **Teacher interviews**<br><br>● **Administration Interviews** |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech has made a concerted effort to address the fact that AP opportunities are limited for African-Americans and Latino and uses data in this manner in an effort to diversify the student populations that make up those classes. | ● **Analysis of AP numbers from 2014-2015 vs. 2008-2009** |

### 8.4.3. D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

**Indicators with Prompts**

**Assessment and Monitoring Process**

**Indicator**: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**Prompt**: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings | Supporting Evidence |
|---|---|
| Student Data is often reviewed in staff meetings and departments | ● Data rom PD looking at |

| | |
|---|---|
| are charged with the task of developing work plans to help address many of the gaps identified in the data.<br><br>Staff, parents and students meet once a month for the community school site council meeting. This group helps to monitor school data and spending of Title 1 funds. | role of absenteeism and student performance |

**Additional Online Instruction Prompt**: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech does not deliver online instruction in this manner | |

**Reporting Student Progress**

**Indicator**: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt**: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech is a community school that effectively informs the appropriate stakeholders about student achievement of the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. | • Community school documents |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| • Our Principal meets with meets with members from the district and community on a regular basis.<br><br>• Our academy leaders/coordinators report out to its governing board members once a year; They also meet with individual partners 2-3 times a year to discuss job shadows, internships, an invite their industry partners in to be judges on student project students complete during the year. | • Administrative Meeting agenda with NEXO (Kevin Taylor)<br>• PTSA/Coffee with the Principal<br>•<br>• Academy Board Meeting Agendas report outs<br>• Health Academy Agenda from Advisory Meeting<br><br>• Bulldog Bytes (a newsletter produced by PTSA in association with Administration, Staff, and Students\ |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| • The AAMA class itself does a report out on its achievement yearly at a community event organized through the AAMA office downtown;<br><br>• The Office of AAMA also issues annual reports that are done in conjunction with the school sites where the program is taught. | • Student work from AAMA class<br><br>• Event this year was titled: *Lean Into the Wind:Emerging Themes and Strategic Recommendations for AAMA 2.0* |

### 8.4.4. D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

**Indicators with Prompts**

**Modifications Based on Assessment Results**

**Indicator**: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

**Prompt**: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
|---|---|
| Assessment results have caused changes in the school program and development activities, and resource allocations. | |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| After reviewing data related to the lack of diversity in our AP program, several other AP classes were created in AP Government and AP United States History. | • Demographic data that details the numbers of students taking AP courses by race/ethnicity |
| Our staff created its own PD committee (the ILT-Instructional Lead Team) after several PDs were done by outside programs that we feel did not have a pulse on the nuances of our school. PDS are much more engaging and relevant to our school community as a result. | • Staff meeting Agenda from 2/9 or prior |
| Financial resources have been allocated and used to create 9th grade academies to create equitable opportunities for access to the PAIDEA and Engineering academies | • 9th graders all belong to a different "house" (Janus, Neptune, etc.) |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| This criterion made us as a community think hard about how we were going to address some of the inequities we noticed while going through the WASC process previously. The creation of 9th grade academies has been an excellent decision as it has allowed teachers in those grades to focus on student learning and outcomes. In doing so, it has addressed made a concerted effort to address some of the inequities which were identified in 2008-2009. | |

## 8.4.5. WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Our AP program continues to exceed state averages when it comes the pass rates on each subject matter test (specifically AP United States History, Biology, Government).
- Our use of APEX has allowed our school to help maintain a high graduation rate for students who may have otherwise fallen through the cracks
- Our career and college center is open to all students and encourages all to think about/apply to college regardless of student achievement
- The use of the HWT by the Social Studies department has allowed for collaboration around how to improve writing and analysis of document
- All of our students have access to the grade/gradebook of their instructors and can track their progress throughout the year.
-

**Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

OUr assessmnet of data relate d

## 8.5. Category E: School Culture and Support for Student Personal and Academic Growth

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

### 8.5.1. E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

**Indicators with Prompts**

**Regular Parent Involvement**

**Indicator**: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.

**Prompt**: *Evaluate the strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

| Findings | Supporting Evidence |
|---|---|
| • Teachers use ABI to keep families informed on student achievement.<br>• Student success nights are put on the 2nd marking period of each year to support.<br>• Oakland Tech has a website that is updated regularly.<br>• Bulldog Bytes are mailed to each home.<br>• PTSA and AASAP meetings once a month.<br>• The PTSA membership has formed multiple committees to support the different programs<br>•<br>• Parent Liaison conducts parent education classes, Tech Parent University.<br>• Tech has Back to School Night each Fall.<br>• Student Success Team meetings are conducted when students are struggling.<br>• Tech has school tours and shadow visits to introduce Tech to prospective students. | • **Parent interviews**<br>• **Teacher interviews**<br>• **OTHS.com**<br>• **Bulldog Bytes**<br>• **PTSA Agendas/Commitee lists**<br>• **AASAP Agendas**<br>• **ELAC Agendas**<br>• **Family engagement plans agendas** |

| | |
|---|---|
| • Family engagement meetings with Kids First began in Spring of 2014.<br>• CSSC has taken up ELAC responsibilities.<br>• Lights on After School (District wide campaign motivating student success)<br>• Polynesian Family Night (Diverse group)<br>• Coffee with the Principal<br>• AASAP Shadow Day<br>• Academy Parent Groups<br>• BUILD<br>• Career Program<br>• Career Expo<br>• Career Day<br>• Community walks to raise awareness (breast cancer walks, etc.) Engaging communities.<br>• | |

**Use of Community Resources**

**Indicator**: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

**Prompt**: *How effective is the school use of community resources to support students?*

| Findings | Supporting Evidence |
|---|---|
| • Each academy has an advisory board that they consult.<br>• Oakland Tech receives a lot of support from the PTSA.<br>• Oakland Tech's Community Schools Office coordinates much of the community resources.<br>• Oakland Tech has a partnership with Cal, St Marys, San Francisco state all of whom provide student teachers to Oakland Tech.<br>• Oakland Tech partners with our neighbors to ensure our students are good neighbors.<br>• Alumni fund our 9th grade tutoring program, BOOST.<br>• AAMA receives support from 100 Black Men.<br>• Computer Academy visits PG&E Headquarters in SF every year | • **Academy documents**<br>• **PTSA Meeting Notes**<br>• **Community Schools**<br>• **SONRISE** |

**Parent/Community and Student Achievement**

**Indicator**: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

**Prompt**: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

| Findings | Supporting Evidence |
|---|---|
| • Ninth grade parent orientation<br>• Parent handbook (in multiple languages)<br>• Student Success team meetings<br>• Coordination of Services Team parent outreach | • **Summer Bridge parent night (demonstrating students success and knowledge from program)** |

| | |
|---|---|
| | • **COST reaches out to parents and informs them of their students**' academic status. |

**Additional Online Instruction Prompt**: *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech is addressing this criteria in multiple ways . The community school office has provided multiple resources that support students. Our small communities, academies, programs and 9th grade provide additional support for students and families through teacher collaboration, common lessons and assessments. | • Interview with academy directors<br>• Community Schools documents |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| The supports and policies are designed to communicate high standards to all students and staff. Student learner needs are able to be addressed because there are more adults on campus who can form relationships with students and diagnose social and academic concerns. The SST process has allowed us to conduct strategic meetings to address student learning needs. | SST documents<br><br>Community school documents |

### 8.5.2. E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**Indicator**: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt**: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

| Findings | Supporting Evidence |
|---|---|
| • Oakland Tech's custodial staff receives training yearly and take pride in the cleanliness of the site.<br>• The district has established protocols to place work orders to repair items.<br>• School Security Officers work closely with Administration to maintain school safety.<br>• The campus has security cameras to monitor the school campus.<br>• Support staff partner with Administration to provide additional security during students' lunch period.<br>• The school works with the neighbors to maintain appropriate off campus student behavior.<br>• Support staff supply emotional support to students through individual mentoring, group support, and family outreach<br>• The Pillars inform students on behavior expectations.<br>• The school has a school-wide discipline policy.<br>• The district has implemented a cyber education curriculum for students.<br>• The Beautification Committee of the PTSA works with Administration to improve the campus. | Interview with Head Custodian<br><br>Interview with Lead School Security Officer<br><br>Interview with PTSA President<br><br>School-wide Discipline Policy |

**High Expectations/Concern for Students**

**Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive

to learning.

