# Appendix C – Master Schedule 2014-2015

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Ahmed | S | | IWE, GEOMETRY P | ALGEBRA 1 P | IWE, GEOMETRY P | | ALGEBRA 1 P, IWE | ALGEBRA 1 P | |
| Augustine G | S | | | BIOLOGY 9 P | BIOLOGY 9 P | BIOLOGY 9 P | IWE, BIOLOGY 9 P | BIOLOGY 9 P | |
| Bailey K | S | | ENG 3 P | ENG 3 P, ENG 3 P | | ENG 4 P, ENG 4 P | ENG 4 HP, IWE, ENG 4 HP | ENG 4 HP | |
| Bale V | S | | | | | MATH ANALYSIS P, MATH ANALYSIS P, IWE, PEER TUTORING | ALGEBRA 2 P, IWE, PEER TUTORING | ALGEBRA 2 P, IWE, PEER TUTORING | |
| Bascom P | S | | | IWE, PE 10-12 | PE 10-12 | IWE, IWE, PE 10-12 | IWE, PE 10-12 | PE 10-12 | |
| Berning, B. | S | | IWE, AP FRENCH LANG | | IWE, FRENCH 1 P | FRENCH 1 P, IWE | PEER TUTORING, ITALIAN 1 P | PEER TUTORING, ITALIAN 2 P | |
| Bhasin S | S | | | IWE, MATH ANALYSIS P | IWE, ALGEBRA 1 P | ALGEBRA 1 P | IWE, MATH ANALYSIS P | PEER TUTORING, MATH ANALYSIS P | |
| Bojorquez J | S | | SPANISH 2 P | IWE, SPANISH 2 P | | SPANISH 2 P | SPANISH 2 P | SPANISH 2 P | |
| Borens  J | S | | ENG 1 SEC, ENG 2 SEC, ENG 4 SEC, ENG 3 SEC | ALGEBRA SEC, INT ALGEBRA, GEOMETRY | ENG 1 SEC, ENG 2 SEC, ENG 3 SEC, ENG 4 SEC | | IWE | ENG 2 SEC, ENG 3 SEC, ENG 4 SEC, ENG 1 SEC | ENG 1 SEC, ENG 2 SEC, ENG 3 SEC, ENG 4 SEC |
| Bover-Macho | S | PE 10, IWE | IWE, PE 10-12 | IWE, PE, PEER TUTORING | IWE, PE 10-12 | IWE, PE 10-12 | | | ADV SPORTS |
| Brandt P | S | | PE | | PE | PE | PE 10-12, IWE, PEER TUTORING | IWE, PE | |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Broderick T | S | | AM GOV/ECON SDC, GEOMETRY, INT ALGEBRA, ALGEBRA 1 SEC | ENG 1 SEC, ENG 2 SEC, ENG 3 SEC, ENG 4 SEC | ENG 2 SEC, ENG 4 SEC, ENG 3 SEC, BIOLOGY SEC, INTR CHEM SDC, AM GOV/ECON SDC, STUDY SKILLS | AM GOV/ECON SDC, BIOLOGY SEC, INTR PHYSIO SDC, INTR CHEM SDC | | WORLD CULT SDC, US HIST SEC, AM GOV/ECON SDC | |
| Brown C | S | | IWE, CHEMISTRY P | IWE, CHEMISTRY P, CHEM P SEI | | IWE, CHEMISTRY P, CHEM P SEI | IWE, PEER TUTORING, CHEMISTRY P | IWE, CHEMISTRY P, BIOTECH 3-4 P, CHEMISTRY P | IWE |
| Chacana M | S | | PHYSIOLOGY P | PHYSIOLOGY P | PHYSIOLOGY P, BIOLOGY P | PHYSIOLOGY P, PEER TUTORING, BIOLOGY P | | | |
| Clarke S | S | | WORLD HIST P | ECON P | US HISTORY P | IWE | IWE, WORLD HIST P | US HISTORY P | |
| Colley M | S | | ENG 1 P | | ENG 1 P | IWE, PEER TUTORING, CALIF HIST P | PEER TUTORING, ENG 1 P | PEER TUTORING, CALIF HIST P | |
| Cooper N | S | | IWE | IWE, STUDY SKILLS, ALGEBRA SEC, GEOMETRY, INT ALGEBRA | BIOLOGY SEC, INTR CHEM SEC, INTR PHYSIO SDC | BIOLOGY SEC, INTR CHEM SEC, INTR PHYSIO SDC | IWE, BIOLOGY SEC, INTR CHEM SEC, INTR PHYSIO SDC | | |
| Cruickshank | S | | IWE, CHEMISTRY P | | CHEMISTRY HP | IWE, CHEMISTRY HP | CHEMISTRY HP, IWE | CHEMISTRY P | |
| Cruz H | S | | IWE, ECON P | IWE, ECON P | IWE, ECON P, PEER TUTORING | ECON P | IWE, AM GV-ECON HP | | |
| Daigle C | S | | PHYSIOLOGY P | PHYSIOLOGY P | PHYSIOLOGY P | | PHYSIOLOGY P | PHYSIOLOGY P | |
| Dallas E | S | | | | | IWE, PEER TUTORING, DRAMA P | IWE, PEER TUTORING, PEER TUTORING, DRAMA P | DRAMA P | |
| Davidson M | S | | PEER TUTORING, ENG 1P/ELD | PEER TUTORING, ENG 1P/ELD, ELA 1, ENG 2P/ELD | ENG 2P/ELD, IWE, ENG 3P/ELD | IWE, ENG 3P/ELD, ENG 4P/ELD | | CAHSEE PREP-ENG, STUDY HALL | |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Debro K | S | | IWE, PEER TUTORING, US HIST SEC, WRLD CLT SEC, AM GOV/ECON SEC | PEER TUTORING, ALGEBRA SEC, GEOMETRY, INT ALGEBRA | PEER TUTORING | IWE, PEER TUTORING, GEOGRAPHY, WRLD CLT SEC, US HIST SEC, AM GOV/ECON SEC | IWE, PEER TUTORING, GEOGRAPHY, WRLD CLT SEC, US HIST SEC, AM GOV/ECON SEC | PEER TUTORING | PEER TUTORING |
| Deleeuw D | S | | BIOL ADV HP (HA | BIOL ADV HP (HA | | IWE | IWE, PHYSIOL HP, PHYSIOL P (HA) | PHYSIOLOGY LAB, PEER TUTORING | |
| Delgado T | S | SEE COUNSELOR | | | | | | | |
| DeMarinis F | S | | PHYSICS P | PEER TUTORING, PHYSICS P | IWE, PHYSICS P | PEER TUTORING, PHYSICS P | IWE | IWE, AP PHYSICS 2 | |
| Diaz | S | IWE, IWE, IWE | IWE, IWE, IWE | IWE, IWE, IWE, PEER TUTORING | IWE, IWE, IWE | IWE, IWE, IWE, IWE | IWE, IWE, IWE | IWE, IWE, IWE | PEER TUTORING, IWE, PEER TUTORING, IWE |
| Evans L | S | | IWE, CHEMISTRY HP | IWE, CHEMISTRY P, CHEMISTRY P | IWE | IWE, CHEMISTRY HP | IWE, AP CHEMISTRY | CHEMISTRY P | |
| Faris W | S | | IWE, SPANISH 3 P | | IWE, SPANISH 2 P | SPANISH 2 P | IWE, SPANISH 3 P | IWE, SPANISH 3 P | |
| Fong M | S | | | IWE, PROB/STAT P | IWE, IWE, AP CALC AB | AP CALC AB | IWE, PROB/STAT P | IWE, PROB/STAT P | |
| Friedman P | S | | IWE, WORLD HIST P | WORLD HIST P | | IWE, WORLD HIST P | IWE, WORLD HIST P | IWE, WORLD HIST P, IWE | |
| Gong N | S | | ENG 3 HP | US HISTORY HP | ENG 3 HP | IWE, US HISTORY HP | IWE, ENG 3 HP | | |
| Green D | S | | IWE, ART 1 P | IWE, ART 1 P | ART 1 P | | IWE, PEER TUTORING, ART 1 P | IWE, ART 1 P | IWE |
| Greene M | S | | | STUDY SKILLS | | | | | |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Grossman | S | | | ENG 1 P | CALIF HIST P | ENG 1 P | IWE, PEER TUTORING, ENG 1 P | CALIF HIST P | |
| Guirao F | S | | SPANISH 2 P | SPANISH 2 P | SPANISH 2 P | | SPANISH 2 P | PEER TUTORING, AP SPANISH LANG | |
| Hahn, M | S | | STUDY SKILLS | | STUDY SKILLS | | | | |
| Hancock L | S | WEE-GEN OWE | | | LEADERSHIP | | MANHOOD DEVELOP | MANHOOD DEVELOP | WEE-GEN OWE |
| Harris C | S | AP CALC BC, IWE, IWE | PEER TUTORING, AP CALC AB | IWE, PEER TUTORING, ALGEBRA 2 P | IWE, ALGEBRA 2 P | IWE, ALGEBRA 2 P | IWE | IWE | |
| Haugen E | S | | IWE, AP US HIST | IWE, PEER TUTORING, ENG 3 HP | IWE, AP US HIST | ENG 3 HP | IWE | US HISTORY HP | |
| Hayes L | S | | | | IWE | | | | |
| Heckel P | S | | COMP ANIMATION2, COMP ANIMATION | IWE, COMP ANIMATION2, COMP ANIMATION | COMP ANIMATION2, IWE, COMP ANIMATION | COMP ANIMATION2 | | COMP ANIMATION2, COMP ANIMATION | |
| Herrero T | S | | | GRAPHIC DES 2 P | GRAPHIC DES 1 P, ART ADV P | GRAPHIC DES 2 P, IWE, IWE, GRAPHIC DES 1 P | IWE, GRAPHIC DES 2 P | IWE, GRAPHIC DES 2 P, GRAPHIC DES 1 P | |
| Holladay D | S | | ENGLISH SH SDC | MATH SH SDC | SCIENCE SH SDC | COM MOBL SH SDC | VOCATIONS SH | LEIS/REC SDC | |
| Hurlbutt L | S | | ENG 1 P | CALIF HIST P | | ENG 1 P | PEER TUTORING, ENG 1 P | CALIF HIST P | |
| Jack H | S | | IWE, PEER TUTORING, BAND ADV P, BAND P | BAND JAZZ P | IWE, BAND BEG P | IWE, ORCHESTRA P | | PIANO BEG P | |
| Javelo, D | S | | IWE, ALGEBRA 2 P, ALGEBRA 2 P SEI | | PROB/STAT P | IWE, PROB/STAT P | IWE, ALGEBRA 2 P | ALGEBRA 2 P | |
| Joe M | S | | WORLD HIST P | IWE, ENG 2 P | IWE, WORLD HIST P | IWE, AP ENGLISH LIT | AP ENGLISH LIT, IWE | | |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Johnson J | S | SEE COUNSELOR | SEE COUNSELOR, IWE | IWE | SEE COUNSELOR, IWE | IWE | SEE COUNSELOR, SEE COUNSELOR, IWE, IWE | IWE | IWE |
| Johnson K | S | | | INTRO TO FASH | IWE, FASHION HISTORY | FASHION HISTORY | FASHION MARKETI | INTRO TO FASH | |
| Kappner T | S | | IWE, US HISTORY P, US HISTORY P | IWE, US HISTORY P | US HISTORY P, IWE, PEER TUTORING, US HISTORY P | IWE, PEER TUTORING, US HISTORY P | IWE | PEER TUTORING, US HISTORY P | IWE |
| Keeran K | S | | IWE, AP BIOLOGY | AP BIOLOGY | BIOLOGY 9 P | IWE, BIOLOGY 9 P | | | |
| Kemnitzer D | S | | ENG 2 P | IWE, WORLD HIST P | ENG 2 P | IWE, WORLD HIST P | | IWE, WORLD HIST P, WRD HST P SEI | |
| Kerlin J | S | | | | RDNG 9-12 INTEN | RDNG 9-12 INTEN, ENG 3 P | RDNG 9-12 INTEN | RDNG 9-12 INTEN | |
| Ketcham S | S | | IWE | ENG 2 P | ENG 2 P, IWE | CRTV WRITING P, PEER TUTORING | ENG 2 P | ENG 2 P, ENG 2 P | |
| Kuchera C | S | | FRENCH 1 P | FRENCH 2 P | | FRENCH 2 P | IWE, FRENCH 2 P | FRENCH 3 P | |
| Langill J | S | | ALGEBRA 1 P | ALGEBRA 1 P | ALGEBRA 2 P | IWE | IWE, ALGEBRA 2 P | ALGEBRA 2 P | |
| Lee P | S | | ALGEBRA 1 P | GEOMETRY P | GEOMETRY P, IWE | GEOMETRY P | | GEOMETRY P | |
| Lopez I | S | | SPANISH 1 P | SPANISH 1 P | IWE, SPANISH 1 P | | IWE, SPANISH 1 P | IWE, PEER TUTORING, SPANISH 1 P | |
| Lord-Walker | S | | IWE, PHYSIOL HP, PHYSIOL P (HA) | PHYSIOLOGY LAB | IWE, PHYSIOL HP, PEER TUTORING, PEER TUTORING, PHYSIOL P (HA) | PHYSIOLOGY LAB | | PHYSIOLOGY P | |
| Lucas J | S | | ENGLISH SH SDC | MATH SH SDC | SCIENCE SH SDC | COM MOBL SH SDC | VOCATIONS SH | LEIS/REC SDC | |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Mann N | S | | AP STATISTICS | AP STATISTICS | AP STATISTICS | IWE, ADV ALG FA | IWE | AP STATISTICS | IWE |
| Martinez A | S | SEE COUNSELOR | | | | | | SEE COUNSELOR | |
| Mayer C | S | SEE COUNSELOR | | | | | | | |
| Melious C. | S | | | ENG 1 SEC, ALGEBRA SEC, GEOMETRY, INT ALGEBRA | INT ALGEBRA, GEOMETRY, INT ALGEBRA, ENG 2 SEC, IWE, ENG 1 SEC, ENG 2 SEC, ENG 3 SEC, ENG 4 SEC | LIFE SKILLS, GEOMETRY, ENG 1 SEC, ENG 2 SEC, ENG 3 SEC, ENG 4 SEC | LIFE SKILL SDC | STUDY SKILLS | |
| Merrill P | S | ENGR PRIN | ARCH DES/DRFT 1, ADV DRAFTING, ADV DRAFTING | ADV DRAFTING, IWE, DESC GEOM P | ADV DRAFTING, ARCH DES/DRFT 1, ARCH 2 | IWE, ENGR PRIN | IWE, IWE, PHYSICS HP | ARCH 2, IWE, ARCH 1, ARCH DES/DRFT 1, ARCH 1 | |
| Miller E | S | | ART 2 P | | PEER TUTORING, ART 2 P | ART 2 P, IWE, PEER TUTORING, ART 1 P | IWE, PEER TUTORING, ART 1 P | ART 1 P | |
| Minaie A | S | | GEOMETRY P | GEOMETRY P | ALGEBRA 1 P, ALG 1P SEI | | GEOMETRY P | ALGEBRA 1 P | |
| Moreno J | S | | | | | | | | ADV DRAMA P |
| Morris D | S | | | WORLD HIST P, IWE | WORLD HIST P, WORLD HIST P | WORLD HIST P | US HISTORY P, IWE | | |
| Morrison S | S | IWE, IWE | IWE, IWE | IWE | IWE | IWE, IWE | IWE, IWE, IWE | IWE | IWE, IWE |
| Nguyen K | S | | | | | | IWE | | |
| Nicholas B | S | | IWE | AP ENGLISH LIT | ENG 4 HP | ENG 4 P, ENG 4 P | ENG 4 P | ENG 4 P | |
| Nixon-Holtan | S | | IWE, BIOLOGY P | MEDICAL CHEM | | IWE, MEDICAL CHEM | IWE, MEDICAL CHEM | | INTERNSHIP 1 |

# Oakland Technical High

## STAFF SCHEDULE - TERM: S

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| O'Keith K | S | | IWE, US HISTORY P | IWE, US HISTORY P | IWE, US HISTORY P | US HIST P SEI, US HISTORY P | IWE, IWE, US HISTORY P | | |
| Onyeador E | S | | | COMP PROG 1 | PEER TUTORING, AP COMP SCIENCE, COMP PROG 2 | PEER TUTORING, PEER TUTORING, EXPL COMP SCI | IWE, EXPL COMP SCI | | COMP NETWRKNG 1, APEX |
| Orle K | S | | IWE, BIOLOGY 9 P | | BIOLOGY 9 P | BIOLOGY 9 P | IWE, BIOLOGY 9 P | BIOLOGY 9 P | |
| Pasternak H | S | | IWE, AP AMER GOV'T | AM GV-ECON HP, AM GV-ECON HP, IWE | IWE, AM GV-ECON HP, AM GV-ECON HP | AM GV-ECON HP | | PEER TUTORING, ECON P, ECON P, ECON P | |
| Perez L | S | | ENG 2 P, IWE, PEER TUTORING, PEER TUTORING | ENG 2 P, PEER TUTORING | | ENG 2 P, PEER TUTORING | ENG 2 P, PEER TUTORING, IWE | ENG 2 P, PEER TUTORING | |
| Pfeiffer B | S | | STUDY SKILLS | INT ALGEBRA | PEER TUTORING, STUDY SKILLS | STUDY SKILLS, IWE, PEER TUTORING | IWE, PEER TUTORING | STUDY SKILLS | |
| Pines R | S | | | CERAMICS P | CERAMICS P | CERAMICS P | IWE, CERAMICS P | CERAMICS P | |
| Powell-Thom | S | | GEOM P SEI, GEOMETRY P | MATH ANALYSIS P | GEOMETRY P | | IWE, MATH ANALYSIS P | GEOMETRY P | |
| Price M | S | | | | | | IWE, AP US HIST | | |
| Pustell V | S | | IWE | | | | | | |
| Quinney D | S | | PE | PE | PE | PE | | PE | |
| Rey N | S | | ENG 1 P | | IWE, CALIF HIST P | CALIF HIST P | IWE, ENG 1 P | CALIF HIST P | |
| Rhynes M. | S | | ENG 3 P, ENG 4 HP | ENG 3 P, ENG 2 P | ENG 3 P, IWE, PEER TUTORING, ENG 2 P | IWE | STUDY HALL, ENG 3 P, ENG 3 HP | | IWE |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---|---|---|---|---|---|---|---|---|---|
| Rocke B | S | | | STUDY SKILLS | | | STUDY SKILLS | | |
| Ruggiero K | S | | SPANISH 1 P | | SPANISH 1 P | SPANISH 1 P | IWE,<br>SPANISH 1 P | SPANISH 1 P | PEER TUTORING |
| Senn J | S | | AP ENV SCI | AP ENV SCI | IWE,<br>AP ENV SCI | | IWE,<br>AP ENV SCI | IWE,<br>BIOLOGY 9 P | |
| Sherman A | S | | IWE,<br>PE 10-12 | IWE,<br>PE 10-12 | IWE,<br>PEER TUTORING,<br>PE 10-12 | | IWE,<br>IWE,<br>PE 10-12 | PEER TUTORING,<br>PE 10-12 | |
| Shewmaker | S | | ENG 1 SEC,<br>ENG 2 SEC,<br>ENG 3 SEC,<br>ENG 4 SEC,<br>BIOLOGY SEC,<br>US HIST SEC | ENG 4 SEC,<br>GEOMETRY,<br>INT ALGEBRA,<br>ALGEBRA SEC,<br>AM GOV/ECON SDC | INTR PHYSIO SDC,<br>BIOLOGY SEC,<br>INTR CHEM SEC,<br>GEOMETRY,<br>ENG 4 SEC | WRLD CLT SEC,<br>US HIST SEC,<br>AM GOV/ECON SEC,<br>INTR CHEM SEC,<br>INTR PHYSIO SDC,<br>GEOMETRY | WRLD CLT SEC | STUDY SKILLS,<br>ENG 2 SEC | |
| Sigge S | S | | | | | PEER TUTORING,<br>STUDY SKILLS | STUDY SKILLS,<br>IWE,<br>PEER TUTORING | STUDY SKILLS | |
| Skiles S | S | | BIOLOGY 9 P | BIOLOGY 9 P | IWE | BIOLOGY 9 P | IWE,<br>BIOLOGY 9 P | IWE,<br>BIOTECH 1-2 P | |
| Smith D | S | | INT ALGEBRA P | | ALGEBRA 2 P | INT ALGEBRA P | IWE,<br>INT ALGEBRA P | INT ALGEBRA P | |
| Snow J | S | | IWE,<br>ENG 4 P | IWE,<br>ENG 4 P | PEER TUTORING,<br>ENG 4 P | | IWE,<br>ENG 3 P | ENG 3 P | IWE,<br>APEX |
| Snyder D | S | | PEER TUTORING,<br>SPANISH 4 P | IWE,<br>SPANISH 3 P | IWE,<br>IWE,<br>SPANISH 3 P | IWE,<br>SPANISH 3 P | | SPANISH 4 P | |
| Stubblefield | S | | | ENG 2 P | WORLD HIST P | ENG 2 P | PEER TUTORING,<br>WORLD HIST P | ENG 2 P | |
| Sutton J | S | | IWE,<br>ENG 3 P | IWE,<br>ENG 3 HP | IWE,<br>ENG 3 P | ENG 3 P,<br>IWE | IWE | IWE,<br>ENG 3 P | |
| Thompson V | S | PEER TUTORING | CHEMISTRY P | IWE,<br>CHEMISTRY P | CHEMISTRY P,<br>IWE | CHEMISTRY P | | CHEMISTRY P | |

| Teacher | Term | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---------|------|----------|----------|----------|----------|----------|----------|----------|----------|
| Travick S | S | | | APEX | DANCE BEG | IWE, DANCE INT P, DANCE ADV P | DANCE INT P, DANCE ADV P | DANCE BEG | |
| Tyson J | S | | | ENG 1 P | CALIF HIST P | ENG 1 P | PEER TUTORING, CALIF HIST P | IWE, PEER TUTORING, CALIF HIST P | |
| Unassigned | S | | STUDY HALL | | PEER TUTORING | | | | |
| Wann W | S | | IWE, MANDARIN 1 P | | IWE, MANDARIN 2 P | IWE, AP CHIN LNG/CLT | IWE, MANDARIN 3 P | IWE, MANDARIN 2 P | |
| Whisenton R | S | | | | | | IWE | IWE | |
| Wiemels E | S | | | | | | STUDY SKILLS | | |
| Williams T | S | PE 10-12, PE REST, PE, PE 10-12 | PE REST | IWE, PE REST | IWE, PE REST, PE 10-12 | STUDY HALL, IWE, PE REST, PE 10-12, PE 10-12 | PE 10-12, IWE, PE REST | PE 10-12, IWE, PE REST, STUDY HALL | |
| Wilson A | S | | | | | PEER TUTORING | | | |
| Wing J | S | | IWE, ENG 1 P | IWE, CALIF HIST P | | ECON P | IWE, ENG 1 P | IWE, CALIF HIST P | |
| Wolf R | S | IWE | | | CIVIC ENGAGE | PEER TUTORING, STUDY SKILLS | | IWE, BUILD | |
| Wolfe M | S | | COMP GOVT HP | IWE, AP AMER GOV'T | COMP GOVT HP | AP AMER GOV'T | | | |
| Woo J | S | | PEER TUTORING, ENG 1 P | IWE, CALIF HIST P | | IWE, ENG 1 P | IWE, CALIF HIST P | IWE, CALIF HIST P | |
| Zimmerman | S | | | GEOMETRY P | MATH ANALYSIS P | MATH ANALYSIS P | IWE, GEOMETRY P | GEOMETRY P, IWE | |

# Appendix E – School Quality Snapshot 2013-2014

# 2013-14 School Quality Snapshot

## Oakland Technical High

Oakland Unified

4351 Broadway, Oakland, CA 94611

Grades Offered: 9 - 12

Enrollment: 2,092

Charter: No

Title I Funded: Yes

CDS Code: 01-61259-0136051

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## California Assessment of Student Performance and Progress (CAASPP)

**What is the CAASPP system?**
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

**What are the Smarter Balanced Tests?**
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**
Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tg/ca/

## California's Academic Performance Index (API)

| | |
|---|---|
| 2013 Growth API | **737** |
| Growth from Prior to Current Year | **14** |
| Met Schoolwide Growth Target | **Yes** |
| All Student Groups Met Target | **Yes** |
| 2013 Growth API State Rank | **4** |
| 2013 Growth API Similar Schools Rank | **5** |

## API Subgroup Performance - 2013 API Growth

| | Met Target | Growth |
|---|---|---|
| African American or Black | Yes | 18 |
| American Indian or Alaska Native | | -- |
| Asian | Yes | 7 |
| Filipino | | -- |
| Hispanic or Latino | Yes | 12 |
| Native Hawaiian or Pacific Islander | | -- |
| White | Yes | 4 |
| Two or More Races | | -- |
| English Learners | Yes | 34 |
| Socioeconomically Disadvantaged | Yes | 17 |
| Students with Disabilities | Yes | 63 |

Green = Student group met target
Red = Student group did not meet target
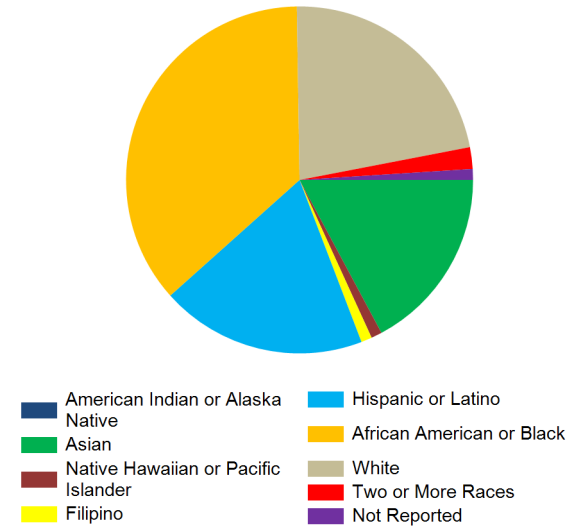-- = Student group is not numerically significant

**CHART LEGEND:**

■ SCHOOL   ● DISTRICT   ◆ STATE

**CDS**: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

## 2013-14 Enrollment by Race/Ethnicity



- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Filipino
- Hispanic or Latino
- African American or Black
- White
- Two or More Races
- Not Reported

## 2013-14 Subgroup Enrollment

| | |
|---|---|
| English Learners | 8% |
| Socioeconomically Disadvantaged | 55% |
| Students with Disabilities | 11% |

## Percentage of Students Redesignated to Fluent-English Proficient

California Department of Education
Report (v2.a) Generated: February 23, 2015

**Tom Torlakson**
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 1

# 2013-14 School Quality Snapshot

## Oakland Technical High

Oakland Unified

4351 Broadway, Oakland, CA 94611

### CST Science Results (percent proficient and above)
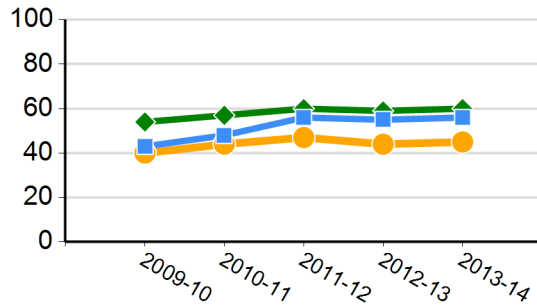


### Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements
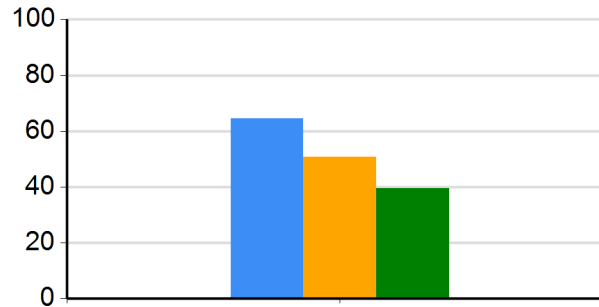


### 2012-13 Average SAT Score
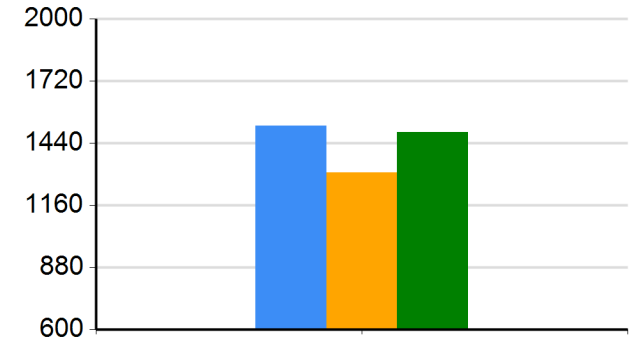


### Percentage of English Learners Making Progress in Learning English
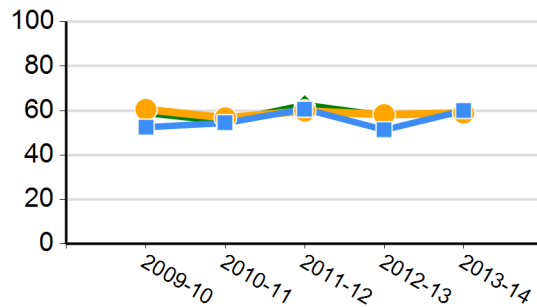


### Cohort Graduation Rate*
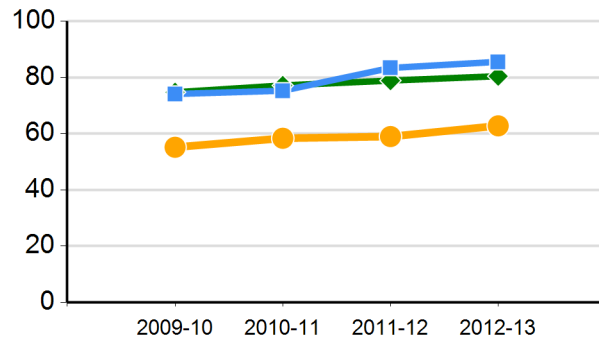


### CAHSEE English-Language Arts Grade 10 Passing Rate
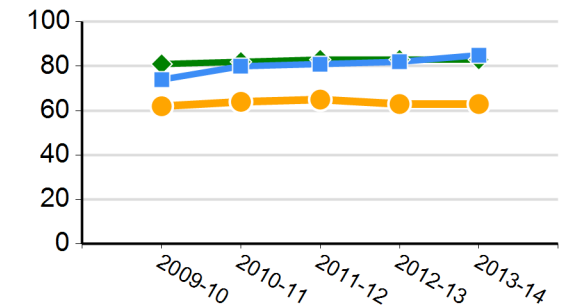


### Percentage of Students in the Healthy Fitness Zone in 2012-13
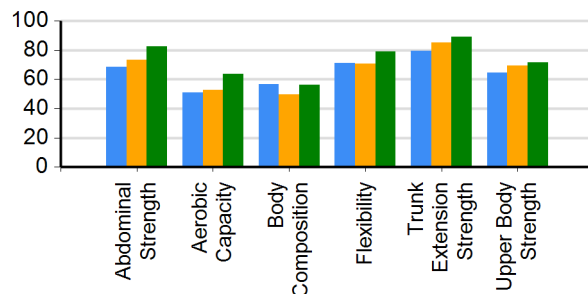


### 2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students
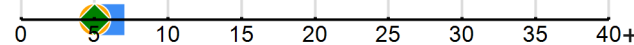


**CHART LEGEND:**

■ SCHOOL    ● DISTRICT    ◆ STATE

\* Only four years of data are available

**CAHSEE**: CA High School Exit Examination
**CST**: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

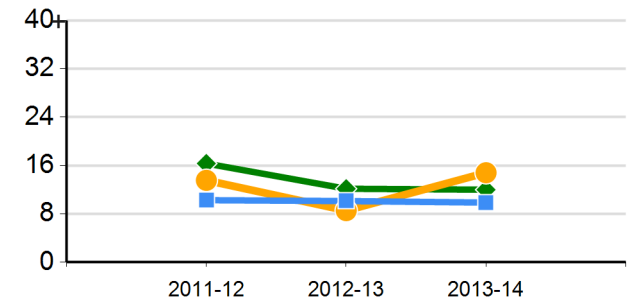### CAHSEE Mathematics Grade 10 Passing Rate

California Department of Education
Report (v2.a) Generated: February 23, 2015

**Tom Torlakson**
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 2
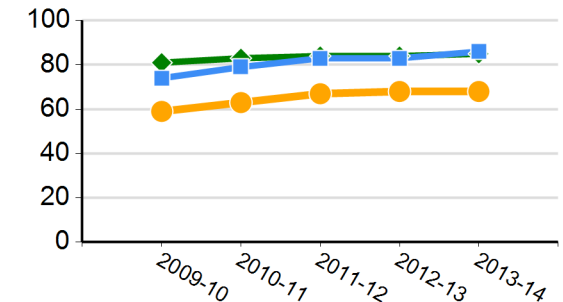
Appendix F

School Accountability Report Card 2013-2014

# Oakland Technical High

## California Department of Education
## School Accountability Report Card
### Reported Using Data from the 2013-14 School Year

**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

# About This School

## Contact Information - Most Recent Year

| School | |
|---|---|
| **School Name** | Oakland Technical High |
| **Street** | 4351 Broadway |
| **City, State, Zip** | Oakland, Ca, 94611-4612 |
| **Phone Number** | 510-450-5400 |
| **Principal** | Staci Ross-Morrison, Principal |
| **E-mail Address** | staci.ross-morrison@ousd.k12.ca.us |
| **County-District-School (CDS) Code** | 01612590136051 |

| District | |
|---|---|
| **District Name** | Oakland Unified |
| **Phone Number** | (510) 434-7772 |
| **Web Site** | http://www.ousd.k12.ca.us |
| **Superintendent First Name** | Antwan |
| **Superintendent Last Name** | Wilson |
| **E-mail Address** | antwan.wilson@ousd.k12.ca.us |

*Last updated: 1/9/2015*

## School Description and Mission Statement (Most Recent Year)

**About**

Oakland Technical High School is a large comprehensive high school in the north part of Oakland. The projected enrollment in 2014-15 is 2013 students, who attend classes on two campuses. The main campus is at 4351 Broadway, and the upper campus is located at 5263 Broadway Terrace (5 blocks up Broadway). The student body is: 36% African American, 22% White, 19% Hispanic, 17% Asian, 1% Filipino, 2% other ethnicities. Approximately 50% of Oakland Tech's students live in the Oakland Tech attendance district, and 50% come from other parts of the city and surrounding communities. Oakland Tech provides a comprehensive college-prep curriculum designed to prepare every student to meet the UC/CSU A-G requirements upon graduation, plus electives beyond the core curriculum in art, performing arts, sports, computer graphics, history, and entrepreneurship. Oakland Tech provides six pathways that link student interest and career preparation in an integrated approach that helps students build a strong foundation for success in college and careers: the Health and Bioscience Academy; Project 7 for computer graphics and animation; the Engineering Academy; the Fashion, Art & Design Academy; the Computer Technology and Repair Academy; and the Biotech Academy. The school also provides an interdisciplinary Paideia program and a Performing Arts program that includes music, drama, and dance. There is some overlap among students who are in pathway programs and other special programs. 50% of 10th - 12th grade students are in one of the pathway programs. 23% of 9th grade students are taking a Performing Arts class. 17% of 10th -12th grade students are in the Performing Arts program. 25% of 10th - 12th grade students are in the Paideia program. Oakland Tech offers 13 Advanced Placement courses and 9 Honors courses. 27% of 10th - 12th grade students take at least one AP class. An additional 14% of 10th - 12th grade students take at least one Honors class without AP. A total of 41% of 10th - 12th grade students take at least one AP course or Honors course. Oakland Tech's program for 9th grade students includes a two-period block course in California Studies (English and California History). This California Studies program is the heart of the 9th grade house structure in which cohorts of students share the same teachers for English, California History, Biology, and Physical Education. The intent is to form houses that are heterogeneous in ethnicity and GPA in order to help students from different backgrounds develop the skills of working together and contributing to the community. Oakland Tech received a 6-year WASC accreditation in 2009. The school goals for this accreditation period are integrated into the CSSSP and focus on: Clear standards, varied instructional strategies, 4-year learning plan, Academic support, Recognition, and Parent contact. Students at Oakland Tech are active participants in school leadership through the Student Council, Leadership Class, Associated Student Body officers, class officers, Collaborative School Site Council, and clubs. The Student Council, formed of elected representatives from each home room, meets monthly. Leadership Class and clubs plan assemblies for the student body several times each year. In 2012, student leadership developed Tech's Pillars, or values system that supports the social and emotional growth of Oakland Tech students and staff. Oakland Tech has an active Parent-Teacher-Student Association that meets monthly. The PTSA provides generous support to the school program through volunteer work and fundraising.

**Description and Mission Statement**

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

Oakland Tech's School wide 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: * Students use writing as a means of understanding and learning new concepts. * Students write expository, persuasive, analytical, and creative pieces. * 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: * Students conduct research using paper and digital resources with attention to reliability of sources and integrity of others' work. * Students communicate with others using a variety of devices. * 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: * Students complete Algebra 1 with a C or better by the end of 9th grade. * Students complete at least two additional math courses. * 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: * Students meet or exceed UC a-g requirements. * Students access the College and Career Center on campus. * Students research basic information about a variety of colleges and careers. * 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: * Students participate in extracurricular activities such as sports, clubs, drama, dance, and musical performances. * Students work together to improve the welfare of others. * Students honor diversity and respect individual differences.

*Last updated: 12/12/2014*

## Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 566 |
| Grade 10 | 581 |
| Grade 11 | 503 |
| Grade 12 | 442 |
| Total Enrollment | 2092 |
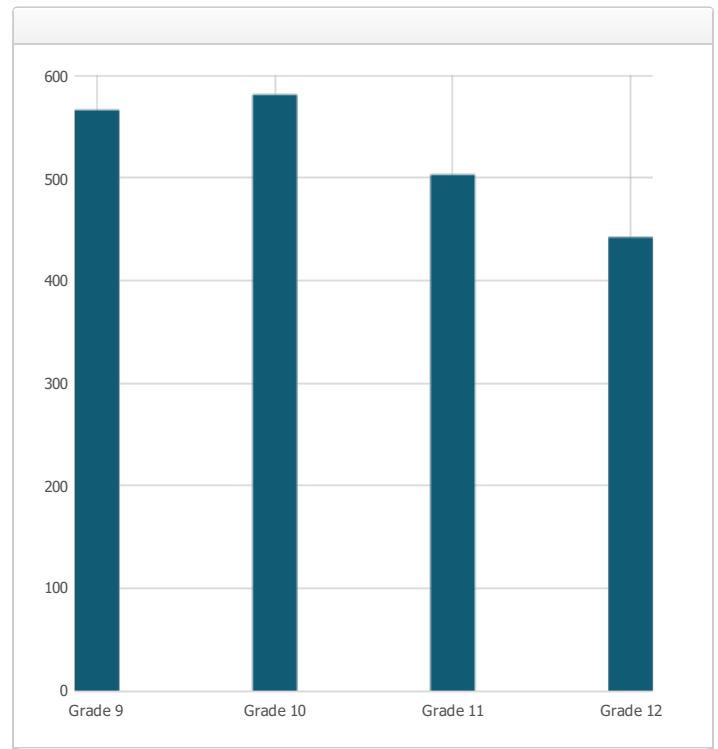


*Last updated: 12/12/2014*

## Student Enrollment by Student Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 36.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 17.4 |
| Filipino | 1.2 |
| Hispanic or Latino | 18.7 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 22.0 |
| Two or More Races | 2.4 |
| Socioeconomically Disadvantaged | 54.8 |
| English Learners | 8.2 |
| Students with Disabilities | 11.2 |
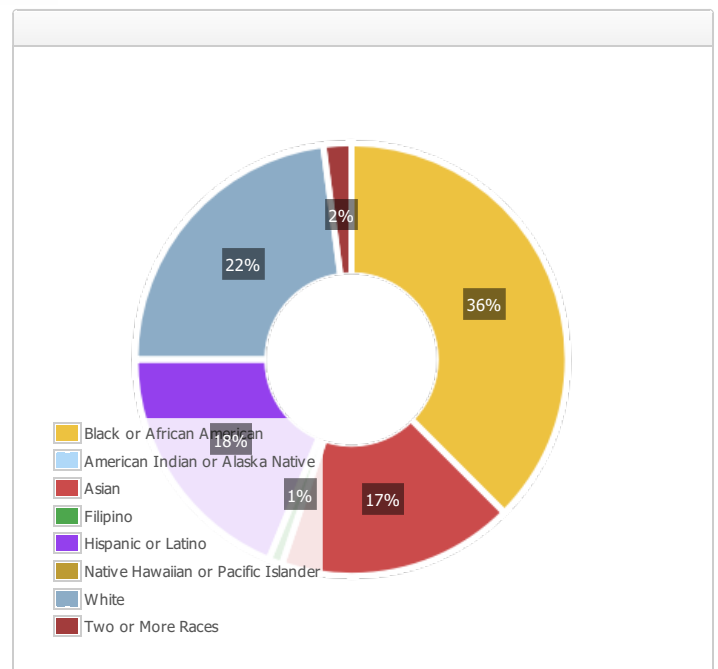


*Last updated: 12/12/2014*

# A. Conditions of Learning

# State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Credentials

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 74 | 86 | 96 | 1722 |
| Without Full Credential | 8 | 10 | 6 | 158 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 1 | 1 | 0 | 18 |
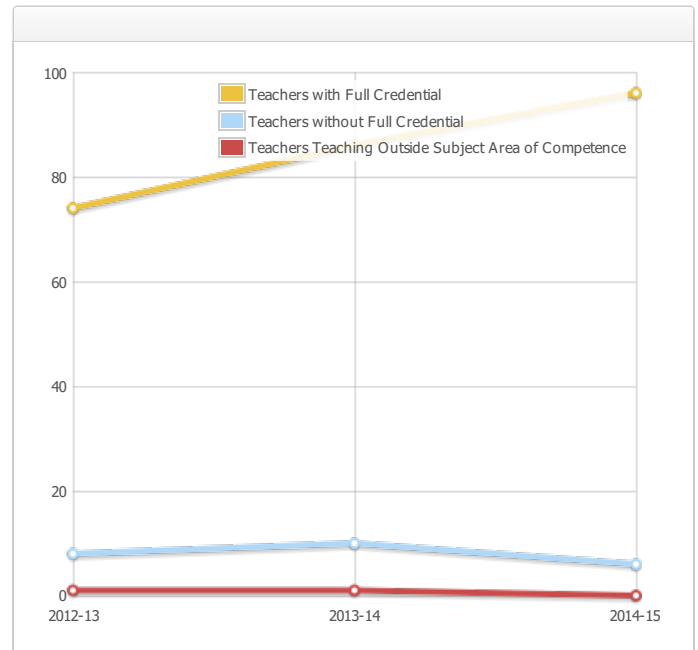


*Last updated: 1/20/2015*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 2 |
| Total Teacher Misassignments* | 1 | 0 | 2 |
| Vacant Teacher Positions | 0 | 0 | 1 |
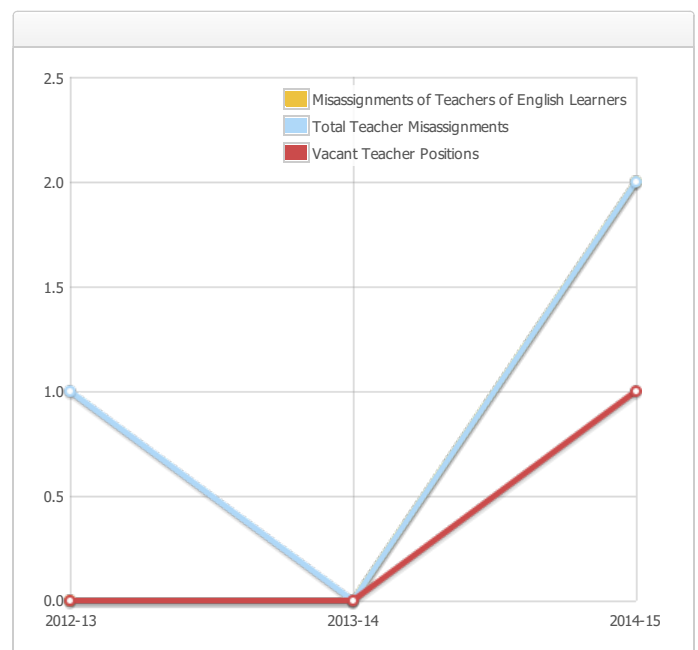


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 12/16/2014*

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
| --- | --- | --- |
| This School | 92 | 8 |
| All Schools in District | 93 | 7 |
| High-Poverty Schools in District | 93 | 8 |
| Low-Poverty Schools in District | 97 | 3 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2014

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| --- | --- | --- | --- |
| Reading/Language Arts | Year Adopted: 2003<br><br>English 9: Holt Literature and Language Arts Student Edition: 3rd Course<br>English 10: Holt Literature and Language Arts Student Edition: 4th Course<br>English 11: Holt Literature and Language Arts Student Edition: 5th Course<br>English 12: Holt Literature and Language Arts Student Edition: 6th Course<br>English 3: AP Norton Reader: Student Edition<br>English 4: AP Bedford's Anthology<br>English 4: AP Perrine's Sound and Sense: Student Edition<br>High Point Basics: Student Text: Basics<br>High Point Basics: Student Practice Book: Basics - Reading<br>High Point Basics: Student Practice Book: Basics - Language<br>High Point Level A: Student Text: Level A<br>High Point Level A: Student Practice Book: Level A<br>High Point Level B: Student Text: Level B<br>High Point Level B: Student Practice Book: Level B<br>High Point Level C: Student Text: Level C<br>High Point Level C: Student Practice Book: Level C<br>English 9: Elements of Language (Class set)<br>English 10: Elements of Language (Class set)<br>English 11: Elements of Language (Class set)<br>English 12: Elements of Language (Class set) | Yes | 0.0 |
| Mathematics | Year Adopted: 2007-2009<br><br>Algebra I: CA Algebra I<br>Intermediate Algebra: Intermediate Algebra, 5th Edition<br>Advanced Algebra: Algebra 2<br>Geometry: CA Geometry<br>Probability & Statistics: The Basic Practice of Statistics<br>AP Statistics: The Practice of Statistics<br>Pre-Calculus/Math Analy: Pre-Calculus - Graphical, Numerical, Algebraic<br>AP Calculus: Calculus - Graphical, Numerical, Algebraic | Yes | 0.0 |
| Science | Year Adopted: 2005-2007<br><br>Biology: Student Edition: Biology By Nowicki<br>Biology AP: Student Edition:Biology by Campbell<br>Chemistry: Student Edition: Chemistry CA Edition Textbook<br>Chemistry AP: Student Edition: Chemistry the Central Science<br>Physics: Student Edition:Conceptual Physics By Hewitt<br>Physics AP: Student Edition: Physics by Cutnell and Johnson<br>Physiology: Student Edition: Essentials of Anatomy and Physilogy | Yes | 0.0 |

Environmental Science: Student Edition: A Study of
Interrelationships
Environmental Science: Student Edition:Living in the
Environment
Earth Science: Student Edition: Earth Science CA Edition
Geology: Student Edition: Earth Science 11th Edition
Biotechnology: Student Edition: Science for a New Millennium
Conceptual Physics: Student Edition: Physics a First Course By
Hsu

| | | | |
|---|---|---|---|
| History-Social Science | Year Adopted: 2004-2007<br><br>Social Studies 10: World History: The Modern World c. 2007<br>Social Studies 10 AP: World History AP: Traditions & Encounters c. 2006<br>Social Studies 11: US History: American Anthem<br>Social Studies 11 AP: US History AP: America Past and Present- 7th Edition<br>Social Studies 12: Magruder's American Government<br>Social Studies 12 AP: American Government Continuity and Change- AP<br>Social Studies 12: Contemporary Economics | Yes | 0.0 |
| Foreign Language | Year Adopted: 2003-2005<br><br>Spanish I: Student Text: En Espanol - Spanish I<br>Spanish II: Student Text: En Espanol - Spanish II<br>Spanish III: Student Text: Realidades<br>Spanish IV: Student Text: Connexiones<br>EPH II: Student Text: Nuevas Visitas Course 1<br>EPH III: Student Text: Nuevas Visitas Course 2<br>EPH IV: Student Text: Abriendo Paso- Lecture<br>EPH IV: Student Text: Abriendo Paso- Grammatica<br>EPH V: Student Text: Abriendo Puertas Vol. 1<br>EPH V: Student Text: Abriendo Puertas Vol. 2<br>French I: Student Text: Discovering French Bleu<br>French II: Student Text: Discovering French Blanc<br>French III: Student Text: Discovering French Rouge<br>French IV: Student Text: Tresors du Temps | Yes | 0.0 |
| Health | | Yes | 0.0 |
| Visual and Performing Arts | | Yes | 0.0 |
| Science Lab Eqpmt(9-12) | Year Adopted: 2007<br><br>Science LAB: Brunson Burner<br>Science LAB: Dissecting Kit<br>Science LAB: Goggles<br>Science LAB: Hot Plate<br>Science LAB: Microscope<br>Science LAB: Slides & cover slips<br>Science LAB: Scale: Triple beam or digital<br>Science LAB: Graduated Cylinder: 1 Liter<br>Science LAB: Graduated Cylinder: 5 ml<br>Science LAB: Graduated Cylinder: 10 ml<br>Science LAB: Graduated Cylinder: 100 ml<br>Science LAB: Flasks<br>Science LAB: Beakers: 10 ml<br>Science LAB: Beakers: 100 ml<br>Science LAB: Beakers: 250 ml<br>Science LAB: Beakers: 500 ml<br>Science LAB: Test Tubes: Small<br>Science LAB: Test Tubes: Large<br>Science LAB: Pippettes | Yes | 0.0 |

*Last updated: 1/9/2015*

## School Facility Conditions and Planned Improvements - Most Recent Year

**Summary of Most Recent Site Inspection**

The site is in overall good condition and undergoing solar panel installation in FY 2015. 2010: New roof for girls' gym; repaired dry rot throughout. 2011: new tennis court, new sewer pumps, new concrete stairs at west entrance, painted auditorium, re-tubed boiler in main building, upgraded to new energy management system. 2013: Seismic retrofit and structural upgrade.

**Repairs Needed**

Heating boiler in boys' gym is leaking and is inoperable.

**Corrective Actions Taken or Planned**

Replace boiler and pumps in boys' gym.

*Last updated: 12/14/2014*

## School Facility Good Repair Status - Most Recent Year

School Facility Conditions and Planned Improvements (School Year 2014-15) - Data provided by Department of Facilities on October 21, 2014

The site is in fair condition. Replace heating boilers and pumps in boys' gym.

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Poor | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate - Most Recent Year

| Overall Rating | Good |
|---|---|

*Last updated: 12/14/2014*

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All**

**Students in Science – Three-Year Comparison**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 56 | 55 | 55 | 49 | 48 | 49 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/12/2014*

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 49 |
| All Students at the School | 55 |
| Male | 54 |
| Female | 57 |
| Black or African American | 35 |
| American Indian or Alaska Native | |
| Asian | 69 |
| Filipino | |
| Hispanic or Latino | 43 |
| Native Hawaiian or Pacific Islander | |
| White | 85 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 37 |
| English Learners | 8 |
| Students with Disabilities | 26 |
| Students Receiving Migrant Education Services | |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| Subject | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|---|---|---|---|---|---|
| English-Language Arts | 48% | 53% | 55% | 45% | 47% | 45% | 54% | 56% | 55% |
| Mathematics | 25% | 29% | 27% | 46% | 46% | 44% | 49% | 50% | 50% |
| History-Social Science | 44% | 44% | 49% | 32% | 31% | 33% | 48% | 49% | 49% |

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/12/2014

## Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|---|---|---|---|
| Statewide | 3 | 4 | 4 |
| Similar Schools | 2 | 2 | 5 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/12/2014

## Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|---|---|---|---|
| All Students at the School | 22 | 17 | 14 |
| Black or African American | 30 | 19 | 18 |
| American Indian or Alaska Native | | | |
| Asian | 5 | 10 | 7 |
| Filipino | | | |
| Hispanic or Latino | -31 | 15 | 12 |
| Native Hawaiian or Pacific Islander | | | |
| White | -16 | -10 | 4 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 8 | 10 | 17 |
| English Learners | -31 | 12 | 34 |
| Students with Disabilities | 12 | -8 | 63 |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/12/2014

## Career Technical Education Programs (School Year 2013-14)

How these programs and classes are integrated with academic courses and how they support academic achievement: OUSD is a linked learning district where the individual pathway's program of study are integrated between CTE courses and the academic core courses for grades 10 to 12.