**Prompt**: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

| Findings | Supporting Evidence |
|---|---|
| • The school promotes student involvement in the many | |

| | |
|---|---|
| clubs on campus.<br>● The Pillars are the school's value system and are promoted through lunch activities and First Friday's afterschool activities.<br>● Social Emotional Learning is a focus of professional development.<br>● Through our community school model, students are able to receive many services such as conflict mediation, counseling and mentoring.<br>● Students can be referred through COST to be provided services | Interview with Carlos Carmona<br><br>Community Schools documents |

**Atmosphere of Trust, Respect and Professionalism**

**Indicator**: The school has an atmosphere of trust, respect and professionalism.

**Prompt**: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

| Findings | Supporting Evidence |
|---|---|
| ● Students contributed to the drafting of the Pillars, the schools value system.<br>● School staff work with students to positively affect school culture.<br>● Students know who support staff are and how to outreach for themselves.<br>● Students received a workshop on professionalism during the job search during a career workshop in December 2014 | Pillars<br><br>COST Documentation<br><br>Who is Hiring for the Holidays? Workshop documents |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| ● Oakland Tech continues to keep school culture as a school focus.<br>● The schools culture is improved greatly.<br>● The school is clean and safe. | Focused Annual Plan<br><br>Discipline data |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| ● The school is able to provide students with services that allow students to focus on academics to a high degree.<br>● The culture of support helps all feel safe and welcome on campus. | COST Documents |

### 8.5.3. E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

**Indicators with Prompts**

**Adequate Personalized Support**

**Indicator**: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

**Prompt**: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

| Findings | Supporting Evidence |
|---|---|
| ● The school's COST team has established protocols to provide academic and emotional support to students.<br>● The school added an academic counselor during the 2015-2015 school year.<br>● The school began a partnership with Lincoln Child Center in the 2013-2014 school year to provide therapeutic counseling to students.<br>● The school began a Career Preparation program during the 2014-2015 school year.<br>● 9th grade students prepare an individual 4 year plan.<br>● Counselors monitor the 4 year plans of students on their caseloads.<br>● The school has a College and Career office that houses the TRIO programs and provide support to students.<br>● The staff of the College and Career Office work with Counseling Department to provide workshops and college application assistance. | College and Career documents<br><br>Staffing documents<br><br>Memorandum of understanding with Lincoln Child Center<br><br>Inteview with Counselors |

**Additional Online Instruction Prompts**: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Direct Connections**

**Indicator**: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/

advisory services, articulation services, and psychological and health services, or referral services.

**Prompt**: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

| Findings | Supporting Evidence |
|---|---|
| • Schoolwide Learner Outcomes and student academic data drive the creation of the schools Focused Annual Plan. The Plan drives the budgeting process through the Single Plan for Student Achievement.<br>• The school has a partnership with La Clinica to provide health services to students.<br>• The school uses Title 1 funds to provide a reading intervention teacher for 9th grade students.<br>• The school uses supplemental funds to provide a Positive Behavior Intervention Systems staff member, two mentors and a Parent Liaison. | SPSA<br><br>Budget Document |

**Strategies Used for Student Growth/Development**

**Indicator**: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

**Prompt**: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

| Findings | Supporting Evidence |
|---|---|
| • At the start of each year the staff receives 2 full days of professional development that focus on differentiation.<br>• Special Education staff provide professional development to entire staff yearly to educate them on how to best serve students with learning disabilities.<br>• Administration, teachers and parents work together through the SST process to put accommodations in place for students.<br>• Administration instructs teachers on the proper way to grade students with Individual Learning Plans (IEP). | • SST Documents<br>• Buy Back Agenda |

**Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Support Services and Learning**

**Indicator**: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all

students, including the EL, GATE, special education, and other programs.

**Prompt**: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

| Findings | Supporting Evidence |
|---|---|
| • Incoming 9th grade students who have below a 2.0 are targeted for our summer Intervention Program.<br>• 9th grade students who are reading below grade level have the opportunity to take Reading Intervention.<br>• Reading intervention teacher works closely with the 9th grade houses.<br>• Students in AAMA receive tutoring and mentoring through a program named Aspire Success.<br>• English Language Learners tale English Language Development as well as English courses that allow them to be competitive college applicants.<br>• AP teachers offer tutoring to students in their classes<br>• After school tutoring program offers tutoring 4 days a week.<br>• Individual pairings of students of color to serve as tutors is being piloted this year. | • Master Schedule<br>• Aspire Success Documents<br>• AAMA Report<br>• After School Program Documents |

**Additional Online Instruction Prompt**: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Equal Access to Curriculum and Support**

**Indicator**: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Prompt**: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

| Findings | Supporting Evidence |
|---|---|
| • 9th grade classes are heterogeneous.<br>• The Health Academy, Fashion Arts Design Academy, BioTech Academy are divers across ethnic groups.<br>• All students have access to all college Prep classes.<br>• AP and Honors class have a new process for entrance that should allow more access for students.<br>• Reading Intervention is used to accelerate low reading skills of some students so that they can be prepared to | • Master schedule<br>• AP/HP Process documents |

| | |
|---|---|
| enter any class.<br>● APEX is offered throughout the school day and after school for remediation. | |

**Co-Curricular Activities**

**Indicator**: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt**: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

| Findings | Supporting Evidence |
|---|---|
| ● The counseling Department and the College and Career staff provide many activities and workshops to provide access, information and assistance on college admissions.<br>● Workshops are provided in the evenings to educate parents about college admissions and application process.<br>● There are College Fairs, Career Fairs, Career workshops offered throughout the year.<br>● Classes are offered after school to help students acquire organization, note taking and test prepration skills. | ● School Master Calendar<br>● After School Documents |

**Additional Online Instruction Prompt**: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Student Involvement in Curricular/Co-Curricular Activities**

**Indicator**: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Prompt**: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

| Findings | Supporting Evidence |
|---|---|
| ● Each year students in the 9th and 11th grades take the California Healthy Kids Survey.<br>● Each 3rd period class has a student council representative that meets with Administration monthly to discuss students activities.<br>● Students that receive services through our Community School's consultants take pre and post services surveys.<br>● Students in the afterschool program take an year end survey.<br>● The district performed a PBIS program review and surveyed students about our services, Pillars and school culture. | ● CA Healthy Kids Survey<br>● Student Council minutes.<br>● Community School's surveys.<br>● Results of After School program survey<br>● Results of PBIS Review |

**Additional Online Instruction Prompt**: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

| Findings | Supporting Evidence |
|---|---|
| Oakland Tech does not use online instruction as the primary delivery method. | |

**Student Perceptions**

**Indicator**: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**Prompt**: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

| Findings | Supporting Evidence |
|---|---|
| ● Students report that they feel that the support services are beneficial to help them be better prepared to learn.<br>● Student attendance to support groups continues to be high. Maximum is 32 students.<br>● Leadership students feel their service to the school improves the school's community building.<br>● Student council representatives enjoy their leadership roles. | ● CA Healthy Kids Survey<br>● Student interviews<br>● Informal interviews |

**Conclusions**

**Prompt**: *Comment on the degree to which this criterion is being addressed.*

| Findings | Supporting Evidence |
|---|---|
| ● The Community Schools Office began a systematic performance review process in 2014.<br>● Students are provided a wide array of services<br>● The After School Program supports many students with tutoring and extra curricular activities.<br>● The BOOST tutoring provides tutoring for 9th grade students.<br>● The Bridge Summer program served 50% of incoming 9th grade students in the class of 2018.<br>● Girls groups serve 60 girls a semester and the young mens' groups provide theraputic counseling to 26 youth. | ● Interview with Dawn Humphrey<br>● Interview with Administrators<br>● Interview with Community Schools mentors and manager |

**Prompt**: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

| Findings | Supporting Evidence |
|---|---|
| ● Offering the supports through the Community Schools Office are very beneficial with helping students prepare to learn.<br>● Support services provide students with the coping skills they need to be able to focus on their learning.<br>● AAMA provides young men with the needed skills to navigate the world and focus on education.<br>● Counseling services provided by Lincoln child center helps students through counseling services.<br>● The Techniclinic is an on-site health clinic where students can receive health services. | ● Student interviews<br>● Sonrise,African American American Male Achievement Research Report<br>● Interview with Techniclinic staff<br>● Community Schools Manager |

### 8.5.4. WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

9th grade families are providing a rigorous and supportive environment .

· In 91% of the observations conducted by the SQR Team, students were safe and learned free from intimidation, bullying, and/or discrimination. In 73% of the observations conducted by the Team, all students managed their emotions to persist through difficult academic work.