How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students: High Schools in OUSD address the needs of all students for both college and career preparation by delivering curriculum that is aligned to the CCSS and CTE Standards, the OUSD Graduate Profile, providing College and Career Centers on each campus, providing Programs for Exceptional Children, and CTE programs and pathways that are open to all students through an Open Enrollment Policy and process.

The measurable outcomes of these programs and classes, and how they are evaluated: CTE pathways in OUSD are evaluated using the CTE Quality Elements tool, Linked Learning Certification Rubric, and the Linked Learning Essential elements for Pathway Quality.

State the primary representative of the district's CTE advisory committee and the industries represented on the committee: OUSD has district-wide CTE Advisory Committees by industry sectors.

Vocational Ed Tagged Courses at OUSD:

GRAPHIC DESGN, PHOTOGRAPHY, ART DGTL FILM P, STAGECRAFT P, COMP GRAPHIC 1P, COMP GRAPHIC 2P, INTRO TO COMP, INTRO COMP TECH, INT TO COMP SEI, INT/ADV COMP, INTRO TO BUS, COMP PROG, EXPL COMP SCI, DRAMA P PA, ENG 4 HP, JRNLSM/PUBL P, JRN/PBL P MG MA, MEDIA STUDIES, INTRO TO FASH, FASH DES & HIST, FASHION HISTORY, FASHION DESIGN, FASHION MARKETI, CULI ARTS BEG, FOODS SCIENCE, ARCH/GRAPH DSGN, DESC GEOM P, ENGR PRIN, WOOD B, CREATV WOODS 1, DESC GEOM P, MUSIC TECHNLGY, INT MUSIC TECH, HEALTH FITNESS, ENVR STUDIES 1P, ENVR SCI 1 P A, URBAN ECOLOGY, ENVR STUDIES 2P, ENVR SCI 1 P B, AP ENV SCI, SUSTAINABILITY1, HEALTH BIO SCI, BIOTECH 1-2 P, BIOTECH 3-4 P, FORENSIC SCI, INT TRADE & LOG, CUS SERVICE OCC, COMPT APPL 1, COMPT APPL 2, SM BUS MANAGE, COMP NETWRKNG 1, COMP NETWRKING 2, COMP TECH 1, COMP TECH 2, COMP TECH 3, COMP PROG 1, COMP PROG 2, CULINARY ARTS 2, CAREER W/CHLD 1, CAREER W/CHLD 2, LIFE HEALTH OCC, LIFE MED ASSIST, PUBLIC HEALTH, DESC GEOM P, COMM ART, COM ART ADV ROC, CONSTR TECH 1, CONSTR TECH 2, ADV DRAFTING, ARCH/GRAPH LAB, ARCH DES/DRFT 1, ARCH 2, ARCH 1, ARCH& GRAPH DES, GRAPHIC DES 1 P, GRAPHIC DES 2 P, PHOTO 1 P, PHOTO 2 P, RDIO TV TECH 1, RDIO TV TECH 2, ART OF VD PRD P, VIDEO PROD, ENGR PRIN/APP 1, LEGAL OCC 1, LEGAL OCC 2, LEGAL OCC 3, AGRI CHEMISTRY, EDUC PSYCH, INTRO TO EDUC, YOUTH COURT, INTERNSHIP 1, INTERNSHIP 1, INTERNSHIP 1, INTERNSHIP 1, INTERNSHIP 1, INTERNSHIP 2, SOCIOL OF EDUC

*Last updated: 1/27/2015*

## Career Technical Education Participation (School Year 2013-14)

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 567 |
| Percent of pupils completing a CTE program and earning a high school diploma | 94.0 |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 39.0 |

*Last updated: 12/15/2014*

## Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---|

| | |
|---|---|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission | 81.1 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 64.5 |

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **School** | | | **District** | | | **State** | | |
| **Subject** | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** |
| English-Language Arts | 57% | 59% | 61% | 43% | 41% | 36% | 56% | 57% | 56% |
| Mathematics | 60% | 61% | 64% | 48% | 45% | 40% | 58% | 60% | 62% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**English-Language Arts Percent of Students Scoring at Proficient or Advanced**



**Mathematics Percent of Students Scoring at Proficient or Advanced**

## California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 58% | 19% | 22% | 53% | 28% | 19% |
| All Students at the School | 39% | 18% | 43% | 36% | 31% | 33% |
| Male | 48% | 16% | 36% | 40% | 30% | 30% |
| Female | 31% | 21% | 49% | 31% | 33% | 36% |
| Black or African American | 56% | 21% | 23% | 56% | 30% | 14% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | 28% | 12% | 60% | 13% | 18% | 70% |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 49% | 24% | 27% | 46% | 36% | 18% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White | 13% | 11% | 77% | 12% | 30% | 58% |
| Two or More Races | 31% | 6% | 63% | 19% | 50% | 31% |
| Socioeconomically Disadvantaged | 58% | 21% | 21% | 50% | 31% | 18% |
| English Learners | 85% | 11% | 4% | 63% | 28% | 9% |
| Students with Disabilities | 85% | 15% | N/A | 89% | 9% | 2% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/13/2014*

## California Physical Fitness Test Results (School Year 2013-14)

| Grade level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | 18.4% | 17.6% | 25.1% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/12/2014*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement - Most Recent Year

All students new to Tech have the opportunity to attend a transition summer program to help students acquire the skills necessary to be successful in high school. Students also become oriented to Tech's values. Parents of new students are required to attend pre-registration with their children. The PTSA provides a forum for parents, guardians, teachers, students, staff and community members to share ideas and concerns for the betterment of Oakland Tech. Meetings are held the 2nd Monday of the month in the Library at 7 p.m. A special parent task force, AASAP (African American Student Action Planners), provides valuable input and planning that targets the achievement of African American students. AASAP meets the 3rd Monday of each month.

The School provides many services to parents through its on-site Tech. Parent University, which is staffed by our parent liaison. In addition, the CSSC (Collaborative School Site Council) meets once a month, on the 1st Monday of the month in the school library from 6:00-8:00. The Booster Club is a parent group that supports our athletic programs.

# State Priority: Pupil Engagement

*Last updated: 12/12/2014*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| Indicator | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate | 21.0 | 13.7 | 9.6 | 28.1 | 25.4 | 21.7 | 14.7 | 13.1 | 11.4 |
| Graduation Rate | 75.27 | 83.37 | 85.56 | 58.35 | 58.96 | 62.78 | 77.14 | 78.87 | 80.44 |

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
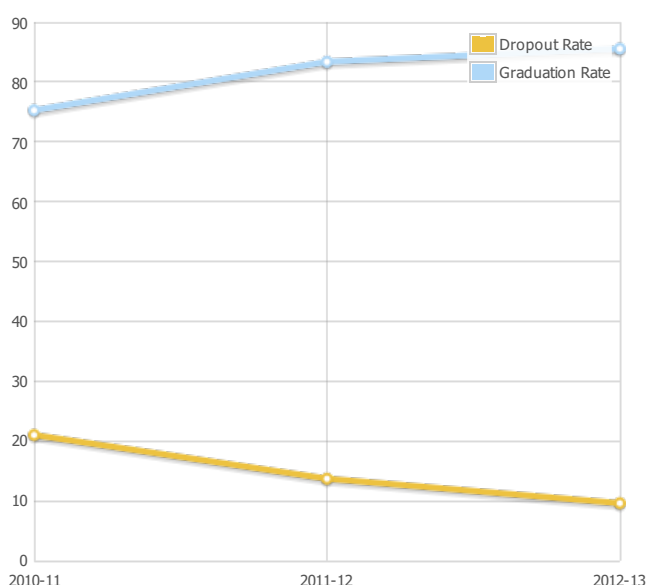
**Completion of High School Graduation Requirements**

| Group | Graduating Class of 2013 | | |
| --- | --- | --- | --- |
| | School | District | State |
| All Students | 85 | 79 | 84 |
| Black or African American | 79 | 73 | 75 |
| American Indian or Alaska Native | 100 | 50 | 77 |
| Asian | 85 | 81 | 92 |
| Filipino | 100 | 84 | 92 |
| Hispanic or Latino | 85 | 83 | 80 |
| Native Hawaiian or Pacific Islander | 50 | 80 | 84 |
| White | 94 | 88 | 90 |
| Two or More Races | 100 | 96 | 89 |
| Socioeconomically Disadvantaged | 77 | 76 | 82 |
| English Learners | 58 | 59 | 53 |
| Students with Disabilities | 60 | 69 | 60 |

# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 8.20 | 6.70 | 4.70 | 7.50 | 5.60 | 4.80 | 5.70 | 5.10 | 4.40 |
| Expulsions | 0.20 | 0.10 | 0.00 | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 |
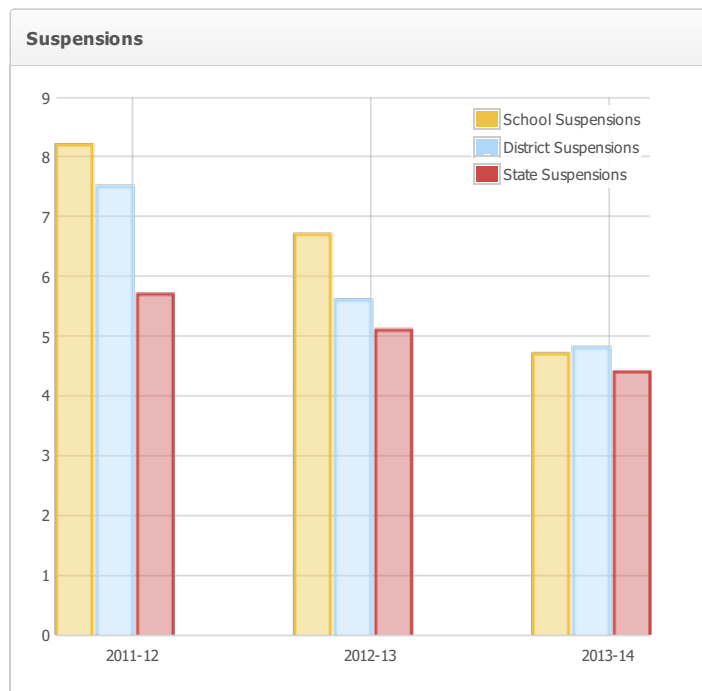
### Suspensions



### Expulsions

## School Safety Plan - Most Recent Year

The school reviewed, revised and submitted to the Board in 2013-14 an updated Safety Plan that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures.

*Last updated: 12/12/2014*

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|---|---|---|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | Yes | No |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | No | Yes |
| Met Percent Proficient - Mathematics | No | Yes |
| Met Graduation Rate | Yes | N/A |

*Last updated: 12/13/2014*

## Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | In PI | Not in PI |
| First Year of Program Improvement | 2005-2006 | |
| Year in Program Improvement * | Year 5 | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | % |

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 12/13/2014*

## Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 12/13/2014*

## Average Class Size and Class Size Distribution (Secondary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Subject | Average Class Size | 1-22 | 23-32 | 33+ | Average Class Size | 1-22 | 23-32 | 33+ | Average Class Size | 1-22 | 23-32 | 33+ |
| English | 25.7 | 19 | 22 | 15 | 19.0 | 52 | 43 | 17 | 20.0 | 46 | 41 | 21 |
| Mathematics | 24.6 | 14 | 20 | 11 | 23.0 | 27 | 38 | 19 | 24.0 | 28 | 34 | 23 |
| Science | 28.1 | 8 | 21 | 14 | 22.0 | 38 | 37 | 20 | 23.0 | 30 | 50 | 17 |
| Social Science | 31.9 | 3 | 13 | 20 | 24.0 | 21 | 41 | 21 | 24.0 | 22 | 47 | 17 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 12/13/2014*

## Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | 3.0 | N/A |
| Other | 68.0 | N/A |

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/13/2014*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $4,805 | $603 | $4,202 | $47,243 |
| District | N/A | N/A | $5,461 | $55,086 |
| Percent Difference – School Site and District | N/A | N/A | -0.23% | -0.14% |
| State | N/A | N/A | $4,690 | $70,720 |
| Percent Difference – School Site and State | N/A | N/A | -0.10% | -0.33% |

Note: Cells with N/A values do not require data.

*Last updated: 1/25/2015*

## Types of Services Funded (Fiscal Year 2013-14)

Oakland Tech is a full service community school. This school strategically allocates its resources to support professional development for teachers and inside and outside of classroom interventions and extracurricular opportunities for students. Also, the school serves approximately 200 students each day in the after school programs. We also offer a reading intervention class and an African American Male Achievement class. Tech also 2 drugs and alcohol abuse counselors.

*Last updated: 12/12/2014*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $39,456 | $41,761 |
| Mid-Range Teacher Salary | $54,328 | $66,895 |
| Highest Teacher Salary | $70,934 | $86,565 |
| Average Principal Salary (Elementary) | $84,669 | $108,011 |
| Average Principal Salary (Middle) | $85,411 | $113,058 |
| Average Principal Salary (High) | $86,249 | $123,217 |
| Superintendent Salary | $265,000 | $227,183 |
| Percent of Budget for Teacher Salaries | 30.0% | 38.0% |
| Percent of Budget for Administrative Salaries | 9.0% | 5.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

**Teacher Salary Chart**



**Principal Salary Chart**
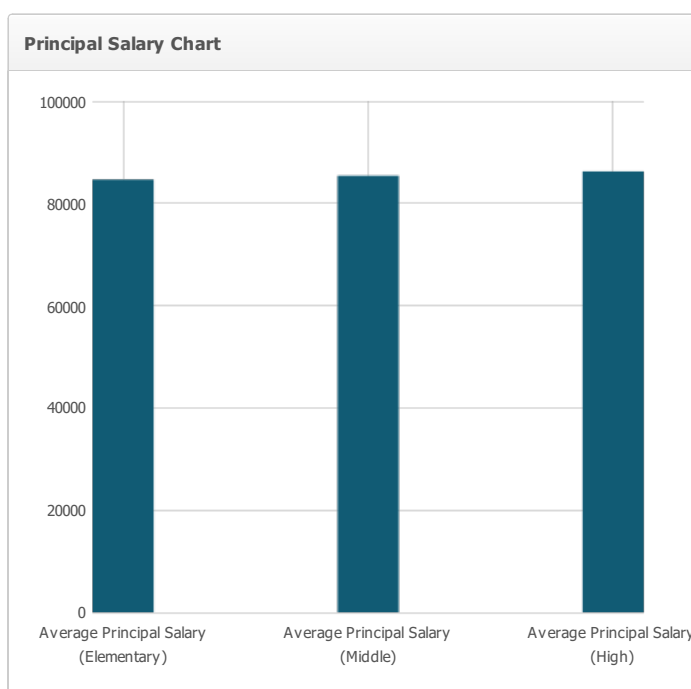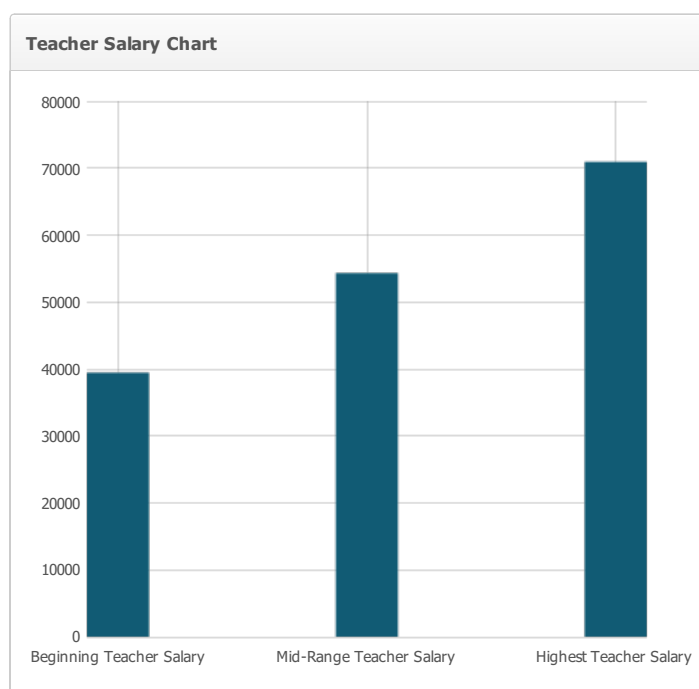


*Last updated: 12/13/2014*

## Advanced Placement Courses (School Year 2013-14)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 3 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 7 | N/A |
| Science | 8 | N/A |
| Social Science | 6 | N/A |
| All Courses | 27 | 0.7 |

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 12/13/2014

## Professional Development – Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Tech has an Instructional Leadership Team that meets regularly to plan staff development activities and events. The activities and workshops reflect the needs that staff has identified. Improving student achievement is the focus of all of our meetings. There are 3 full school days of professional development each year, and every 2nd and 3rd Wednesday for one hour and a half.

*Last updated: 12/12/2014*

# Appendix H – Graduation Requirements

# Graduation Requirements

| Subject | OUSD High School Requirements for Class of 2015 and beyond (including "a-g" requirements, marked with a *) |
|---|---|
| a. History/Social Science | 3 years (1 year of World History*, 1 year of US History*, 1 year of Government*/Econ) |
| b. English or English Language Development (ELD) | 4 years of College-prep English* (ELD 5 may count for 1 year). |
| c. Mathematics | 3 years including Algebra*, Geometry*, and Advanced Algebra* or Intermediate Algebra* |
| d. Laboratory Science | 3 years (2 of the 3 must be Biology*, Chemistry*, and/or Physics*) |
| e. World Language** | 2 years of the same language* (**3 years for UC) |
| f. Visual/Performing Arts | I year (10 credits)* |
| g. College Prep Electives | 1 year college prep elective* ("a-g" certified course) + 40 additional credits |
| Physical Education/JROTC | 20 credits (4 semesters) |

All students must successfully complete ALL graduation requirements to participate in the graduation ceremony.

1. 230 credits in required subjects (one semester course = 5 credits; one year course = 10 credits;)
2. Minimum Grade Point Average (GPA) of 2.0
3. **Senior Project**—Students will receive requirements for completing their senior research project at the beginning of 12th grade. (English teacher)
4. Pass both sections (Math & English Language Arts) of the CAHSEE (California High School Exit Exam) with a minimum score of 350

**Students should have:**

> 50 credits for 10th grade standing
> 110 credits for 11th grade standing
> 170 credits for 12th grade standing

*NOTE: Students who receive an F in a course DO NOT EARN CREDIT for that course and must talk with their counselor about credit recovery options. Priority for the district's summer school is given to 11th and 12th grade students. It's important for parents to read the student's report card carefully and to check that the student is on track for credits as well as GPA.*

# Recommended Course of Study by Grade Level

Typically, students will enroll in the following courses at each grade level. Students who have already completed certain courses (algebra, geometry, biology or introductory language) may enroll in the next higher-level course offered, including honors and advanced placement.

### GRADE 9
- ❖ English 1
- ❖ Calif. Studies
- ❖ Algebra or higher math course
- ❖ Biology 9
- ❖ Physical Education
- ❖ World Language or Visual/Perf. Arts

### GRADE 10
- ❖ English 2
- ❖ Geometry or higher Math course
- ❖ World History
- ❖ Science
- ❖ Physical Education/ Dance
- ❖ World Language or Visual/Perf. Arts

### GRADE 11
- ❖ English 3
- ❖ Algebra 2 or higher math course
- ❖ US History
- ❖ World Lang. or Visual/Perf. Arts
- ❖ Science
- ❖ Elective

### GRADE 12
- ❖ English 4
- ❖ Math Analysis or higher math course
- ❖ American Government/Economics
- ❖ Elective
- ❖ Elective
- ❖ Elective

# College Admission Requirements

Admission requirements for the University of California (UC) and California State universities (CSU) may differ slightly from OUSD graduation requirements. To see if a specific class fulfills UC requirements, go to www.ucop.edu/doorways, click on "a-g course lists" and enter "Oakland Technical High School." Please see individual college websites for specific requirements for other colleges and universities.
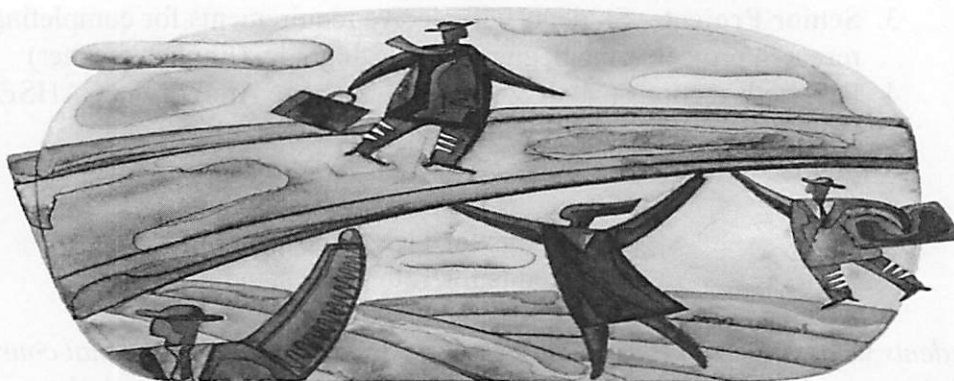
# Appendix J – Budget 2015-2016

**OAKLAND TECHNICAL HIGH SCHOOL BUDGET - 2015-2016**

CBEDS Enrollment Year

|  | Enrollment excluding Special Day Classes | | | | General Education Enrollment | | | Special Day Class Enrollment |
|---|---|---|---|---|---|---|---|---|
|  | 9th | 10th | 11th | 12th | Total | % ADA | Total ADA |  |
| 2013-2014 | 540 | 490 | 451 | 400 | 1881 | 95.28% | 1792 | 113 |
| 2014-2015 | 463 | 520 | 520 | 420 | 1923 | 100.00% | 1923 | 119 |
| 2015-2016 | 511 | 469 | 474 | 453 | 1907 | 100.00% | 1907 | 120 |

Official Projections

| General Purpose - Discretionary | Local Control Funding Formula Supplemental | Title I |
|---|---|---|
| $ 6,081,000.00 | $ 497,432.97 | $ 232,318.00 |

# Appendix 1 – CAHSEE – ELA & Math

# GRADE 10 CAHSEE - ELA & MATH
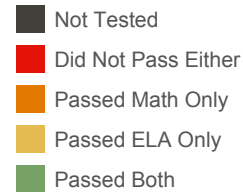
**Legend:**
- ■ Not Tested
- ■ Did Not Pass Either
- ■ Passed Math Only
- ■ Passed ELA Only
- ■ Passed Both

**OAKLAND UNIFIED SCHOOL DISTRICT**
*Community Schools, Thriving Students*

## OUSD - Oakland Technical High School - 2011-12 to 2013-14

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## All Students

| Year | Passed Both | Passed ELA Only | Passed Math Only | Did Not Pass Either | Not Tested | Total |
|---|---|---|---|---|---|---|
| 2011-12 | 70.8% | 5.7% | 6.7% | 11.7% | 5.1% | 489 |
| 2012-13 | 72.8% | 5.8% | 4.8% | 11.5% | 5.0% | 497 |
| 2013-14 | 77.2% | 5.0% | | 9.4% | 5.0% | 545 |

## Student Groups

| Group | Year | Passed Both | Passed ELA Only | Passed Math Only | Did Not Pass Either | Not Tested | Total |
|---|---|---|---|---|---|---|---|
| Female | 2011-12 | 79.6% | 5.4% | | 8.8% | 4.2% | 240 |
| | 2012-13 | 74.9% | 5.9% | | 12.6% | | 239 |
| | 2013-14 | 83.3% | 6.5% | | | | 275 |
| Male | 2011-12 | 62.2% | 6.0% | 11.2% | 14.5% | 6.0% | 249 |
| | 2012-13 | 70.9% | 5.8% | 6.2% | 10.5% | 6.6% | 258 |
| | 2013-14 | 71.1% | 6.7% | | 12.2% | 6.3% | 270 |
| English Language Learner | 2011-12 | 19.6% | 6.5% | 32.6% | 34.8% | 6.5% | 46 |
| | 2012-13 | 36.4% | 6.1% | 24.2% | 24.2% | 9.1% | 33 |
| | 2013-14 | 26.1% | 10.9% | 28.3% | 28.3% | 6.5% | 46 |
| Special Ed | 2011-12 | 6.3% | 12.5% | | 45.8% | 35.4% | 49 |
| | 2012-13 | 24.1% | 8.6% | 5.2% | 37.9% | 24.1% | 58 |
| | 2013-14 | 17.5% | 6.3% | 7.9% | 44.4% | 23.8% | 63 |
| Low Income | 2012-13 | 63.1% | 5.9% | 7.5% | 17.3% | 6.3% | 255 |
| | 2013-14 | 70.0% | 5.1% | 7.3% | 12.1% | 5.5% | 273 |

The data in this report is as of June 15, 2014. The report was produced on July 25, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# GRADE 10 CAHSEE - ELA & MATH

## OUSD - Oakland Technical High School - 2011-12 to 2013-14

**Legend:**
- Not Tested
- Did Not Pass Either
- Passed Math Only
- Passed ELA Only
- Passed Both

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## Ethnicity

| Ethnicity | Year | Passed Both | Passed ELA Only | Passed Math Only | Did Not Pass Either | Not Tested | Total |
|---|---|---|---|---|---|---|---|
| **AfrAmer Male** | 2011-12 | 49.5% | 6.5% | 12.9% | 21.5% | 9.7% | 93 |
| | 2012-13 | 48.0% | 7.8% | 10.8% | 19.6% | 13.7% | 102 |
| | 2013-14 | 58.8% | 5.2% | 9.3% | 17.5% | 9.3% | 97 |
| **African American** | 2011-12 | 55.4% | 7.3% | 7.3% | 19.8% | 10.2% | 177 |
| | 2012-13 | 55.9% | 9.2% | 6.7% | 19.5% | 8.7% | 195 |
| | 2013-14 | 68.9% | 5.2% | 4.7% | 14.5% | 6.7% | 193 |
| **Asian** | 2011-12 | 82.6% | | 12.0% | | | 92 |
| | 2012-13 | 87.6% | | 9.0% | | | 89 |
| | 2013-14 | 81.4% | 7.0% | 8.1% | | | 86 |
| **Latino** | 2011-12 | 64.7% | 10.8% | 5.9% | 15.7% | | 102 |
| | 2012-13 | 65.0% | 10.0% | | 16.3% | 6.3% | 80 |
| | 2013-14 | 68.4% | 6.8% | 6.8% | 10.3% | 7.7% | 117 |
| **White** | 2011-12 | 94.1% | | | | | 101 |
| | 2012-13 | 91.8% | | | | | 110 |
| | 2013-14 | 92.7% | | | | | 124 |