· Students actively "work"—reasoning, reading, writing, and/or speaking the language of the discipline in most classes.

· In 55% of the observations conducted by the SQR Team, students "worked" together in the discipline, developed questions, posed problems, made connections, reflected on multiple perspectives, and/or actively constructed knowledge which facilitated deep learning.

· In 68% of the observations conducted by the Team did the pacing of learning reflect an academic push to have all students complete learning activities and reach expected high levels of mastery.

· Students in the English, Social Studies, and Science classes that are part of the Academic Pathways are experiencing significantly greater opportunities for active learning.

- Community schools services are providing students with the emotional support they need to be engaged learners.
- The establishing of the Pillars has helped to create a safer environment on and off campus.

- 9th grade houses and academies teachers employ collaborative strategies for identifying, referring, and monitoring struggling students in an emerging system of tiered academic interventions·
- Tech uses many school-wide practices for intervening and supporting students to be college ready—including the school counselors, the College & Career Center, the Pass2 program, and Student Success Nights.
- Collaboration and alignment among support providers, as a result of transiting to a full service community school are identifying, providing and tracking numerous students through various interventions/supports.
- A new attendance policy is helping improve student achievement.

**Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- While classes are generally safe and well-focused, more classroom could benefit routines and structures that supported students to build positive relationships and academic engagement, so

that they could effectively work and learn together.

- The staff and students could benefit from using data to inform instruction.

- Continual attention to SEL practices that assist to make our environment one that respects the contributions, culture, and language of each student needs to stay a priority.

- There are increasing programmatic efforts to create a positive school climate that promotes student leadership and builds/recognizes academic and social improvement and achievement. This includes student service organizations; the "Culture keepers"; the athletic teams and elective programs; the development of the Tech Pillars; the competitions and community-building events sponsored through the academies and support programs.

- A more robust academic tiered intervention system would positively impact student outcomes.

- English Language Learners and students of color in rigorous programs could benefit from a peer group of support and tutoring that support their educational needs.

- The Pillars and Bulldog Bucks along with other positive reinforcement for students is labor intensive.

# Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Our prioritized area of growth for Category A is to establish the vision as the community's common understanding of our work and make it known widely to all.
- Our prioritized area of growth for category B is to establish more opportunities for teachers to collaborate and plan. The goal is to have more consistency in lessons taught. Teachers will also collaborate outside of the departments to discuss student concerns and strategies of engagement that are having success.
- Our prioritized area of growth in Category C is to continue to help students and teachers use and engage in academic discussions that inform students' thinking. We plan to incorporate more technology into our programs so that students stay competitive and knowledgeable of the technology and its use.
- Our prioritized area of growth for Category D is to have more teacher created assessments that are shared. Teachers will collaborate to build assessments and interventions for those that are struggling.
- Our prioritized area of growth for Category E is to continue to establish school-wide policies that address student needs. The use of social-emotional learning will be addressed more broadly in professional development. The use of data will be used by all to determine student needs and inform our strategies.

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9. Chapter V: Schoolwide Action Plan
10. Appendices

# 9. Chapter V: Schoolwide Action Plan

**A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement.**
B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.
C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

**SEE APPENDIX 10. OAKLAND TECH SPSA TOOL**

## 10. Appendices

A. Results of student questionnaire/interviews
B. Results of parent/community questionnaire/interviews
C. Master schedule
D. Additional details of School Programs, e.g., online instruction, college/career, academies, IB, AVID
E. School Quality Snapshot (see cde.ca.gov)
F. School accountability report card (SARC)
G. CBEDS school information form
H. Graduation requirements
I. Any pertinent additional data (or have it on exhibit during the visit)
J. Budgetary information, including budget pages from the school's action plan (i.e., the Single Plan for Student Achievement)
K. A list of standards-based local board adopted texts (include year of publication) used in
9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science
L. Glossary of terms unique to the school.

1. CAHSEE - ELA & Math Report
2. Adequate Yearly Progress Chart
3. CELDT Report
4. Scholastic Reading Inventory Report
5. Early Assessment Program Report
6. A-G Requirements: UC/CSU Eligible
7. Report Card D-F Analysis
8. Cohort Graduation
9. College Enrollment
10. SPSA Tool