# GRADE 11 CAHSEE - ELA & MATH

## OUSD - Oakland Technical High School - 2011-12 to 2013-14

**Legend:**
- Not Tested
- Did Not Pass Either
- Passed Math Only
- Passed ELA Only
- Passed Both

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## All Students

| Group | Year | Passed Both | Passed ELA Only | Passed Math Only | Did Not Pass Either | Not Tested | Total |
|---|---|---|---|---|---|---|---|
| | 2011-12 | 82.7% | 5.6% | | 6.1% | | 376 |
| | 2012-13 | 80.9% | | | 9.1% | | 471 |
| | 2013-14 | 82.6% | 6.6% | | 4.0% | | 472 |

## Student Groups

| Group | Year | Passed Both | Passed ELA Only | Passed Math Only | Did Not Pass Either | Not Tested | Total |
|---|---|---|---|---|---|---|---|
| **Female** | 2011-12 | 86.4% | 6.3% | | 4.7% | | 191 |
| | 2012-13 | 85.6% | | 6.4% | | | 236 |
| | 2013-14 | 84.4% | 4.9% | | 6.7% | | 225 |
| **Male** | 2011-12 | 78.9% | 4.9% | 4.3% | 7.6% | 4.3% | 185 |
| | 2012-13 | 76.2% | 4.7% | | 11.9% | 3.8% | 235 |
| | 2013-14 | 81.0% | | 6.5% | 5.7% | | 247 |
| **English Language Learner** | 2011-12 | 34.6% | 19.2% | 26.9% | 19.2% | | 26 |
| | 2012-13 | 40.9% | 4.5% | 18.2% | 34.1% | | 44 |
| | 2013-14 | 43.3% | 6.7% | 23.3% | 23.3% | | 30 |
| **Special Ed** | 2011-12 | 28.6% | | | 39.3% | 28.6% | 28 |
| | 2012-13 | 12.1% | 6.9% | | 62.1% | 17.2% | 58 |
| | 2013-14 | 26.9% | 9.6% | 5.8% | 38.5% | 19.2% | 52 |
| **Low Income** | 2012-13 | 72.8% | 5.6% | 4.4% | 14.4% | | 250 |
| | 2013-14 | 79.3% | 4.5% | | 9.8% | | 246 |

The data in this report is as of June 15, 2014. The report was produced on July 25, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# GRADE 11 CAHSEE - ELA & MATH

## OUSD - Oakland Technical High School - 2011-12 to 2013-14

**Legend:**
- Not Tested
- Did Not Pass Either
- Passed Math Only
- Passed ELA Only
- Passed Both

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## Ethnicity

| Ethnicity | Year | Passed Both | Passed ELA Only | Passed Math Only | Did Not Pass Either | Not Tested | Total |
|---|---|---|---|---|---|---|---|
| **AfrAmer Male** | 2011-12 | 63.4% | 11.3% | | 12.7% | 8.5% | 71 |
| | 2012-13 | 70.0% | | | 17.8% | 4.4% | 90 |
| | 2013-14 | 69.4% | 4.7% | | 14.1% | 8.2% | 85 |
| **African American** | 2011-12 | 72.2% | 10.4% | | 10.4% | 4.9% | 144 |
| | 2012-13 | 70.5% | 5.7% | 4.5% | 14.8% | 4.5% | 176 |
| | 2013-14 | 73.4% | 6.9% | | 11.0% | 6.4% | 173 |
| **Asian** | 2011-12 | 86.6% | | 6.1% | 4.9% | | 82 |
| | 2012-13 | 92.3% | | | 4.4% | | 91 |
| | 2013-14 | 91.1% | | 6.7% | | | 90 |
| **Latino** | 2011-12 | 82.5% | 7.0% | 5.3% | 5.3% | | 57 |
| | 2012-13 | 77.5% | 6.7% | | 11.2% | | 89 |
| | 2013-14 | 76.4% | 8.3% | | 12.5% | | 72 |
| **White** | 2011-12 | 97.6% | | | | | 85 |
| | 2012-13 | 94.7% | | | 4.2% | | 95 |
| | 2013-14 | 91.1% | | | 4.5% | | 112 |

# GRADE 12 CAHSEE - ELA & MATH

## OUSD - Oakland Technical High School - 2011-12 to 2013-14

**Legend:**
- Not Tested
- Did Not Pass Either
- Passed Math Only
- Passed ELA Only
- Passed Both

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## All Students

| Group | Year | Passed Both | Other | Total |
|-------|------|-------------|-------|-------|
| All Students | 2011-12 | 89.1% | | 368 |
| | 2012-13 | 92.9% | | 351 |
| | 2013-14 | 89.0% | 6.2% | 419 |

## Student Groups

| Group | Year | Passed Both | Details | Total |
|-------|------|-------------|---------|-------|
| Female | 2011-12 | 91.0% | | 200 |
| | 2012-13 | 93.1% | | 189 |
| | 2013-14 | 93.6% | | 220 |
| Male | 2011-12 | 86.9% | 5.4% | 168 |
| | 2012-13 | 92.6% | | 162 |
| | 2013-14 | 83.9% | 9.0% | 199 |
| English Language Learner | 2011-12 | 50.0% | 8.3% / 25.0% / 12.5% | 24 |
| | 2012-13 | 75.0% | 5.0% / 5.0% / 10.0% / 5.0% | 20 |
| | 2013-14 | 53.3% | 16.7% / 26.7% | 30 |
| Special Ed | 2011-12 | 29.0% | 9.7% / 12.9% / 48.4% | 38 |
| | 2012-13 | 43.8% | 56.3% | 27 |
| | 2013-14 | 20.0% | 6.7% / 53.3% / 17.8% | 45 |
| Low Income | 2013-14 | 84.4% | 9.3% | 237 |

The data in this report is as of June 15, 2014. The report was produced on July 25, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# GRADE 12 CAHSEE - ELA & MATH

## OUSD - Oakland Technical High School - 2011-12 to 2013-14

**Legend:**
- Not Tested
- Did Not Pass Either
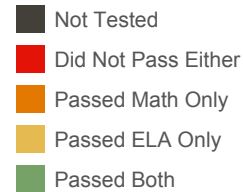- Passed Math Only
- Passed ELA Only
- Passed Both

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

| Ethnicity | | Passed Both | Other categories | Total |
|---|---|---|---|---|
| **AfrAmer Male** | 2011-12 | 75.4% | 5.3% / 15.8% | 57 |
| | 2012-13 | 85.5% | 7.3% | 55 |
| | 2013-14 | 75.0% | 17.6% / 4.4% | 68 |
| **African American** | 2011-12 | 83.4% | 9.7% | 145 |
| | 2012-13 | 87.5% | 5.5% | 128 |
| | 2013-14 | 80.0% | 12.1% | 140 |
| **Asian** | 2011-12 | 91.7% | 6.0% | 84 |
| | 2012-13 | 94.8% | | 77 |
| | 2013-14 | 95.7% | | 92 |
| **Latino** | 2011-12 | 87.7% | 7.7% | 65 |
| | 2012-13 | 96.4% | | 55 |
| | 2013-14 | 89.3% | 6.7% | 75 |
| **White** | 2011-12 | 98.4% | | 62 |
| | 2012-13 | 98.8% | | 82 |
| | 2013-14 | 96.7% | | 92 |

# Appendix 2 – Adequate Yearly Progress Chart

# 2011 -12 Accountability Progress Reporting (APR)

**School Report**
2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

2012 AYP and PI Links:

School: Oakland Technical High
LEA: Oakland Unified
County: Alameda
CDS Code: 01-61259-0136051
School Type: High

Direct Funded Charter School: No

(An LEA is a school district, county office of education, or statewide benefit charter.)

| 2011-12 APR | | 2011-12 State API | | | 2012 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|
| **Summary** | **Glossary** | **Base** | **Guide** | **Growth** | **AYP** | **PI** | **Guide** |

**Made AYP:** No
**Met 21 of 30 AYP Criteria**

## Participation Rate

| | English-Language Arts Target 95% Met all participation rate criteria? No | | | | Mathematics Target 95% Met all participation rate criteria? Yes | | | |
|---|---|---|---|---|---|---|---|---|
| **GROUPS** | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2012 AYP Criteria | Alternative Method | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2012 AYP Criteria | Alternative Method |
| **Schoolwide** | 501 | 477 | 95 | Yes | | 500 | 483 | 97 | Yes | |
| Black or African American | 179 | 163 | 91 | No | | 178 | 168 | 94 | Yes | Y2 |
| American Indian or Alaska Native | 3 | 3 | 100 | -- | | 3 | 3 | 100 | -- | |
| Asian | 88 | 87 | 99 | Yes | ER | 88 | 88 | 100 | Yes | ER |
| Filipino | 5 | 5 | 100 | -- | | 5 | 5 | 100 | -- | |
| Hispanic or Latino | 105 | 100 | 95 | Yes | | 105 | 99 | 94 | Yes | Y2 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 100 | -- | | 5 | 5 | 100 | -- | |
| White | 105 | 104 | 99 | Yes | | 105 | 104 | 99 | Yes | |
| Two or More Races | 9 | 8 | 89 | -- | | 9 | 9 | 100 | -- | |
| Socioeconomically Disadvantaged | 284 | 269 | 95 | Yes | | 284 | 278 | 98 | Yes | |
| English Learners | 93 | 88 | 95 | Yes | ER | 93 | 88 | 95 | Yes | ER |
| Students with Disabilities | 45 | 31 | 69 | -- | | 44 | 39 | 89 | -- | |

**> Percent Proficient - Annual Measurable Objectives (AMOs)**

| GROUPS | English-Language Arts Target 77.8 % Met all percent proficient rate criteria? No | | | | Mathematics Target 77.4 % Met all percent proficient rate criteria? No | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2012 AYP Criteria | Alternative Method | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2012 AYP Criteria | Alternative Method |
| Schoolwide | 473 | 272 | 57.5 | No | | 478 | 283 | 59.2 | No | |
| Black or African American | 162 | 67 | 41.4 | No | | 167 | 61 | 36.5 | No | |
| American Indian or Alaska Native | 3 | -- | -- | -- | | 3 | -- | -- | -- | |
| Asian | 86 | 52 | 60.5 | No | | 87 | 76 | 87.4 | Yes | |
| Filipino | 5 | -- | -- | -- | | 5 | -- | -- | -- | |
| Hispanic or Latino | 99 | 49 | 49.5 | Yes | SH | 97 | 41 | 42.3 | Yes | SH |
| Native Hawaiian or Pacific Islander | 5 | -- | -- | -- | | 5 | -- | -- | -- | |
| White | 103 | 89 | 86.4 | Yes | | 103 | 89 | 86.4 | Yes | |
| Two or More Races | 8 | -- | -- | -- | | 9 | -- | -- | -- | |
| Socioeconomically Disadvantaged | 267 | 112 | 41.9 | No | | 275 | 126 | 45.8 | Yes | SH |
| English Learners | 87 | 18 | 20.7 | No | | 86 | 35 | 40.7 | Yes | SH |
| Students with Disabilities | 31 | 11 | 35.5 | -- | | 38 | 11 | 28.9 | -- | |

## Academic Performance Index (API) - Additional Indicator for AYP

| 2011 Base API | 2012 Growth API | 2011-12 Growth | Met 2012 API Criteria | Alternative Method |
|---|---|---|---|---|
| 706 | 723 | 17 | Yes | |

**2012 API Criteria for meeting federal AYP:** A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

## Graduation Rate Goal: 90 Percent

| Met Schoolwide Graduation | Met Student Group Graduation Rates | Met Overall Graduation Rate Criteria |
|---|---|---|
| No | No | No |

## Current Year: Graduation Rate Results

| Groups | 2011 Cohort Graduation Rate (class of 2009-10) | 2012 Cohort Graduation Rate (class of 2010-11) | 2012 Target Graduation Rate | 2012 Graduation Rate Criteria Met | 2013 Target Graduation Rate Class of 2011-12) | Exclusion/ Alternative Method |
|---|---|---|---|---|---|---|
| Schoolwide | 74.10 | 75.27 | 76.09 | No | 77.37 | |
| Black or African American | 74.04 | 71.88 | 76.04 | No | 74.47 | |
| American Indian or Alaska Native | 100.00 | 100.00 | | N/A | N/A | U50 |
| Asian | 78.26 | 86.25 | 79.73 | Yes | 81.20 | |
| Filipino | 66.67 | 75.00 | | N/A | N/A | U50 |
| Hispanic or Latino | 68.75 | 72.31 | 71.41 | Yes | 74.07 | |
| | 100.00 | 100.00 | | N/A | N/A | U50 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Native Hawaiian or Pacific Islander | | | | | | |
| White | 79.41 | 71.43 | | N/A | 74.08 | U50 |
| Two or More Races | 50.00 | 100.00 | | N/A | N/A | U50 |
| Socioeconomically Disadvantaged | 72.66 | 77.24 | 74.83 | Yes | 77.00 | |
| English Learners | 53.45 | 59.52 | | N/A | N/A | U50 |
| Students with Disabilites | 57.41 | 67.57 | | N/A | N/A | U50 |

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

# 2012 -13 Accountability Progress Reporting (APR)

**School Report**
2013 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/30/2014

2013 AYP and PI Links:

School:       Oakland Technical High
LEA:          Oakland Unified
County:       Alameda
CDS Code:     01-61259-0136051
School Type:  High

Direct Funded Charter School:  No

(An LEA is a school district, county office of education, or statewide benefit charter.)

| 2012-13 APR | | 2012-13 State API | | | 2013 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|
| **Summary** | **Glossary** | **Base** | **Guide** | **Growth** | **AYP** | **PI** | **Guide** |

**Made AYP:** No

**Met 17 of 26 AYP Criteria**

**Participation Rate**

| GROUPS | English-Language Arts Target 95% Met all participation rate criteria? Yes | | | | | Mathematics Target 95% Met all participation rate criteria? Yes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2013 AYP Criteria | Alternative Method | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2013 AYP Criteria | Alternative Method |
| **Schoolwide** | 495 | 484 | 98 | Yes | | 496 | 486 | 98 | Yes | |
| Black or African American | 191 | 185 | 97 | Yes | | 191 | 185 | 97 | Yes | |
| American Indian or Alaska Native | 2 | 2 | 100 | -- | | 2 | 2 | 100 | -- | |
| Asian | 87 | 87 | 100 | Yes | ER | 87 | 87 | 100 | Yes | ER |
| Filipino | 5 | 5 | 100 | -- | | 5 | 5 | 100 | -- | |
| Hispanic or Latino | 80 | 76 | 95 | Yes | ER | 81 | 78 | 97 | Yes | ER |
| Native Hawaiian or Pacific Islander | 3 | 3 | 100 | -- | | 3 | 3 | 100 | -- | |
| White | 109 | 108 | 99 | Yes | | 109 | 109 | 100 | Yes | |
| Two or More Races | 15 | 15 | 100 | -- | | 15 | 14 | 94 | -- | |
| Socioeconomically Disadvantaged | 267 | 259 | 97 | Yes | | 268 | 259 | 97 | Yes | |
| English Learners | 68 | 66 | 98 | -- | | 69 | 67 | 98 | -- | |
| Students with Disabilities | 59 | 51 | 87 | -- | | 59 | 52 | 89 | -- | |

## Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 88.9 % Met all percent proficient rate criteria? No | | | | | Mathematics Target 88.7 % Met all percent proficient rate criteria? No | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2013 AYP Criteria | Alternative Method | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2013 AYP Criteria | Alternative Method |
| **Schoolwide** | 480 | 285 | 59.4 | No | | 481 | 287 | 59.7 | No | |
| Black or African American | 183 | 73 | 39.9 | No | | 183 | 66 | 36.1 | No | |
| American Indian or Alaska Native | 2 | | -- | -- | | 2 | | -- | -- | |
| Asian | 87 | 63 | 72.4 | Yes | SH | 87 | 74 | 85.1 | No | |
| Filipino | 5 | | -- | -- | | 5 | | -- | -- | |
| Hispanic or Latino | 75 | 31 | 41.3 | No | | 76 | 30 | 39.5 | No | |
| Native Hawaiian or Pacific Islander | 3 | | -- | -- | | 3 | | -- | -- | |
| White | 107 | 97 | 90.7 | Yes | | 108 | 95 | 88.0 | Yes | SH |
| Two or More Races | 15 | 12 | 80.0 | -- | | 14 | 12 | 85.7 | -- | |
| Socioeconomically Disadvantaged | 258 | 119 | 46.1 | Yes | SH | 258 | 120 | 46.5 | No | |
| English Learners | 66 | 12 | 18.2 | -- | | 67 | 29 | 43.3 | -- | |
| Students with Disabilities | 50 | 13 | 26.0 | -- | | 51 | 13 | 25.5 | -- | |

**Two or More Races:** Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

## Academic Performance Index (API) - Additional Indicator for AYP

| 2012 Base API | 2013 Growth API | 2012-13 Growth | Met 2013 API Criteria | Alternative Method |
| --- | --- | --- | --- | --- |
| 723 | 737 | 14 | Yes | |

**2013 API Criteria for meeting federal AYP:** A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

| Met Schoolwide Graduation | Met Student Group Graduation Rates | Met Overall Graduation Rate Criteria |
| --- | --- | --- |
| Yes | No | No |

## Graduation Rate Goal: 90 Percent
**Current Year: Graduation Rate Results**

| Groups | 2012 Cohort Graduation Rate (class of 2010-11) | 2013 Cohort Graduation Rate (class of 2011-12) | 2013 Target Graduation Rate | 2013 Graduation Rate Criteria Met | 2014 Target Graduation Rate Class of 2012-13) | Exclusion/ Alternative Method |
| --- | --- | --- | --- | --- | --- | --- |
| Schoolwide | 75.27 | 83.37 | 77.37 | Yes | 80.07 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Black or African American | 71.88 | 80.63 | 74.47 | Yes | 80.04 | |
| American Indian or Alaska Native | 100.00 | 100.00 | N/A | N/A | N/A | U50 |
| Asian | 86.25 | 85.87 | 81.20 | Yes | 82.67 | |
| Filipino | 75.00 | 100.00 | N/A | N/A | N/A | U50 |
| Hispanic or Latino | 72.31 | 78.67 | 74.07 | Yes | 76.73 | |
| Native Hawaiian or Pacific Islander | 100.00 | 100.00 | N/A | N/A | N/A | U50 |
| White | 71.43 | 92.75 | 74.08 | Yes | 76.73 | |
| Two or More Races | 100.00 | 75.00 | N/A | N/A | N/A | U50 |
| Socioeconomically Disadvantaged | 77.24 | 81.29 | 77.00 | Yes | 79.17 | |
| English Learners | 59.52 | 63.49 | 62.59 | Yes | 67.16 | |
| Students with Disabilites | 67.57 | 55.77 | 65.55 | No | 61.47 | |

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

# Appendix 3 – CELDT Report

**California Department of Education**
**Assessment Development and Adminstration Division**

# California English Language Development Test (CELDT)
## Oakland Technical High

| | |
|---|---|
| Year: | 2011-2012 |
| State: | CALIFORNIA |
| County: | Alameda |
| District: | Oakland Unified |
| School: | Oakland Technical High |
| Assessment: | All Assessments |
| Subgroup: | All Students |
| Report Type: | Test Results |

Research Files

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

## Number and Percent of Students at Each Overall Performance Level

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Advanced | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 3 (7.0%) | 3 (5.0%) | 4 (11.0%) | 3 (9.0%) | 13 (8.0%) |
| Early Advanced | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 17 (39.0%) | 21 (38.0%) | 12 (32.0%) | 13 (38.0%) | 63 (37.0%) |
| Intermediate | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 13 (30.0%) | 17 (31.0%) | 13 (35.0%) | 10 (29.0%) | 53 (31.0%) |
| Early Intermediate | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 7 (16.0%) | 10 (18.0%) | 5 (14.0%) | 2 (6.0%) | 24 (14.0%) |
| Beginning | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 4 (9.0%) | 4 (7.0%) | 3 (8.0%) | 6 (18.0%) | 17 (10.0%) |
| Number Tested | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 44 (100.0%) | 55 (100.0%) | 37 (100.0%) | 34 (100.0%) | 170 (100.0%) |

## Domain Mean Scale Scores

| Domain | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Listening | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 584.6 | 583.2 | 609.2 | 597.1 |
| Speaking | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 549.3 | 559.3 | 560.3 | 533.3 |
| Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 545.3 | 560.9 | 579.1 | 551.4 |
| Writing | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 541.2 | 540.3 | 557.2 | 528.6 |

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

Report generated: Tuesday, February 10, 2015

Data last updated: Wednesday, May 2, 2012

**California Department of Education**
**Assessment Development and Adminstration Division**

# California English Language Development Test (CELDT)
## Oakland Technical High

Year: 2012-2013

State: CALIFORNIA

County: Alameda

District: Oakland Unified

School: Oakland Technical High

Assessment: All Assessments

Subgroup:
All Students

Report Type: Test Results

Research Files

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

## Number and Percent of Students at Each Overall Performance Level

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Advanced | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 2 (4.0%) | 3 (8.0%) | 7 (16.0%) | 3 (14.0%) | 15 (10.0%) |
| Early Advanced | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 12 (24.0%) | 14 (38.0%) | 12 (27.0%) | 6 (27.0%) | 44 (28.0%) |
| Intermediate | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 23 (45.0%) | 10 (27.0%) | 14 (31.0%) | 7 (32.0%) | 54 (35.0%) |
| Early Intermediate | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 6 (12.0%) | 4 (11.0%) | 7 (16.0%) | 4 (18.0%) | 21 (14.0%) |
| Beginning | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 8 (16.0%) | 6 (16.0%) | 5 (11.0%) | 2 (9.0%) | 21 (14.0%) |
| Number Tested | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 51 (100.0%) | 37 (100.0%) | 45 (100.0%) | 22 (100.0%) | 155 (100.0%) |

## Domain Mean Scale Scores

| Domain | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Listening | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 530.2 | 587.2 | 597.4 | 592.0 |
| Speaking | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 515.4 | 520.7 | 535.2 | 538.3 |
| Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 539.5 | 565.8 | 568.2 | 590.2 |
| Writing | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 531.6 | 529.5 | 546.7 | 561.1 |

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).
- The primary language subgroup for "Other" is from primary language code 99, "All other non-English languages," as described in the CALPADS Code Sets file.

Report generated: Tuesday, February 10, 2015

Data last updated: Monday, March 18, 2013

Web Policy

**California Department of Education**
**Assessment Development and Adminstration Division**

# California English Language Development Test (CELDT)
## OAKLAND TECHNICAL HIGH

Year: 2013-2014

State: CALIFORNIA

County: ALAMEDA

District: OAKLAND UNIFIED

School: OAKLAND TECHNICAL HIGH

Assessment: All Assessments

Subgroup:
All Students

Report Type: Test Results

Research Files

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

## Number and Percent of Students at Each Overall Performance Level

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Advanced | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 11 (20.0%) | 7 (12.0%) | 7 (18.0%) | 7 (18.0%) | 32 (17.0%) |
| Early Advanced | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 19 (35.0%) | 21 (36.0%) | 15 (38.0%) | 12 (30.0%) | 67 (35.0%) |
| Intermediate | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 12 (22.0%) | 9 (16.0%) | 8 (21.0%) | 4 (10.0%) | 33 (17.0%) |
| Early Intermediate | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 4 (7.0%) | 3 (5.0%) | 2 (5.0%) | 2 (5.0%) | 11 (6.0%) |
| Beginning | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 8 (15.0%) | 18 (31.0%) | 7 (18.0%) | 15 (38.0%) | 48 (25.0%) |
| Number Tested | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 54 (100.0%) | 58 (100.0%) | 39 (100.0%) | 40 (100.0%) | 191 (100.0%) |

## Domain Mean Scale Scores

| Domain | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Listening | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 576.9 | 513.6 | 584.7 | 501.8 |
| Speaking | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 545.9 | 533.1 | 550.2 | 547.0 |
| Reading | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 569.7 | 529.6 | 575.2 | 525.6 |
| Writing | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 533.5 | 480.0 | 541.5 | 472.4 |

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).
- The primary language subgroup for "Other" is from primary language code 99, "All other non-English languages," as described in the CALPADS Code Sets file.

Report generated: Tuesday, February 10, 2015

Data last updated: Wednesday, March 19, 2014

Web Policy

# Appendix 4 – Scholastic Reading Inventory Report

# Oakland Tech (Gr 9-12)

## Average SRI Grade Growth Fall 2011 to Spring 2012
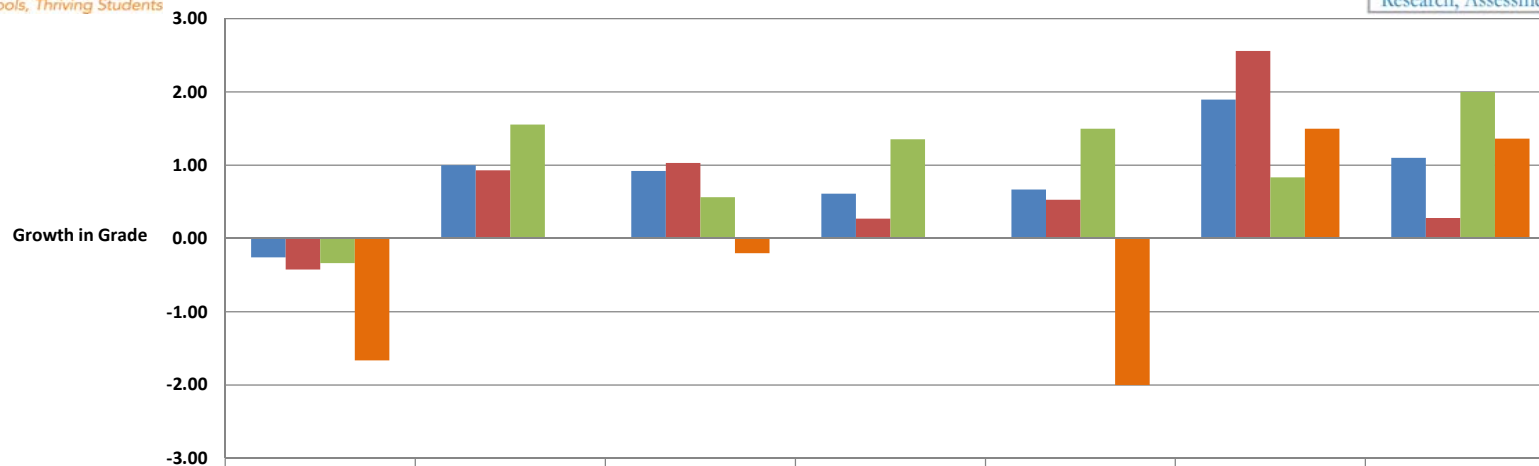
| | Above Grade: All N=531, AfrAmer N=177, Latino N=71, EngLearner N=3 | At Grade: All N=55, AfrAmer N=28, Latino N=9, EngLearner N=0 | 1 Grade Below: All N=64, AfrAmer N=30, Latino N=16, EngLearner N=5 | 2 Grades Below: All N=59, AfrAmer N=26, Latino N=17, EngLearner N=5 | 3 Grades Below: All N=36, AfrAmer N=17, Latino N=12, EngLearner N=1 | 4 Grades Below: All N=29, AfrAmer N=16, Latino N=6, EngLearner N=4 | 5 Grades Below or more: All N=40, AfrAmer N=18, Latino N=14, EngLearner N=11 |
|---|---|---|---|---|---|---|---|
| All Students | -0.26 | 1.00 | 0.92 | 0.61 | 0.67 | 1.90 | 1.10 |
| African American Students | -0.42 | 0.93 | 1.03 | 0.27 | 0.53 | 2.56 | 0.28 |
| Latino Students | -0.34 | 1.56 | 0.56 | 1.35 | 1.50 | 0.83 | 2.00 |
| Englsh Learners | -1.67 | 0.00 | -0.20 | 0.00 | -2.00 | 1.50 | 1.36 |

# Oakland Tech

## SRI Grade Level Growth - Grade 10



| | Above Grade N=177 | At Grade N=9 | 1 Grade Below N=40 | 2 Grades Below N=13 | 3 Grades Below N=9 | 4 Grades Below N=12 | 5 Grades Below or more N=14 |
|---|---|---|---|---|---|---|---|
| Fall-Spring Average Growth | -0.42 | 0.44 | 0.63 | 0.62 | -0.11 | 0.67 | 0.86 |
| Fall Lexile Grade | 10 | 9 | 8 | 7 | 6 | 5 | 4 |
| Target | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
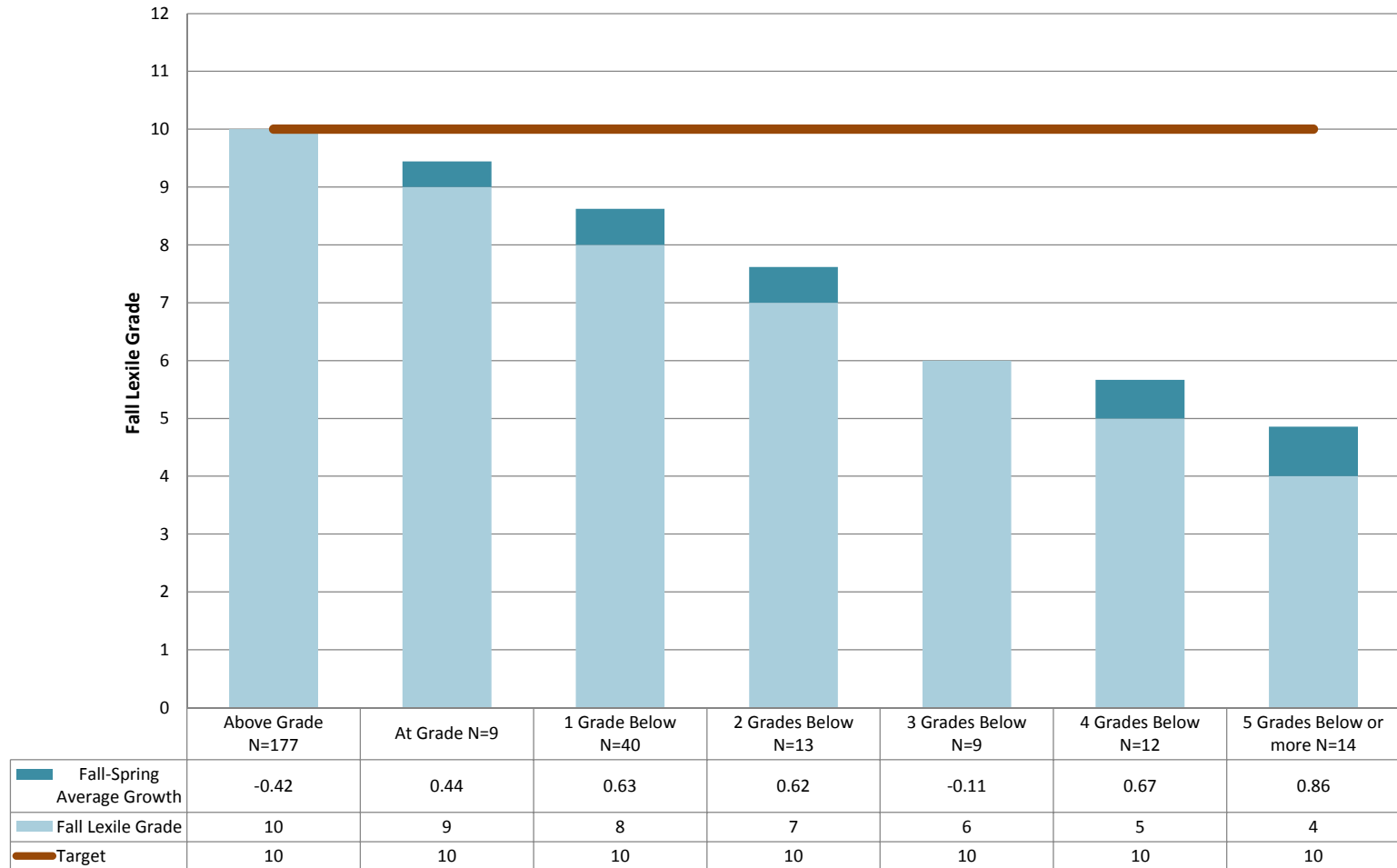
# Oakland Tech

## SRI Grade Level Growth - Grade 11
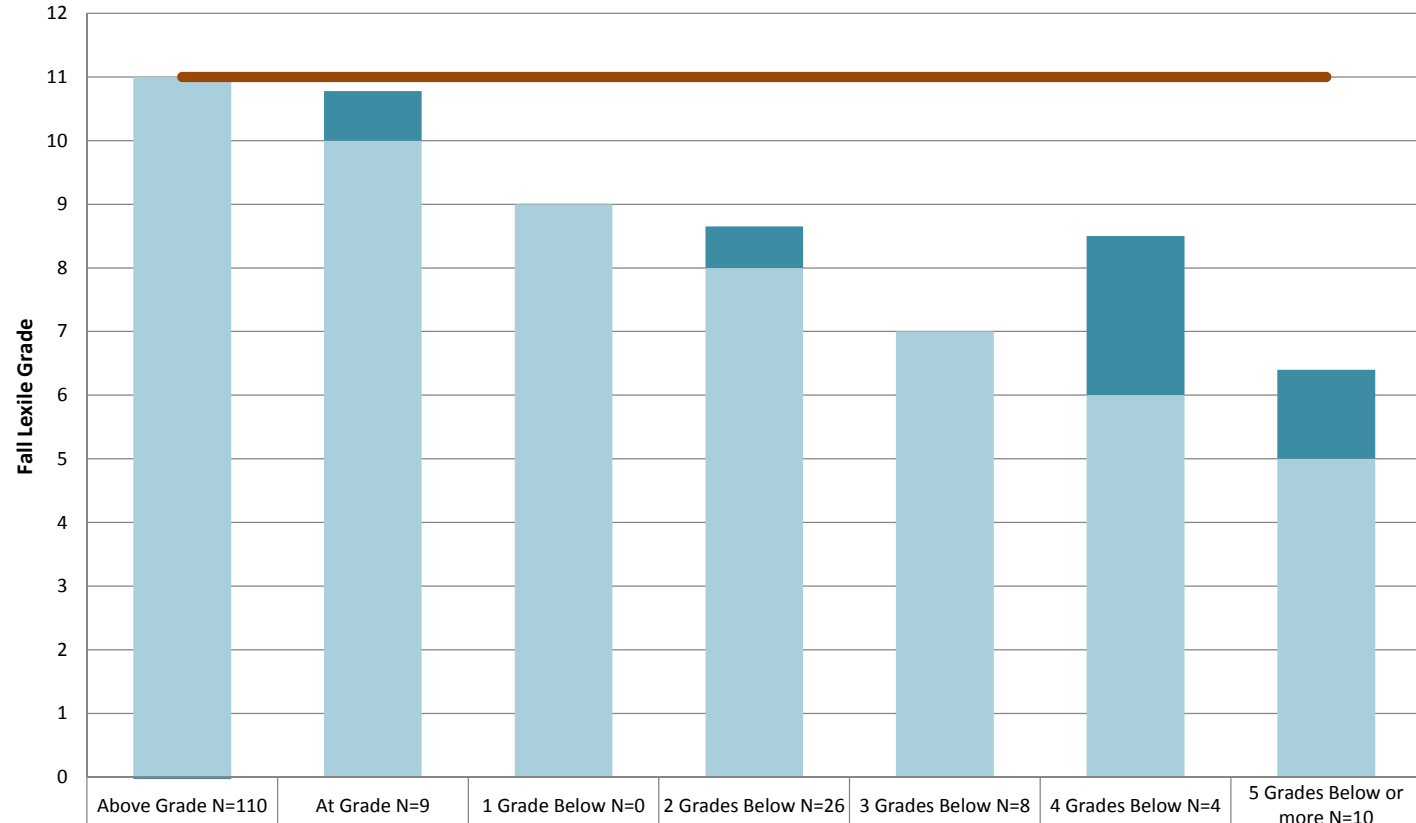


| | Above Grade N=110 | At Grade N=9 | 1 Grade Below N=0 | 2 Grades Below N=26 | 3 Grades Below N=8 | 4 Grades Below N=4 | 5 Grades Below or more N=10 |
|---|---|---|---|---|---|---|---|
| Fall-Spring Average Growth | -0.19 | 0.78 | 0.00 | 0.65 | 0.00 | 2.50 | 1.40 |
| Fall Lexile Grade | 11 | 10 | 9 | 8 | 7 | 6 | 5 |
| Target | 11 | 11 | 11 | 11 | 11 | 11 | 11 |

# Oakland Tech



**SRI Grade Level Growth - Grade 12**

| | Above Grade N=30 | At Grade N=2 | 1 Grade Below N=1 | 2 Grades Below N=7 | 3 Grades Below N=5 | 4 Grades Below N=11 | 5 Grades Below or more N=11 |
|---|---|---|---|---|---|---|---|
| Fall-Spring Average Growth | -0.33 | -1.50 | -1.00 | 0.29 | 0.20 | 2.00 | 0.00 |
| Fall Lexile Grade | 11 | 10 | 9 | 8 | 7 | 6 | 5 |
| Target | 11 | 11 | 11 | 11 | 11 | 11 | 11 |

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Growth Report - 2011-12 - 2013-14

■ Negative Growth
■ 0 or Half Year Growth
■ 1 or More Years Growth

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels currently given to all students in grades 2-12 not enrolled in a Severely Handicapped course. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. This report shows growth in reading grade levels between the beginning and end-of-year administrations of the SRI for students who took both tests. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.

## All Students

| | | Total |
|---|---|---|
| 2011-12 | 77.2% / 7.4% / 15.4% | 820 |
| 2012-13 | 83.5% / 6.0% / 10.5% | 1,102 |
| 2013-14 | 50.0% / 16.7% / 33.3% | 30 |

## Student Groups

| | | | Total |
|---|---|---|---|
| **Female** | 2011-12 | 76.2% / 8.3% / 15.5% | 399 |
| | 2012-13 | 82.9% / 6.8% / 10.2% | 557 |
| | 2013-14 | 50.0% / 33.3% / 16.7% | 12 |
| **Male** | 2011-12 | 78.1% / 6.7% / 15.2% | 421 |
| | 2012-13 | 84.0% / 10.8% | 545 |
| | 2013-14 | 50.0% / 5.6% / 44.4% | 18 |
| **English Language Learner** | 2011-12 | 48.3% / 17.2% / 34.5% | 29 |
| | 2012-13 | 54.0% / 16.0% / 30.0% | 50 |
| **Special Ed** | 2011-12 | 60.5% / 11.6% / 27.9% | 43 |
| | 2012-13 | 55.9% / 17.6% / 26.5% | 68 |
| **Low Income** | 2012-13 | 76.3% / 8.9% / 14.9% | 451 |
| | 2013-14 | 54.2% / 12.5% / 33.3% | 24 |

The data in this report is as of **June 12, 2014**. The report was produced on **July 30, 2014. Subgroups totaling less than 11** in any academic year are excluded from this report to protect student privacy. **Low Income** refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Growth Report - 2011-12 - 2013-14

■ Negative Growth
■ 0 or Half Year Growth
■ 1 or More Years Growth

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels currently given to all students in grades 2-12 not enrolled in a Severely Handicapped course. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. This report shows growth in reading grade levels between the beginning and end-of-year administrations of the SRI for students who took both tests. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.

## Grade Level

| Grade Level | | Growth Distribution | Total |
|---|---|---|---|
| Grade 9 | 2011-12 | 83.6% / 10.8% | 324 |
| | 2012-13 | 84.1% / 6.1% / 9.8% | 377 |
| Grade 10 | 2011-12 | 72.9% / 6.9% / 20.2% | 277 |
| | 2012-13 | 86.9% / 8.0% | 336 |
| | 2013-14 | 57.1% / 14.3% / 28.6% | 21 |
| Grade 11 | 2011-12 | 76.0% / 11.4% / 12.6% | 167 |
| | 2012-13 | 74.3% / 9.4% / 16.3% | 202 |
| Grade 12 | 2011-12 | 63.5% / 9.6% / 26.9% | 52 |
| | 2012-13 | 86.1% / 10.2% | 187 |

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Growth Report - 2011-12 - 2013-14

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels currently given to all students in grades 2-12 not enrolled in a Severely Handicapped course. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. This report shows growth in reading grade levels between the beginning and end-of-year administrations of the SRI for students who took both tests. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each..

## Ethnicity

| Ethnicity | Year | 1 or More Years Growth | 0 or Half Year Growth | Negative Growth | Total |
|---|---|---|---|---|---|
| African American, Male | 2011-12 | 70.0% | 10.6% | 19.4% | 160 |
| | 2012-13 | 74.1% | 9.7% | 16.2% | 185 |
| African American | 2011-12 | 69.0% | 10.4% | 20.6% | 316 |
| | 2012-13 | 76.3% | 9.3% | 14.4% | 375 |
| | 2013-14 | 16.7% | 33.3% | 50.0% | 12 |
| Asian | 2011-12 | 79.3% | 6.5% | 14.2% | 169 |
| | 2012-13 | 85.3% | 8.8% | | 217 |
| Latino | 2011-12 | 76.9% | 7.5% | 15.6% | 147 |
| | 2012-13 | 78.4% | 6.7% | 14.9% | 208 |
| White | 2011-12 | 91.8% | | | 158 |
| | 2012-13 | 96.4% | | | 248 |

Percent of Students (0% – 100%)

The data in this report is as of **June 12, 2014**. The report was produced on **July 30, 2014. Subgroups totaling less than 11** in any academic year are excluded from this report to protect student privacy.

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Reading Levels Report - 2011-12 - 2013-14

**Legend:**
- Did Not Take
- Below Grade Level
- At Grade Level
- Above Grade Level

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.

## All Students

| Year | Above Grade Level | At Grade Level | Below Grade Level | Did Not Take | Total |
|---|---|---|---|---|---|
| 2011-12 | 26.4% | 10.7% | 17.2% | 45.7% | 1,592 |
| 2012-13 | 31.9% | 20.4% | 16.4% | 31.3% | 1,776 |
| 2013-14 | | | | 98.4% | 1,941 |

## Student Groups

| Group | Year | Above Grade Level | At Grade Level | Below Grade Level | Did Not Take | Total |
|---|---|---|---|---|---|---|
| **Female** | 2011-12 | 25.6% | 10.3% | 16.1% | 48.0% | 818 |
| | 2012-13 | 30.8% | 20.3% | 16.5% | 32.5% | 923 |
| | 2013-14 | | | | 98.8% | 963 |
| **Male** | 2011-12 | 27.3% | 11.2% | 18.3% | 43.2% | 774 |
| | 2012-13 | 33.1% | 20.6% | 16.4% | 29.9% | 853 |
| | 2013-14 | | | | 98.0% | 978 |
| **English Language Learner** | 2011-12 | | | 46.7% | 46.7% | 60 |
| | 2012-13 | 4.6% | | 35.1% | 58.0% | 131 |
| | 2013-14 | | | | 97.9% | 145 |
| **Special Ed** | 2011-12 | 12.9% | 7.1% | 40.0% | 40.0% | 85 |
| | 2012-13 | 13.6% | 6.4% | 37.6% | 42.4% | 125 |
| | 2013-14 | | | | 99.4% | 181 |
| **Low Income** | 2012-13 | 29.9% | 11.3% | 25.5% | 33.2% | 728 |
| | 2013-14 | | | | 97.5% | 1,012 |

Percent of Students

The data in this report is as of **June 12, 2014**. The report was produced on **July 30, 2014. Subgroups totaling less than 11** in any academic year are excluded from this report to protect student privacy. **Low Income** refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

**Page 1**

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Reading Levels Report - 2011-12 - 2013-14

Legend:
- Did Not Take (dark)
- Below Grade Level (yellow)
- At Grade Level (green)
- Above Grade Level (blue)

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year.  For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.

| Grade Level | | Above Grade Level | At Grade Level | Below Grade Level | Did Not Take | Total |
|---|---|---|---|---|---|---|
| 9 | 2011-12 | 52.8% | | 19.6% | 25.8% | 453 |
| | 2012-13 | 55.5% | | 19.0% | 24.9% | 526 |
| | 2013-14 | | | (below) | 98.1% | 533 |
| 10 | 2011-12 | 40.5% | | 24.6% | 33.8% | 447 |
| | 2012-13 | 57.9% | | 17.1% | 24.7% | 473 |
| | 2013-14 | (above) | | (below) | 95.9% | 535 |
| 11 | 2011-12 | | 35.6% | 14.5% | 49.9% | 351 |
| | 2012-13 | | 43.5% | 17.7% | 38.8% | 441 |
| | 2013-14 | | | | 100.0% | 464 |
| 12 | 2011-12 | | 9.7% | 7.0% | 83.3% | 341 |
| | 2012-13 | | 49.7% | 9.8% | 40.5% | 336 |
| | 2013-14 | | | | 100.0% | 409 |

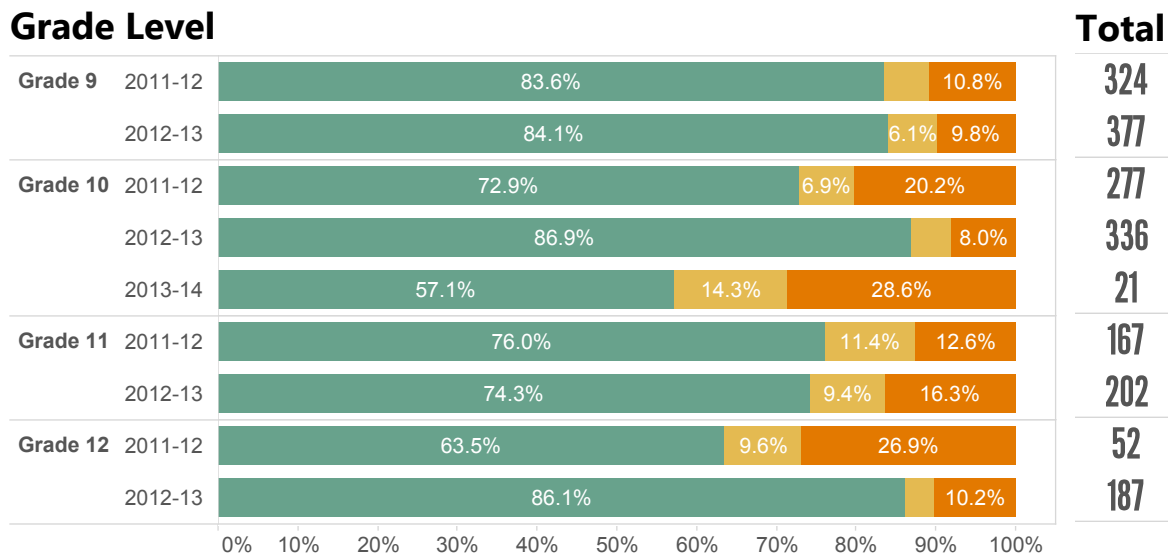Percent of Students (x-axis: 0% to 100%)

The data in this report is as of **June 12, 2014**. The report was produced on **July 30, 2014.** Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy.

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Reading Levels Report - 2011-12 - 2013-14

**Legend:**
- Did Not Take
- Below Grade Level
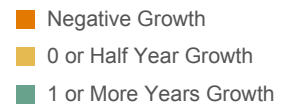- At Grade Level
- Above Grade Level

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year.  For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.
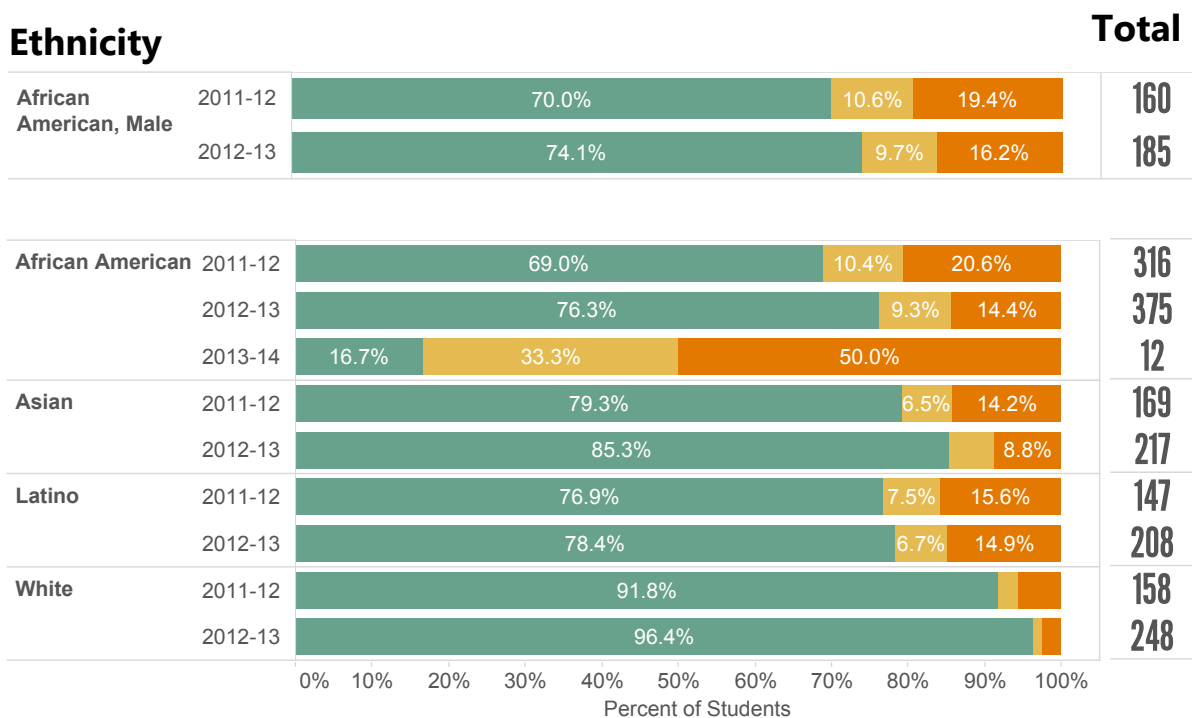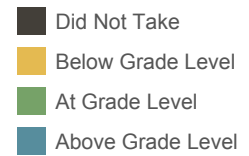
### Ethnicity

| Ethnicity | Year | Above Grade Level | At Grade Level | Below Grade Level | Did Not Take | Total |
|---|---|---|---|---|---|---|
| African American Male | 2011-12 | 20.6% | 13.9% | 25.1% | 40.4% | 287 |
| | 2012-13 | 23.1% | 17.6% | 24.4% | 34.9% | 295 |
| | 2013-14 | | | | 97.4% | 341 |
| African American | 2011-12 | 20.6% | 13.2% | 22.1% | 44.2% | 607 |
| | 2012-13 | 24.0% | 17.5% | 21.7% | 36.8% | 628 |
| | 2013-14 | | | | 98.0% | 684 |
| Asian | 2011-12 | 29.5% | 11.7% | 15.9% | 42.9% | 308 |
| | 2012-13 | 33.9% | 27.6% | 13.3% | 25.2% | 330 |
| | 2013-14 | | | | 98.6% | 365 |
| Latino | 2011-12 | 20.7% | 11.8% | 25.1% | 42.4% | 271 |
| | 2012-13 | 24.6% | 19.5% | 24.9% | 30.9% | 333 |
| | 2013-14 | | | | 97.5% | 357 |
| Pacific Islander | 2013-14 | | | | 100.0% | 12 |
| White | 2011-12 | 36.2% | 5.4% | 4.8% | 53.6% | 351 |
| | 2012-13 | 44.9% | 21.4% | | 29.9% | 412 |
| | 2013-14 | | | | 99.3% | 451 |

Percent of Students (0% - 100%)

The data in this report is as of **June 12, 2014**. The report was produced on **July 30, 2014**. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy.
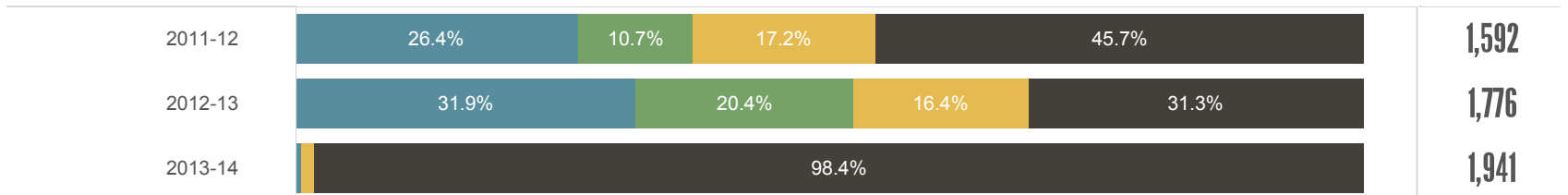
**Page 3**

# SCHOLASTIC READING INVENTORY

## Oakland Technical High School - Reading Levels Report - 2011-12 - 2013-14

**Legend:**
- Did Not Take
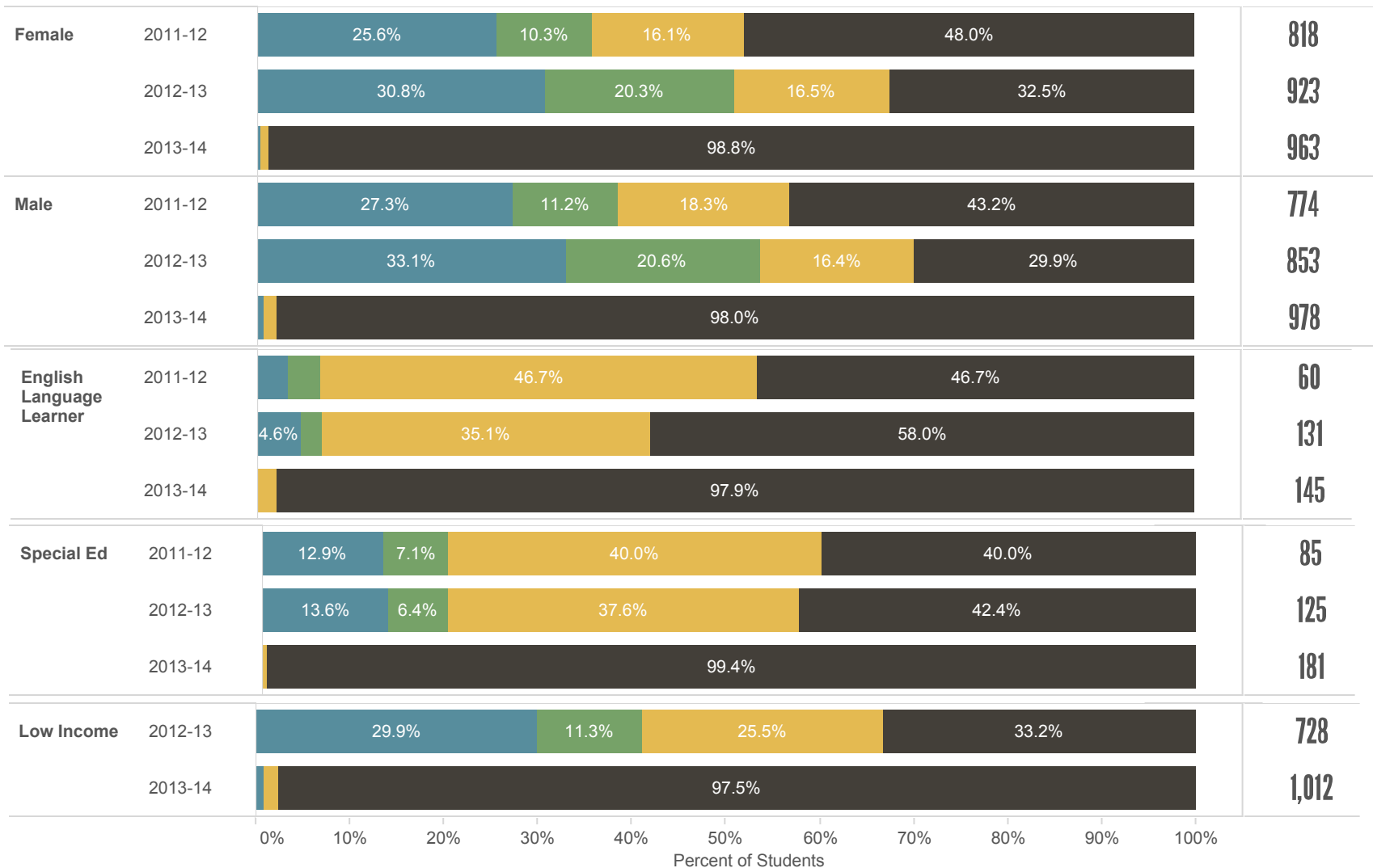- Below Grade Level
- At Grade Level
- Above Grade Level

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year.  For any comments or questions about this report, please contact **Kevin Smith** at **kevin.smith@ousd.k12.ca.us**.

## Home Language

| Language | Year | Above Grade Level | At Grade Level | Below Grade Level | Did Not Take | Total |
|---|---|---|---|---|---|---|
| **Arabic** | 2012-13 | 41.7% | 8.3% | 16.7% | 33.3% | 12 |
| | 2013-14 | | | | 100.0% | 13 |
| **Khmer** | 2011-12 | 9.1% | 18.2% | 27.3% | 45.5% | 11 |
| **Mien** | 2011-12 | 38.5% | 23.1% | | 38.5% | 13 |
| | 2013-14 | | | | 100.0% | 11 |

Percent of Students

# Appendix 5 – Early Assessment Program Report

# EARLY ASSESSMENT PROGRAM - ELA
## OUSD - Oakland Technical High School - 2011-12 to 2013-14

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

- Not Tested
- Not Ready
- Conditional Ready
- Ready

The Early Assessment Program (EAP) is a voluntary program designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. When students take the grade eleven California Standards Tests (CSTs) in English and in either Algebra II or Summative High School Mathematics, the students may also complete a brief set of optional multiple-choice questions and a writing exercise that are part of the EAP. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## All Students

| | Ready | Conditional Ready | Not Ready | Not Tested | Total |
|---|---|---|---|---|---|
| 2011-12 | 27.4% | 11.7% | 51.6% | 9.3% | 376 |
| 2012-13 | 24.6% | 8.3% | 52.2% | 14.9% | 471 |
| 2013-14 | 17.6% | 8.3% | 52.1% | 22.0% | 472 |

## Student Groups

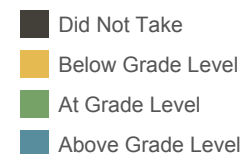| | | Ready | Conditional Ready | Not Ready | Not Tested | Total |
|---|---|---|---|---|---|---|
| F | 2011-12 | 28.3% | 12.0% | 53.4% | 6.3% | 191 |
| | 2012-13 | 28.0% | 10.2% | 49.6% | 12.3% | 236 |
| | 2013-14 | 16.0% | 10.7% | 49.8% | 23.6% | 225 |
| M | 2011-12 | 26.5% | 11.4% | 49.7% | 12.4% | 185 |
| | 2012-13 | 21.3% | 6.4% | 54.9% | 17.4% | 235 |
| | 2013-14 | 19.0% | 6.1% | 54.3% | 20.6% | 247 |
| EL | 2011-12 | | | 84.6% | 15.4% | 26 |
| | 2012-13 | | | 68.2% | 31.8% | 44 |
| | 2013-14 | | | 76.7% | 23.3% | 30 |
| Special Ed | 2011-12 | | | 50.0% | 42.9% | 28 |
| | 2012-13 | | | 36.2% | 60.3% | 58 |
| | 2013-14 | | | 40.4% | 51.9% | 52 |
| Low Income | 2012-13 | 10.8% | 4.8% | 63.6% | 20.8% | 250 |
| | 2013-14 | 11.0% | 8.5% | 60.6% | 19.9% | 246 |

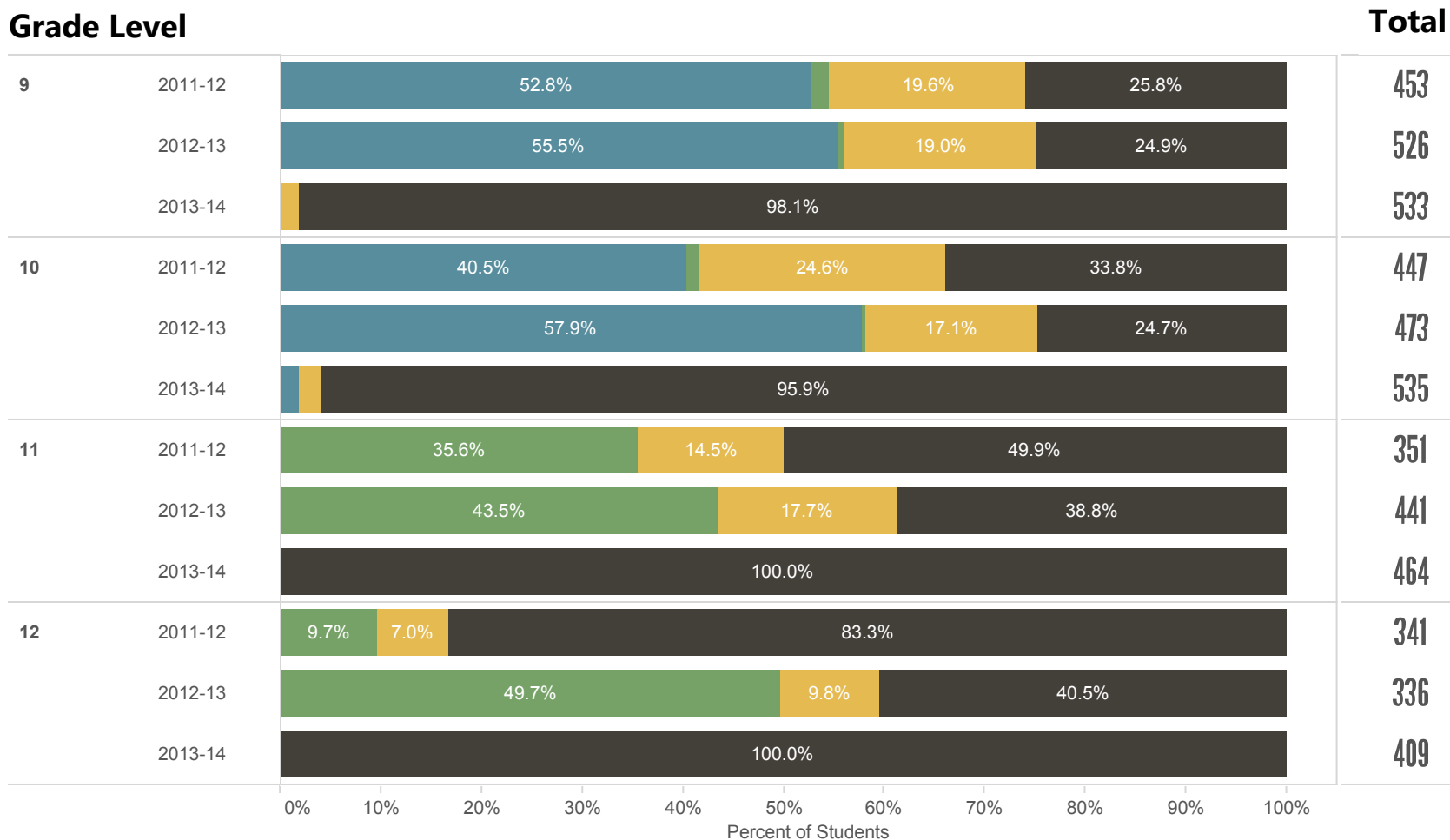The data in this report is as of June 15, 2014. The report was produced on August 29, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# EARLY ASSESSMENT PROGRAM - ELA
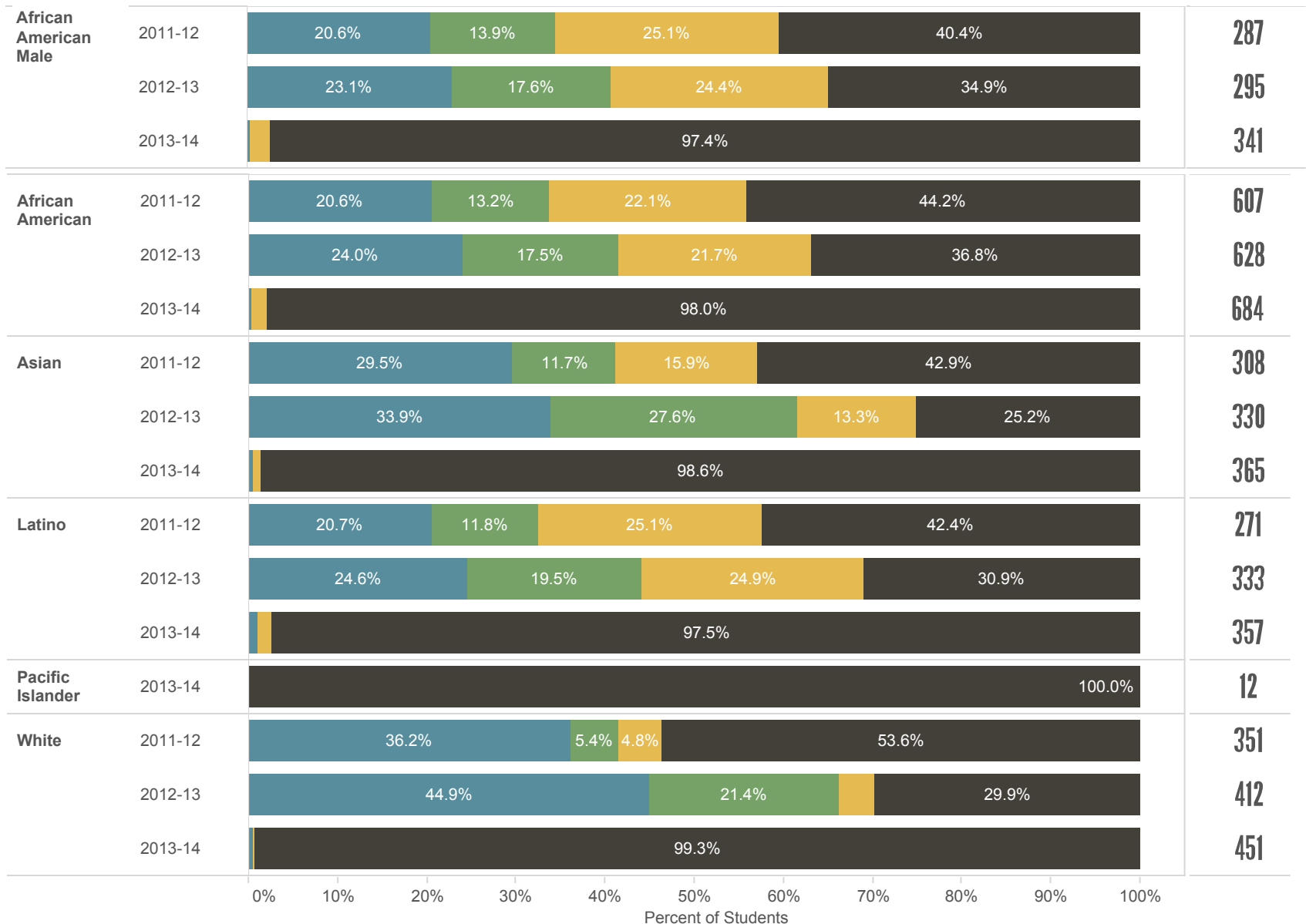## OUSD - Oakland Technical High School - 2011-12 to 2013-14

Legend:
- Not Tested
- Not Ready
- Conditional Ready
- Ready

The Early Assessment Program (EAP) is a voluntary program designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. When students take the grade eleven California Standards Tests (CSTs) in English and in either Algebra II or Summative High School Mathematics, the students may also complete a brief set of optional multiple-choice questions and a writing exercise that are part of the EAP. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

| Ethnicity | Year | Ready | Conditional Ready | Not Ready | Not Tested | Total |
|---|---|---|---|---|---|---|
| African American Male | 2011-12 | 8.5% | 5.6% | 66.2% | 19.7% | **71** |
| | 2012-13 | 8.9% | 4.4% | 64.4% | 22.2% | **90** |
| | 2013-14 | 11.8% | 4.7% | 58.8% | 24.7% | **85** |
| African American | 2011-12 | 9.0% | 6.9% | 69.4% | 14.6% | **144** |
| | 2012-13 | 11.4% | 4.5% | 61.4% | 22.7% | **176** |
| | 2013-14 | 8.7% | 5.8% | 59.5% | 26.0% | **173** |
| Asian | 2011-12 | 26.8% | 18.3% | 50.0% | 4.9% | **82** |
| | 2012-13 | 28.6% | 8.8% | 56.0% | 6.6% | **91** |
| | 2013-14 | 21.1% | 14.4% | 50.0% | 14.4% | **90** |
| Latino | 2011-12 | 17.5% | 10.5% | 64.9% | 7.0% | **57** |
| | 2012-13 | 13.5% | 12.4% | 60.7% | 13.5% | **89** |
| | 2013-14 | 6.9% | 8.3% | 59.7% | 25.0% | **72** |
| White | 2011-12 | 64.7% | 14.1% | 16.5% | 4.7% | **85** |
| | 2012-13 | 57.9% | 12.6% | 20.0% | 9.5% | **95** |
| | 2013-14 | 34.8% | 8.0% | 37.5% | 19.6% | **112** |

The data in this report is as of June 15, 2014. The report was produced on August 29, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy.
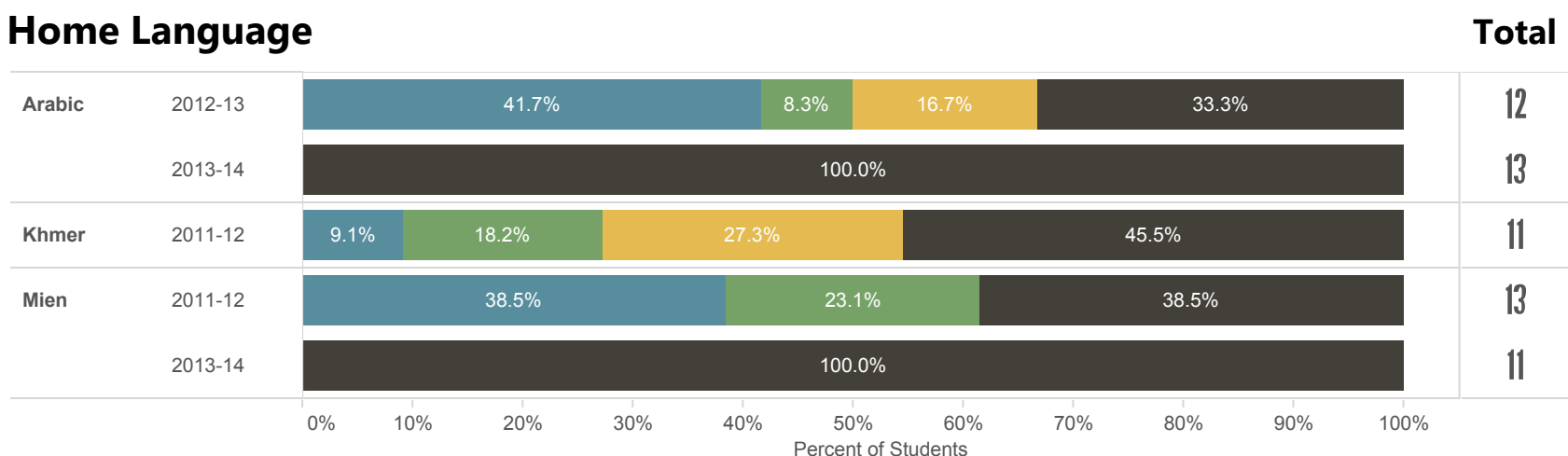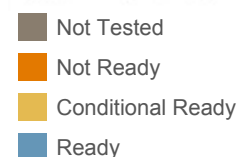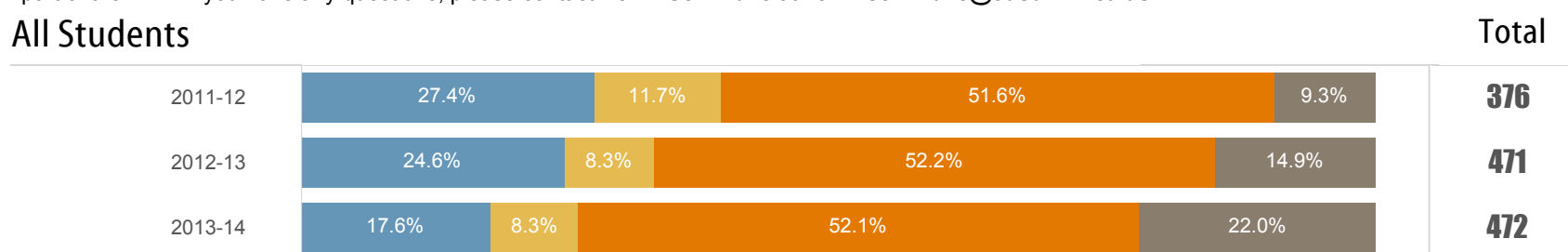
# EARLY ASSESSMENT PROGRAM - MATH
## OUSD - Oakland Technical High School - 2011-12 to 2013-14

**Legend:**
- Not Tested
- Not Ready
- Conditional Ready
- Ready

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

The Early Assessment Program (EAP) is a voluntary program designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. When students take the grade eleven California Standards Tests (CSTs) in English and in either Algebra II or Summative High School Mathematics, the students may also complete a brief set of optional multiple-choice questions and a writing exercise that are part of the EAP. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## All Students

| Group | Year | Ready | Conditional Ready | Not Ready | Not Tested | Total |
|---|---|---|---|---|---|---|
| | 2011-12 | 10.2% | 32.3% | 37.3% | 20.1% | **303** |
| | 2012-13 | 8.2% | 28.5% | 37.5% | 25.8% | **403** |
| | 2013-14 | 5.1% | 21.8% | 41.4% | 31.7% | **353** |

## Student Groups

| Group | Year | Ready | Conditional Ready | Not Ready | Not Tested | Total |
|---|---|---|---|---|---|---|
| **F** | 2011-12 | 7.6% | 34.4% | 38.9% | 19.1% | **157** |
| | 2012-13 | 7.1% | 33.0% | 36.8% | 23.1% | **212** |
| | 2013-14 | | 22.2% | 43.0% | 31.6% | **158** |
| **M** | 2011-12 | 13.0% | 30.1% | 35.6% | 21.2% | **146** |
| | 2012-13 | 9.4% | 23.6% | 38.2% | 28.8% | **191** |
| | 2013-14 | 6.7% | 21.5% | 40.0% | 31.8% | **195** |
| **EL** | 2011-12 | | 11.1% | 44.4% | 44.4% | **18** |
| | 2012-13 | | 11.8% | 50.0% | 35.3% | **34** |
| | 2013-14 | | 16.7% | 55.6% | 27.8% | **18** |
| **Special Ed** | 2011-12 | | | 52.9% | 47.1% | **17** |
| | 2012-13 | | | 32.4% | 64.7% | **34** |
| | 2013-14 | | 12.9% | 35.5% | 48.4% | **31** |
| **Low Income** | 2012-13 | | 22.5% | 46.1% | 27.9% | **204** |
| | 2013-14 | | 23.7% | 46.3% | 26.6% | **177** |

The data in this report is as of June 15, 2014. The report was produced on August 29, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# EARLY ASSESSMENT PROGRAM - MATH
## OUSD - Oakland Technical High School - 2011-12 to 2013-14

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

**Legend:**
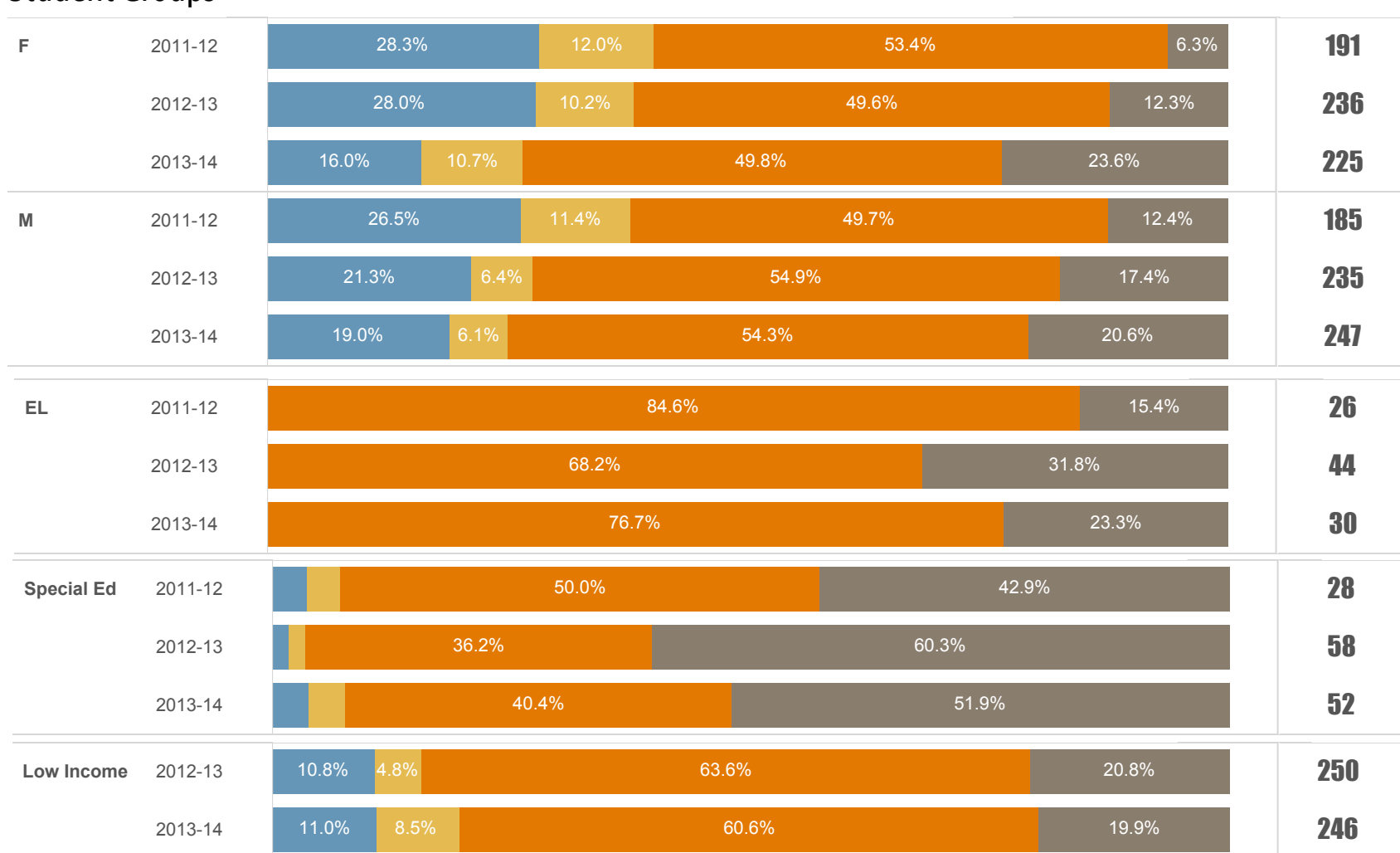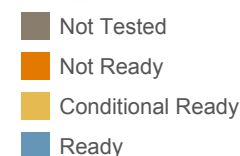- Not Tested
- Not Ready
- Conditional Ready
- Ready

The Early Assessment Program (EAP) is a voluntary program designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. When students take the grade eleven California Standards Tests (CSTs) in English and in either Algebra II or Summative High School Mathematics, the students may also complete a brief set of optional multiple-choice questions and a writing exercise that are part of the EAP. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## Ethnicity

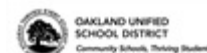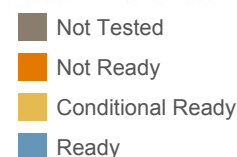| Ethnicity | Year | Ready | Conditional Ready | Not Ready | Not Tested | Total |
|---|---|---|---|---|---|---|
| African American Male | 2011-12 | | 17.0% | 44.7% | 38.3% | 47 |
| | 2012-13 | | 12.5% | 51.6% | 34.4% | 64 |
| | 2013-14 | | 14.8% | 55.7% | 29.5% | 61 |
| African American | 2011-12 | | 16.8% | 46.5% | 34.7% | 101 |
| | 2012-13 | | 13.2% | 48.5% | 37.5% | 136 |
| | 2013-14 | | 15.9% | 52.2% | 31.9% | 113 |
| Asian | 2011-12 | 12.3% | 39.7% | 30.1% | 17.8% | 73 |
| | 2012-13 | 12.6% | 52.9% | 24.1% | 10.3% | 87 |
| | 2013-14 | 7.5% | 42.5% | 30.0% | 20.0% | 80 |
| Latino | 2011-12 | 6.4% | 17.0% | 59.6% | 17.0% | 47 |
| | 2012-13 | | 11.8% | 57.9% | 26.3% | 76 |
| | 2013-14 | | 8.9% | 53.3% | 35.6% | 45 |
| White | 2011-12 | 19.7% | 55.3% | 19.7% | 5.3% | 76 |
| | 2012-13 | 20.5% | 44.3% | 10.2% | 25.0% | 88 |
| | 2013-14 | 9.7% | 20.4% | 31.2% | 38.7% | 93 |

The data in this report is as of June 15, 2014. The report was produced on August 29, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy.

# Appendix 6 – A-G Requirements Report

# A-G with "C" or Better
## UC / CSU Eligible*
## Oakland Technical High School

# Grade 12

**ALL STUDENTS**

| Gender | Total | Hist/Soc Sci A | | English B | | Math C | | Lab Science D | | Foreign Lang E | | Vis/Perf Arts F | | Electives G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 200 | 182 | 91% | 152 | 76% | 176 | 88% | 188 | 94% | 172 | 86% | 197 | 99% | 185 | 93% | 134 | 67% |
| M | 168 | 150 | 89% | 117 | 70% | 142 | 85% | 154 | 92% | 131 | 78% | 158 | 94% | 155 | 92% | 100 | 60% |
| Total | 368 | 332 | 90% | 269 | 73% | 318 | 86% | 342 | 93% | 303 | 82% | 355 | 96% | 340 | 92% | 234 | 64% |

**ETHNICITY**

*AfrAmer*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 89 | 76 | 85% | 62 | 70% | 71 | 80% | 79 | 89% | 67 | 75% | 87 | 98% | 77 | 87% | 46 | 52% |
| M | 59 | 48 | 81% | 39 | 66% | 42 | 71% | 51 | 86% | 36 | 61% | 53 | 90% | 52 | 88% | 26 | 44% |
| Total | 148 | 124 | 84% | 101 | 68% | 113 | 76% | 130 | 88% | 103 | 70% | 140 | 95% | 129 | 87% | 72 | 49% |

*Asian*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 45 | 42 | 93% | 36 | 80% | 43 | 96% | 44 | 98% | 42 | 93% | 45 | 100% | 43 | 96% | 36 | 80% |
| M | 38 | 37 | 97% | 29 | 76% | 36 | 95% | 37 | 97% | 34 | 89% | 37 | 97% | 37 | 97% | 28 | 74% |
| Total | 83 | 79 | 95% | 65 | 78% | 79 | 95% | 81 | 98% | 76 | 92% | 82 | 99% | 80 | 96% | 64 | 77% |

*Latino*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 30 | 28 | 93% | 20 | 67% | 27 | 90% | 30 | 100% | 30 | 100% | 29 | 97% | 29 | 97% | 19 | 63% |
| M | 34 | 28 | 82% | 20 | 59% | 28 | 82% | 30 | 88% | 28 | 82% | 31 | 91% | 30 | 88% | 17 | 50% |
| Total | 64 | 56 | 88% | 40 | 63% | 55 | 86% | 60 | 94% | 58 | 91% | 60 | 94% | 59 | 92% | 36 | 56% |

*White*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 31 | 31 | 100% | 30 | 97% | 30 | 97% | 30 | 97% | 29 | 94% | 31 | 100% | 31 | 100% | 29 | 94% |
| M | 30 | 30 | 100% | 27 | 90% | 30 | 100% | 29 | 97% | 29 | 97% | 30 | 100% | 30 | 100% | 27 | 90% |
| Total | 61 | 61 | 100% | 57 | 93% | 60 | 98% | 59 | 97% | 58 | 95% | 61 | 100% | 61 | 100% | 56 | 92% |

**ENGLISH FLUENCY**

*EL*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 11 | 8 | 73% | 4 | 36% | 8 | 73% | 10 | 91% | 9 | 82% | 11 | 100% | 9 | 82% | 4 | 36% |
| M | 12 | 9 | 75% | 2 | 17% | 8 | 67% | 9 | 75% | 7 | 58% | 10 | 83% | 10 | 83% | 2 | 17% |
| Total | 23 | 17 | 74% | 6 | 26% | 16 | 70% | 19 | 83% | 16 | 70% | 21 | 91% | 19 | 83% | 6 | 26% |

*EO*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 133 | 120 | 90% | 103 | 77% | 113 | 85% | 122 | 92% | 108 | 81% | 131 | 98% | 121 | 91% | 85 | 64% |
| M | 105 | 94 | 90% | 79 | 75% | 87 | 83% | 96 | 91% | 80 | 76% | 99 | 94% | 98 | 93% | 64 | 61% |
| Total | 238 | 214 | 90% | 182 | 76% | 200 | 84% | 218 | 92% | 188 | 79% | 230 | 97% | 219 | 92% | 149 | 63% |

*IFEP*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 3 | 3 | 100% | 2 | 67% | 3 | 100% | 3 | 100% | 3 | 100% | 2 | 67% | 2 | 67% | 2 | 67% |
| M | 9 | 8 | 89% | 6 | 67% | 8 | 89% | 8 | 89% | 7 | 78% | 8 | 89% | 8 | 89% | 6 | 67% |
| Total | 12 | 11 | 92% | 8 | 67% | 11 | 92% | 11 | 92% | 10 | 83% | 10 | 83% | 10 | 83% | 8 | 67% |

*RFEP*

| Gender | Total | A | | B | | C | | D | | E | | F | | G | | All A-G | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 53 | 51 | 96% | 43 | 81% | 52 | 98% | 53 | 100% | 52 | 98% | 53 | 100% | 53 | 100% | 43 | 81% |
| M | 42 | 39 | 93% | 30 | 71% | 39 | 93% | 41 | 98% | 37 | 88% | 41 | 98% | 39 | 93% | 28 | 67% |
| Total | 95 | 90 | 95% | 73 | 77% | 91 | 96% | 94 | 99% | 89 | 94% | 94 | 99% | 92 | 97% | 71 | 75% |

| A-G Subjects | Hist/Soc Sci | English | Math | Lab Science | Foreign Lang | Vis/Perf Arts | Electives |
|---|---|---|---|---|---|---|---|
| **Credit Requirement** | 20 | 40 | 30 | 20 | 20 | 10 | 10 |

* Students must complete the A-G high school courses with a grade of "C" or better in order to meet minimum eligibility requirements for admission to the University of California or California State University systems.

# A-G REQUIREMENTS

## Oakland Technical High School - 2010-11 - 2012-13

Meeting A-G is an important step in becoming college ready in California. High school graduates who do not meet the A-G subject breadth requirement are yet eligible for admission to a UC/CSU campus. There are two components to the requirement **1)** students must enroll in the right sequence of A-G courses, **2)** they must obtain a grade of "C" or better in each required course. If you have any questions, please contact **Jay Tharp** at **james.tharp@ousd.k12.ca.us**.

## All Students

| | | Total |
|---|---|---|
| 2010-11 | 51.4% | 284 |
| 2011-12 | 62.6% | 345 |
| 2012-13 | 64.5% | 324 |

## Student Groups

| | | | Total |
|---|---|---|---|
| F | 2010-11 | 52.2% | 159 |
| | 2011-12 | 62.8% | 191 |
| | 2012-13 | 64.4% | 177 |
| M | 2010-11 | 50.4% | 125 |
| | 2011-12 | 62.3% | 154 |
| | 2012-13 | 64.6% | 147 |
| EL | 2010-11 | 15.4% | 13 |
| | 2011-12 | 18.8% | 16 |
| | 2012-13 | 28.6% | 14 |
| Special Ed | 2010-11 | 18.2% | 22 |
| | 2011-12 | 17.9% | 28 |
| | 2012-13 | 11.8% | 17 |

Percent of Students (0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)

# A-G REQUIREMENTS

## Oakland Technical High School - 2010-11 - 2012-13

Meeting A-G is an important step in becoming college ready in California. High school graduates who do not meet the A-G subject breadth requirement are not yet eligible for admission to a UC/CSU campus. There are two components to the requirement: **1)** students must enroll in the right sequence of A-G courses, and **2)** they must obtain a grade of "C" or better in each required course. If you have any questions, please contact **Jay Tharp** at **james.tharp@ousd.k12.ca.us**.

| Ethnicity | | Percent of Students | Total |
|---|---|---|---|
| African American Male | 2010-11 | 25.0% | 48 |
| | 2011-12 | 45.1% | 51 |
| | 2012-13 | 46.9% | 49 |
| African American | 2010-11 | 28.0% | 118 |
| | 2011-12 | 43.7% | 135 |
| | 2012-13 | 45.7% | 116 |
| Asian | 2010-11 | 72.9% | 70 |
| | 2011-12 | 77.2% | 79 |
| | 2012-13 | 80.9% | 68 |
| Latino | 2010-11 | 43.8% | 48 |
| | 2011-12 | 58.6% | 58 |
| | 2012-13 | 50.9% | 53 |
| White | 2010-11 | 85.7% | 42 |
| | 2011-12 | 91.8% | 61 |
| | 2012-13 | 87.5% | 80 |

# Appendix 7 – Report Card D-F Analysis

**Report Card Analysis: D-F**                    **Fall Semester 2014**

### English

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 517 | 47 | 9.1% | 21 | 4.1% | All | 530 | 41 | 7.7% | 34 | 6.4% | All | 556 | 79 | 14.2% | 47 | 8.5% | All | 474 | 50 | 10.5% | 16 | 3.4% |
| Afr Am | 166 | 23 | 13.9% | 10 | 6.0% | Afr Am | 183 | 22 | 12.0% | 21 | 11.5% | Afr Am | 196 | 34 | 17.3% | 24 | 12.2% | Afr Am | 156 | 24 | 15.4% | 5 | 3.2% |
| Asian | 108 | 2 | 1.9% | 0 | 0.0% | Asian | 107 | 11 | 10.3% | 0 | 0.0% | Asian | 96 | 11 | 11.5% | 3 | 3.1% | Asian | 104 | 5 | 4.8% | 3 | 2.9% |
| Hispanic | 103 | 14 | 13.6% | 8 | 7.8% | Hispanic | 92 | 3 | 3.3% | 8 | 8.7% | Hispanic | 109 | 25 | 22.9% | 13 | 11.9% | Hispanic | 66 | 14 | 21.2% | 5 | 7.6% |
| White | 109 | 5 | 4.6% | 3 | 2.8% | White | 131 | 2 | 1.5% | 4 | 3.1% | White | 129 | 7 | 5.4% | 6 | 4.7% | White | 121 | 3 | 2.5% | 0 | 0.0% |

### Math

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 474 | 47 | 9.9% | 68 | 14.3% | All | 498 | 62 | 12.4% | 28 | 5.6% | All | 522 | 121 | 23.2% | 40 | 7.7% | All | 366 | 52 | 14.2% | 18 | 4.9% |
| Afr Am | 146 | 23 | 15.8% | 36 | 24.7% | Afr Am | 173 | 33 | 19.1% | 18 | 10.4% | Afr Am | 166 | 69 | 41.6% | 17 | 10.2% | Afr Am | 112 | 23 | 20.5% | 5 | 4.5% |
| Asian | 102 | 2 | 2.0% | 1 | 1.0% | Asian | 102 | 6 | 5.9% | 2 | 2.0% | Asian | 92 | 10 | 10.9% | 2 | 2.2% | Asian | 86 | 9 | 10.5% | 3 | 3.5% |
| Hispanic | 92 | 13 | 14.1% | 22 | 23.9% | Hispanic | 84 | 17 | 20.2% | 5 | 6.0% | Hispanic | 95 | 25 | 26.3% | 15 | 15.8% | Hispanic | 55 | 10 | 18.2% | 8 | 14.5% |
| White | 104 | 2 | 1.9% | 4 | 3.8% | White | 123 | 2 | 1.6% | 2 | 1.6% | White | 142 | 11 | 7.7% | 5 | 3.5% | White | 90 | 8 | 8.9% | 0 | 0.0% |

### Social Studies

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 470 | 40 | 8.5% | 19 | 4.0% | All | 498 | 42 | 8.4% | 35 | 7.0% | All | 532 | 36 | 6.8% | 40 | 7.5% | All | 532 | 26 | 4.9% | 19 | 3.6% |
| Afr Am | 146 | 23 | 15.8% | 7 | 4.8% | Afr Am | 174 | 23 | 13.2% | 20 | 11.5% | Afr Am | 164 | 18 | 11.0% | 8 | 4.9% | Afr Am | 183 | 10 | 5.5% | 5 | 2.7% |
| Asian | 100 | 2 | 2.0% | 0 | 0.0% | Asian | 99 | 7 | 7.1% | 2 | 2.0% | Asian | 83 | 3 | 3.6% | 0 | 0.0% | Asian | 106 | 3 | 2.8% | 4 | 3.8% |
| Hispanic | 90 | 9 | 10.0% | 8 | 8.9% | Hispanic | 87 | 8 | 9.2% | 9 | 10.3% | Hispanic | 101 | 6 | 5.9% | 5 | 5.0% | Hispanic | 69 | 10 | 14.5% | 5 | 7.2% |
| White | 104 | 2 | 1.9% | 4 | 3.8% | White | 122 | 3 | 2.5% | 3 | 2.5% | White | 123 | 8 | 6.5% | 2 | 1.6% | White | 148 | 2 | 1.4% | 3 | 2.0% |

### Science

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 472 | 52 | 11.0% | 63 | 13.3% | All | 584 | 72 | 12.3% | 29 | 5.0% | All | 564 | 59 | 10.5% | 40 | 7.1% | All | 309 | 23 | 7.4% | 20 | 6.5% |
| Afr Am | 146 | 26 | 17.8% | 31 | 21.2% | Afr Am | 206 | 41 | 19.9% | 19 | 9.2% | Afr Am | 180 | 29 | 16.1% | 22 | 12.2% | Afr Am | 94 | 10 | 10.6% | 8 | 8.5% |
| Asian | 101 | 5 | 5.0% | 3 | 3.0% | Asian | 112 | 9 | 8.0% | 2 | 1.8% | Asian | 99 | 3 | 3.0% | 4 | 4.0% | Asian | 63 | 2 | 3.2% | 2 | 3.2% |
| Hispanic | 90 | 11 | 12.2% | 22 | 24.4% | Hispanic | 101 | 12 | 11.9% | 6 | 5.9% | Hispanic | 112 | 19 | 17.0% | 20 | 17.9% | Hispanic | 50 | 8 | 16.0% | 8 | 16.0% |
| White | 105 | 6 | 5.7% | 3 | 2.9% | White | 148 | 8 | 5.4% | 2 | 1.4% | White | 146 | 4 | 2.7% | 4 | 2.7% | White | 79 | 2 | 2.5% | 0 | 0.0% |

### English

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 547 | 47 | 8.6% | 21 | 3.8% | All | 543 | 47 | 8.7% | 34 | 6.3% | All | 487 | 76 | 15.6% | 53 | 10.9% | All | 470 | 50 | 10.6% | 12 | 2.6% |
| Afr Am | 198 | 24 | 12.1% | 32 | 16.2% | Afr Am | 189 | 22 | 11.6% | 45 | 23.8% | Afr Am | 176 | 39 | 22.2% | 23 | 13.1% | Afr Am | 159 | 17 | 10.7% | 5 | 3.1% |
| Asian | 101 | 5 | 5.0% | 4 | 4.0% | Asian | 84 | 3 | 3.6% | 3 | 3.6% | Asian | 94 | 12 | 12.8% | 2 | 2.1% | Asian | 97 | 5 | 5.2% | 2 | 2.1% |
| Hispanic | 100 | 10 | 10.0% | 14 | 14.0% | Hispanic | 113 | 18 | 15.9% | 32 | 28.3% | Hispanic | 72 | 11 | 15.3% | 20 | 27.8% | Hispanic | 85 | 13 | 15.3% | 3 | 3.5% |
| White | 132 | 5 | 3.8% | 2 | 1.5% | White | 132 | 3 | 2.3% | 6 | 4.5% | White | 120 | 8 | 6.7% | 7 | 5.8% | White | 159 | 1 | 0.6% | 0 | 0.0% |

### Math

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 509 | 49 | 9.6% | 41 | 8.1% | All | 514 | 100 | 19.5% | 78 | 15.2% | All | 461 | 81 | 17.6% | 40 | 8.7% | All | 322 | 62 | 19.3% | 11 | 3.4% |
| Afr Am | 177 | 31 | 17.5% | 49 | 27.7% | Afr Am | 178 | 47 | 26.4% | 38 | 21.3% | Afr Am | 151 | 40 | 26.5% | 23 | 15.2% | Afr Am | 97 | 27 | 27.8% | 6 | 6.2% |
| Asian | 97 | 8 | 8.2% | 7 | 7.2% | Asian | 81 | 13 | 16.0% | 4 | 4.9% | Asian | 100 | 11 | 11.0% | 4 | 4.0% | Asian | 78 | 10 | 12.8% | 0 | 0.0% |
| Hispanic | 91 | 10 | 11.0% | 29 | 31.9% | Hispanic | 107 | 27 | 25.2% | 26 | 24.3% | Hispanic | 68 | 19 | 27.9% | 18 | 26.5% | Hispanic | 63 | 18 | 28.6% | 3 | 4.8% |
| White | 128 | 0 | 0.0% | 11 | 8.6% | White | 124 | 11 | 8.9% | 6 | 4.8% | White | 119 | 11 | 9.2% | 4 | 3.4% | White | 73 | 4 | 5.5% | 1 | 1.4% |

### Social Studies

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 506 | 52 | 10.3% | 32 | 6.3% | All | 510 | 47 | 9.2% | 80 | 15.7% | All | 456 | 40 | 8.8% | 16 | 3.5% | All | 505 | 43 | 8.5% | 19 | 3.8% |
| Afr Am | 179 | 27 | 15.1% | 16 | 8.9% | Afr Am | 177 | 22 | 12.4% | 39 | 22.0% | Afr Am | 164 | 21 | 12.8% | 10 | 6.1% | Afr Am | 151 | 22 | 14.6% | 5 | 3.3% |
| Asian | 95 | 6 | 6.3% | 2 | 2.1% | Asian | 73 | 4 | 5.5% | 6 | 8.2% | Asian | 89 | 1 | 1.1% | 1 | 1.1% | Asian | 109 | 4 | 3.7% | 4 | 3.7% |
| Hispanic | 90 | 10 | 11.1% | 12 | 13.3% | Hispanic | 112 | 13 | 11.6% | 30 | 26.8% | Hispanic | 68 | 12 | 17.6% | 2 | 2.9% | Hispanic | 92 | 9 | 9.8% | 5 | 5.4% |
| White | 126 | 6 | 4.8% | 1 | 0.8% | White | 124 | 4 | 3.2% | 5 | 4.0% | White | 111 | 4 | 3.6% | 2 | 1.8% | White | 129 | 4 | 3.1% | 3 | 2.3% |

### Science

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 513 | 57 | 11.1% | 91 | 17.7% | All | 605 | 73 | 12.1% | 63 | 10.4% | All | 540 | 60 | 11.1% | 51 | 9.4% | All | 325 | 21 | 6.5% | 13 | 4.0% |
| Afr Am | 181 | 31 | 17.1% | 42 | 23.2% | Afr Am | 204 | 32 | 15.7% | 32 | 15.7% | Afr Am | 190 | 30 | 15.8% | 22 | 11.6% | Afr Am | 98 | 10 | 10.2% | 8 | 8.2% |
| Asian | 97 | 6 | 6.2% | 9 | 9.3% | Asian | 96 | 7 | 7.3% | 8 | 8.3% | Asian | 106 | 10 | 9.4% | 4 | 3.8% | Asian | 77 | 2 | 2.6% | 2 | 2.6% |
| Hispanic | 91 | 14 | 15.4% | 30 | 33.0% | Hispanic | 132 | 25 | 18.9% | 19 | 14.4% | Hispanic | 89 | 9 | 10.1% | 17 | 19.1% | Hispanic | 55 | 5 | 9.1% | 1 | 1.8% |
| White | 128 | 4 | 3.1% | 7 | 5.5% | White | 147 | 9 | 6.1% | 4 | 2.7% | White | 126 | 8 | 6.3% | 6 | 4.8% | White | 80 | 2 | 2.5% | 1 | 1.3% |

**Report Card Analysis: D-F**                                   **Fall Semester 2013**

## English

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 530 | 55 | 10.4% | 57 | 10.8% | All | 518 | 57 | 11.0% | 68 | 13.1% | All | 457 | 51 | 11.2% | 27 | 5.9% | All | 394 | 32 | 8.1% | 7 | 1.8% |
| Afr Am | 181 | 29 | 16.0% | 29 | 16.0% | Afr Am | 171 | 31 | 18.1% | 34 | 19.9% | Afr Am | 164 | 27 | 16.5% | 14 | 8.5% | Afr Am | 123 | 14 | 11.4% | 6 | 4.9% |
| Asian | 101 | 7 | 6.9% | 2 | 2.0% | Asian | 83 | 3 | 3.6% | 5 | 6.0% | Asian | 90 | 5 | 5.6% | 2 | 2.2% | Asian | 86 | 1 | 1.2% | 0 | 0.0% |
| Hispanic | 100 | 12 | 12.0% | 19 | 19.0% | Hispanic | 108 | 15 | 13.9% | 24 | 22.2% | Hispanic | 68 | 10 | 14.7% | 7 | 10.3% | Hispanic | 66 | 5 | 7.6% | 1 | 1.5% |
| White | 132 | 4 | 3.0% | 5 | 3.8% | White | 132 | 6 | 4.5% | 5 | 3.8% | White | 115 | 7 | 6.1% | 2 | 1.7% | White | 89 | 1 | 1.1% | 0 | 0.0% |

## Math

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 532 | 52 | 9.8% | 53 | 10.0% | All | 509 | 59 | 11.6% | 71 | 13.9% | All | 480 | 56 | 11.7% | 31 | 6.5% | All | 323 | 25 | 7.7% | 4 | 1.2% |
| Afr Am | 184 | 27 | 14.7% | 26 | 14.1% | Afr Am | 172 | 29 | 16.9% | 39 | 22.7% | Afr Am | 170 | 31 | 18.2% | 20 | 11.8% | Afr Am | 93 | 13 | 14.0% | 3 | 3.2% |
| Asian | 103 | 2 | 1.9% | 4 | 3.9% | Asian | 76 | 2 | 2.6% | 4 | 5.3% | Asian | 98 | 6 | 6.1% | 1 | 1.0% | Asian | 85 | 3 | 3.5% | 0 | 0.0% |
| Hispanic | 96 | 11 | 11.5% | 16 | 16.7% | Hispanic | 112 | 19 | 17.0% | 24 | 21.4% | Hispanic | 75 | 9 | 12.0% | 7 | 9.3% | Hispanic | 60 | 4 | 6.7% | 1 | 1.7% |
| White | 133 | 4 | 3.0% | 5 | 3.8% | White | 125 | 7 | 5.6% | 4 | 3.2% | White | 116 | 8 | 6.9% | 2 | 1.7% | White | 72 | 1 | 1.4% | 0 | 0.0% |

## Social Studies

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 487 | 47 | 9.7% | 43 | 8.8% | All | 483 | 54 | 11.2% | 64 | 13.3% | All | 417 | 47 | 11.3% | 27 | 6.5% | All | 569 | 39 | 6.9% | 9 | 1.6% |
| Afr Am | 162 | 25 | 15.4% | 21 | 13.0% | Afr Am | 161 | 28 | 17.4% | 32 | 19.9% | Afr Am | 153 | 25 | 16.3% | 15 | 9.8% | Afr Am | 177 | 19 | 10.7% | 8 | 4.5% |
| Asian | 93 | 5 | 5.4% | 2 | 2.2% | Asian | 68 | 2 | 2.9% | 5 | 7.4% | Asian | 81 | 5 | 6.2% | 2 | 2.5% | Asian | 125 | 1 | 0.8% | 0 | 0.0% |
| Hispanic | 90 | 10 | 11.1% | 14 | 15.6% | Hispanic | 106 | 16 | 15.1% | 22 | 20.8% | Hispanic | 62 | 8 | 12.9% | 7 | 11.3% | Hispanic | 102 | 8 | 7.8% | 1 | 1.0% |
| White | 126 | 4 | 3.2% | 4 | 3.2% | White | 125 | 6 | 4.8% | 5 | 4.0% | White | 102 | 7 | 6.9% | 2 | 2.0% | White | 132 | 2 | 1.5% | 0 | 0.0% |

## Science

| 9th | Total | D | % D | F | %F | 10th | Total | D | % D | F | %F | 11th | Total | D | % D | F | %F | 12th | Total | D | % D | F | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | 501 | 48 | 9.6% | 46 | 9.2% | All | 645 | 64 | 9.9% | 81 | 12.6% | All | 586 | 60 | 10.2% | 37 | 6.3% | All | 331 | 24 | 7.3% | 8 | 2.4% |
| Afr Am | 146 | 25 | 17.1% | 23 | 15.8% | Afr Am | 208 | 32 | 15.4% | 42 | 20.2% | Afr Am | 210 | 31 | 14.8% | 21 | 10.0% | Afr Am | 96 | 11 | 11.5% | 6 | 6.3% |
| Asian | 96 | 6 | 6.3% | 2 | 2.1% | Asian | 99 | 4 | 4.0% | 7 | 7.1% | Asian | 119 | 7 | 5.9% | 2 | 1.7% | Asian | 76 | 2 | 2.6% | 0 | 0.0% |
| Hispanic | 92 | 10 | 10.9% | 15 | 16.3% | Hispanic | 141 | 20 | 14.2% | 26 | 18.4% | Hispanic | 99 | 12 | 12.1% | 11 | 11.1% | Hispanic | 53 | 3 | 5.7% | 2 | 3.8% |
| White | 130 | 4 | 3.1% | 4 | 3.1% | White | 168 | 6 | 3.6% | 6 | 3.6% | White | 128 | 8 | 6.3% | 2 | 1.6% | White | 81 | 0 | 0.0% | 0 | 0.0% |

# Appendix 8 – Cohort Graduation Rate

# COHORT GRADUATION & DROPOUT

**Legend:**
- 🟥 Drop Out
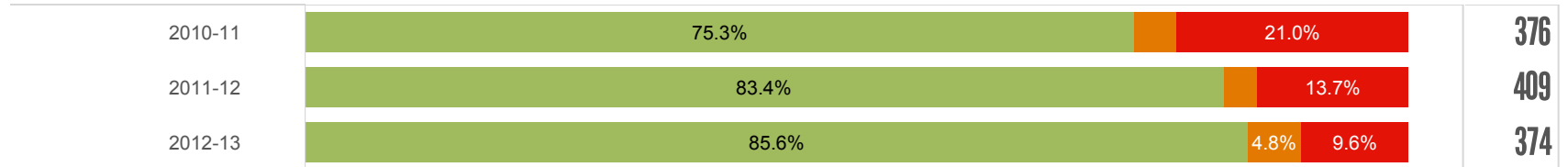- 🟧 Still Enrolled
- 🟩 Graduation
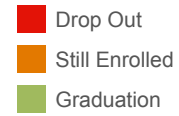
## Oakland Technical High School - 2010-11 to 2012-13

California began tracking graduation by cohort in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out of district, emigrate to another country, etc.) and as new students transfer in. Students who drop out remain in the cohort, along with those who remain enrolled after four years. If you have any questions, please contact **Jay Tharp** at **james.tharp@ousd.k12.ca.us**.

### All Students

| Year | Graduation | Still Enrolled | Drop Out | Total |
|------|-----------|----------------|----------|-------|
| 2010-11 | 75.3% | | 21.0% | 376 |
| 2011-12 | 83.4% | | 13.7% | 409 |
| 2012-13 | 85.6% | 4.8% | 9.6% | 374 |

### Student Groups

| Group | Year | Graduation | Still Enrolled | Drop Out | Total |
|-------|------|-----------|----------------|----------|-------|
| **Female** | 2010-11 | 80.1% | | 16.9% | 201 |
| | 2011-12 | 87.0% | | 11.2% | 215 |
| | 2012-13 | 88.9% | | 7.6% | 198 |
| **Male** | 2010-11 | 69.7% | 4.6% | 25.7% | 175 |
| | 2011-12 | 79.4% | | 16.5% | 194 |
| | 2012-13 | 81.8% | 6.3% | 11.9% | 176 |
| **English Language Learner** | 2010-11 | 59.5% | 11.9% | 28.6% | 42 |
| | 2011-12 | 63.5% | 6.3% | 30.2% | 63 |
| | 2012-13 | 70.0% | 10.0% | 20.0% | 40 |
| **Special Ed** | 2010-11 | 67.6% | 8.1% | 24.3% | 37 |
| | 2011-12 | 55.8% | 11.5% | 32.7% | 52 |
| | 2012-13 | 53.1% | 25.0% | 21.9% | 32 |

Percent of Students (0% to 100%)

Data for this report comes from California Department of Education "Cohort Outcomes" Research Data Files, downloaded on **April 29, 2014.** The report was produced on **August 5, 2014.** Subgroups totaling less than 11 in any academic year are excluded to protect student privacy.

# COHORT GRADUATION & DROPOUT

## Oakland Technical High School - 2010-11 to 2012-13
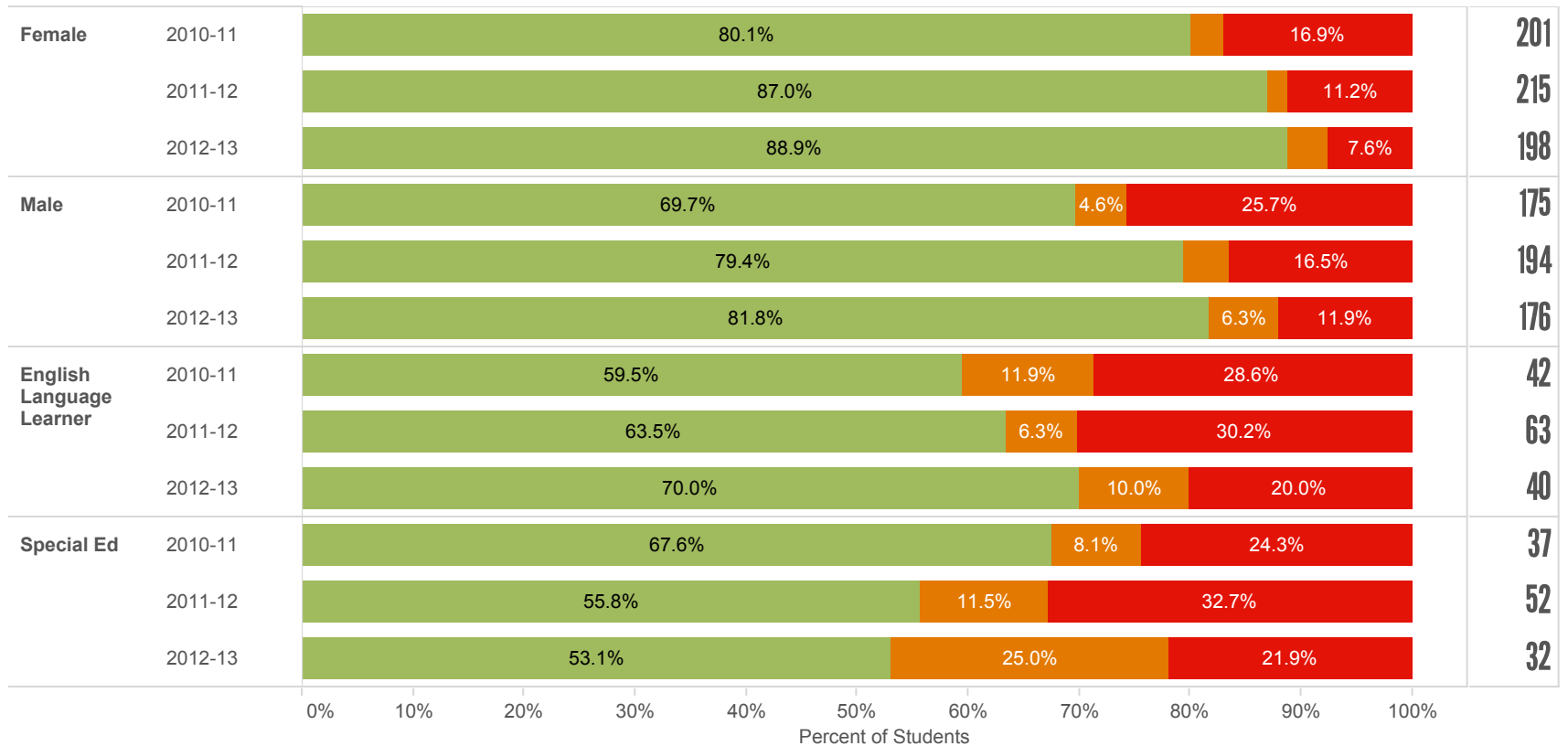
**Legend:**
- Drop Out
- Still Enrolled
- Graduation

California began tracking graduation by cohort in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out of district, emigrate to another country, etc.) and as new students transfer in. Students who drop out remain in the cohort, along with those who remain enrolled after four years. If you have any questions, please contact **Jay Tharp** at **james.tharp@ousd.k12.ca.us**.

### Ethnicity

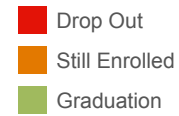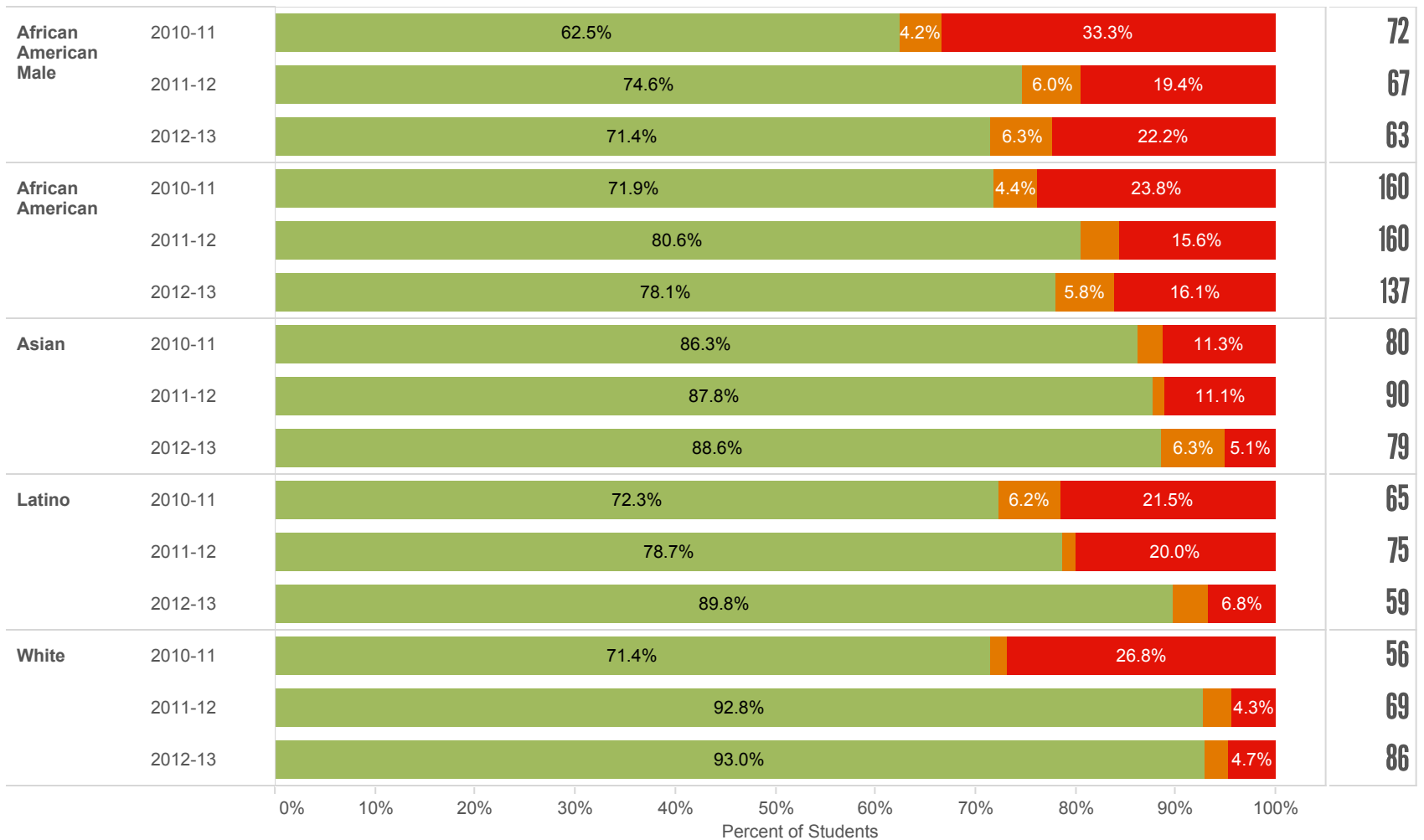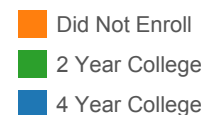| Ethnicity | Year | Graduation | Still Enrolled | Drop Out | Total |
|---|---|---|---|---|---|
| African American Male | 2010-11 | 62.5% | 4.2% | 33.3% | 72 |
| | 2011-12 | 74.6% | 6.0% | 19.4% | 67 |
| | 2012-13 | 71.4% | 6.3% | 22.2% | 63 |
| African American | 2010-11 | 71.9% | 4.4% | 23.8% | 160 |
| | 2011-12 | 80.6% | | 15.6% | 160 |
| | 2012-13 | 78.1% | 5.8% | 16.1% | 137 |
| Asian | 2010-11 | 86.3% | | 11.3% | 80 |
| | 2011-12 | 87.8% | | 11.1% | 90 |
| | 2012-13 | 88.6% | 6.3% | 5.1% | 79 |
| Latino | 2010-11 | 72.3% | 6.2% | 21.5% | 65 |
| | 2011-12 | 78.7% | | 20.0% | 75 |
| | 2012-13 | 89.8% | 6.8% | | 59 |
| White | 2010-11 | 71.4% | | 26.8% | 56 |
| | 2011-12 | 92.8% | 4.3% | | 69 |
| | 2012-13 | 93.0% | 4.7% | | 86 |

Percent of Students (x-axis: 0% to 100%)

Data for this report comes from California Department of Education "Cohort Outcomes" Research Data Files, downloaded on **April 29, 2014.** The report was produced on **August 5, 2014.** Subgroups totaling less than 11 in any academic year are excluded to protect student privacy.

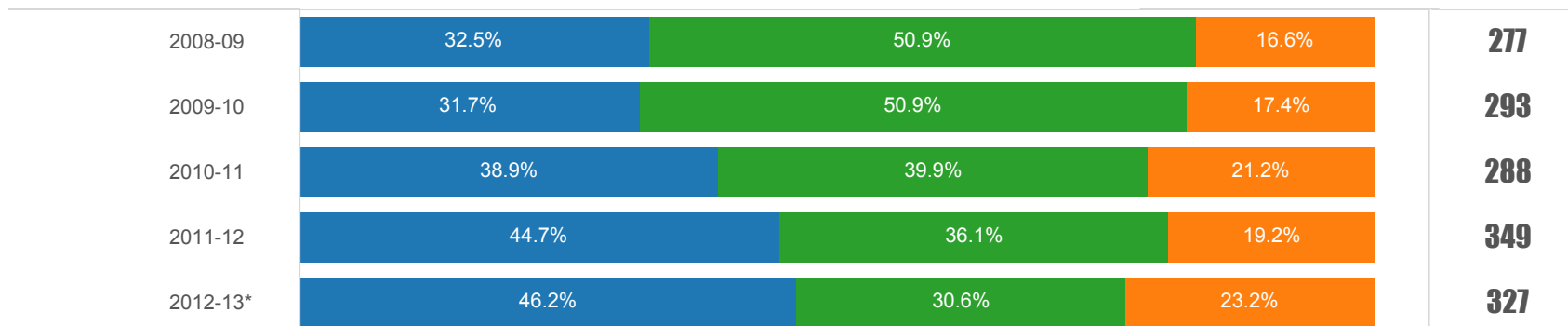# Appendix 9 – College Enrollment Report

# COLLEGE ENROLLMENT
## Oakland Technical High School - 2008-09 to 2012-13

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

■ Did Not Enroll
■ 2 Year College
■ 4 Year College

Percent of OUSD graduates enrolling in a 2 or 4 year college within 16 months of graduation. Includes all graduates in the indicated school year. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## All Students

| | | 4 Year College | 2 Year College | Did Not Enroll | Total |
|---|---|---|---|---|---|
| | 2008-09 | 32.5% | 50.9% | 16.6% | **277** |
| | 2009-10 | 31.7% | 50.9% | 17.4% | **293** |
| | 2010-11 | 38.9% | 39.9% | 21.2% | **288** |
| | 2011-12 | 44.7% | 36.1% | 19.2% | **349** |
| | 2012-13* | 46.2% | 30.6% | 23.2% | **327** |

## Gender

| | | 4 Year College | 2 Year College | Did Not Enroll | Total |
|---|---|---|---|---|---|
| F | 2008-09 | 35.4% | 49.0% | 15.6% | **147** |
| | 2009-10 | 34.7% | 46.7% | 18.7% | **150** |
| | 2010-11 | 39.1% | 41.6% | 19.3% | **161** |
| | 2011-12 | 48.4% | 34.9% | 16.7% | **192** |
| | 2012-13* | 46.9% | 26.0% | 27.1% | **177** |
| M | 2008-09 | 29.2% | 53.1% | 17.7% | **130** |
| | 2009-10 | 28.7% | 55.2% | 16.1% | **143** |
| | 2010-11 | 38.6% | 37.8% | 23.6% | **127** |
| | 2011-12 | 40.1% | 37.6% | 22.3% | **157** |
| | 2012-13* | 45.3% | 36.0% | 18.7% | **150** |

*The data in this report is as of March 2014. For 2012-13 graduates, only college enrollments within 8 months of graduation are included.
The report was produced on September 12, 2014.
Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy.

# COLLEGE ENROLLMENT
## Oakland Technical High School - 2008-09 to 2012-13

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

- Did Not Enroll (orange)
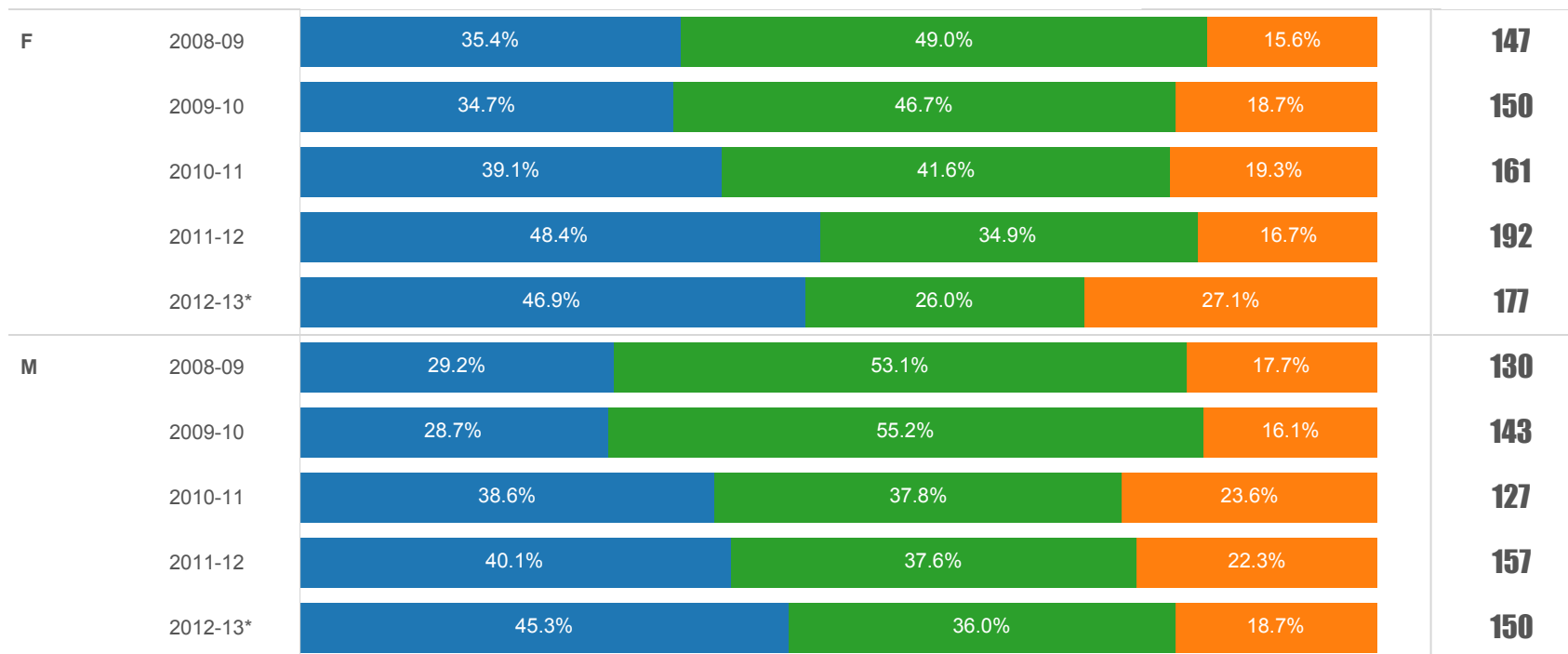- 2 Year College (green)
- 4 Year College (blue)

Percent of OUSD graduates enrolling in a 2 or 4 year college within 16 months of graduation. Includes all graduates in the indicated school year. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

| Ethnicity | Year | 4 Year College | 2 Year College | Did Not Enroll | Total |
|---|---|---|---|---|---|
| **African American** | 2008-09 | 28.9% | 59.4% | 11.7% | **128** |
| | 2009-10 | 28.8% | 54.4% | 16.9% | **160** |
| | 2010-11 | 28.7% | 47.5% | 23.8% | **122** |
| | 2011-12 | 35.8% | 44.5% | 19.7% | **137** |
| | 2012-13* | 35.7% | 42.6% | 21.7% | **115** |
| **Asian** | 2008-09 | 28.1% | 62.5% | 9.4% | **64** |
| | 2009-10 | 29.3% | 60.3% | 10.3% | **58** |
| | 2010-11 | 47.1% | 34.3% | 18.6% | **70** |
| | 2011-12 | 53.8% | 30.0% | 16.3% | **80** |
| | 2012-13* | 54.3% | 30.0% | 15.7% | **70** |
| **Latino** | 2008-09 | 15.6% | 34.4% | 50.0% | **32** |
| | 2009-10 | 22.2% | 48.9% | 28.9% | **45** |
| | 2010-11 | 31.3% | 43.8% | 25.0% | **48** |
| | 2011-12 | 31.0% | 37.9% | 31.0% | **58** |
| | 2012-13* | 24.1% | 24.1% | 51.9% | **54** |
| **Pacific Islander** | 2008-09 | | | 100.0% | **1** |
| | 2009-10 | 100.0% | | | **1** |
| | 2010-11 | | | 100.0% | **2** |
| | 2011-12 | | 100.0% | | **2** |
| | 2012-13* | | 100.0% | | **1** |
| **White** | 2008-09 | 70.3% | 16.2% | 13.5% | **37** |
| | 2009-10 | 69.2% | 15.4% | 15.4% | **26** |
| | 2010-11 | 64.3% | 28.6% | 7.1% | **42** |
| | 2011-12 | 67.7% | 19.4% | 12.9% | **62** |
| | 2012-13* | 70.4% | 14.8% | 14.8% | **81** |

*The data in this report is as of March 2014. For 2012-13 graduates, only college enrollments within 8 months of graduation are included.

# COLLEGE ENROLLMENT
## Oakland Technical High School - 2008-09 to 2012-13

**OAKLAND UNIFIED SCHOOL DISTRICT**
*Community Schools, Thriving Students*

- 🟧 Did Not Enroll
- 🟩 2 Year College
- 🟦 4 Year College

Percent of OUSD graduates enrolling in a 2 or 4 year college within 16 months of graduation. Includes all graduates in the indicated school year. If you have any questions, please contact **Kevin Schmidke** at **kevin.schmidke@ousd.k12.ca.us.**

## Student Groups

| Group | Year | 4 Year College | 2 Year College | Did Not Enroll | Total |
|---|---|---|---|---|---|
| African American Male | 2008-09 | 21.8% | 63.6% | 14.5% | 55 |
| | 2009-10 | 23.6% | 61.1% | 15.3% | 72 |
| | 2010-11 | 24.0% | 44.0% | 32.0% | 50 |
| | 2011-12 | 30.2% | 47.2% | 22.6% | 53 |
| | 2012-13* | 29.2% | 58.3% | 12.5% | 48 |
| EL | 2008-09 | | 68.4% | 31.6% | 19 |
| | 2009-10 | | 64.7% | 35.3% | 17 |
| | 2010-11 | | 53.8% | 46.2% | 13 |
| | 2011-12 | | 50.0% | 50.0% | 16 |
| | 2012-13* | | 43.8% | 56.3% | 16 |
| Special Ed | 2009-10 | 6.3% | 62.5% | 31.3% | 32 |
| | 2010-11 | 20.8% | 41.7% | 37.5% | 24 |
| | 2011-12 | 10.3% | 55.2% | 34.5% | 29 |
| | 2012-13* | 11.8% | 35.3% | 52.9% | 17 |

*The data in this report is as of March 2014. For 2012-13 graduates, only college enrollments within 8 months of graduation are included.