Oakland
Technical
High
School

Bay Area School Reform Collaborative Leadership School
U.S. Dept. of Education 21st Century Community Learning Center
California State Dept. of Education Digital High School

MAY 17 2000

WASC
Midterm
Review
2000

REVISED
5/10/00

WASC 30762

WASC 2000 ACTION TEAM

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WASC Visiting Team

Schedule

May 10, 2000

7:30-8:30 AM: meet with Leadership team, parents and representative students: library

8:30-8:55 AM: meet with site administration: library

9:00-9:30 AM: site observations

10:00-10:45 AM: meet with department chairs and academy co-chairs: library

11:00-11:45 AM: meet with Leadership class and randomly selected students: library
        11:00-11:20: Leadership class
        11:20-11:45: randomly selected students

11:50AM-12:45 PM: report writing: workroom

12:45-1:15 PM: luncheon meeting with the Leadership team (report-out): library

1:30-3:30 PM: site observations/ report finalization

3:40 PM: report out to stakeholders: library

WASC: Focus on Learning - Midterm Review 2000

A. A GENERAL DESCRIPTION OF THE SCHOOL, THE SETTING AND THE POPULATION SERVED.

Located on Broadway, Oakland Technical High School offers an extensive academic and extracurricular program. A school designated to support the School-to-Career Model, Oakland Technical has six academies enrolling over seven hundred students out of a school population of eighteen hundred students. Recently the school has initiated both the Digital High School, grant for technology enhancement within the school, and the Renaissance Quartet, a United States Department of Education 21st Century Community Learning Center after school program that provides services to students in four neighborhood schools. As a Bay Area School Reform Collaborative (BASRC) Leadership School, we are currently exploring School Site Empowerment (also known as Site Decision Making), and we are committed to the principles of reform as supported by a quality staff giving attention to every student in order to assure his or her success in the future. We are proud of our accomplishments, and it is our desire to continue to meet the needs of our diverse student population.

The students of Oakland Technical High School are a racially and ethnically diverse group. African American students represent the largest group, with an enrollment of 61 percent. Asians represent the second largest group, with 20 percent of the enrollment, a figure that has been more or less stable over the past four years. The Hispanic student enrollment has seen an increase from about 7 percent to 12 percent of the school population. The fourth largest group, Caucasian students, represents 5 percent of the enrollment. Filipino, American Indian, and Pacific Islanders have represented fewer than 2 percent of the student population.

Our students represent a wide range of socioeconomic levels. Twenty nine percent of our students receive AFDC benefits, with 39 percent eligible for free or reduced lunch. Student turnover, as shown by the school's stability rate, is just over 20 percent.

Oakland Technical High School is one of six comprehensive high schools in the Oakland Unified School District. The original site was built in 1915 and has since then gone through many physical changes including a seven-year period in which it underwent a major renovation to make it earthquake proof. The renovated Tech opened in 1983. The campus consists of thirteen acres in which there are seventy-seven classrooms, an auditorium/classroom building, a shop classroom building, four portable classrooms and a Child Day Care Facility. The main building houses the administration, counseling

services, library, treasurer's office, student store, attendance office, classrooms, the majority of computer labs, a Techniclinic health center, as well as the location of our after school program for students.

During the past three years, eight additional classrooms and the child day care program have been added. It is anticipated that two or more classrooms will be added in the fall of 2000 to accommodate increased enrollments. Learning spaces are being created to address the ongoing need of a changing population.

Due to the overcrowded conditions in the Oakland Unified School District, Oakland Tech has been the recipient of over 400 new students in the past two years who have been redirected to our school because other schools are closed to new enrollment. These students generally are very needy and have multiple issues. This redirection has had serious impact on both the student population, on teachers who are met with the challenges within the classroom, and with our ability to provide sufficient support services that address tardiness and attendance issues. In fact the school is exploring the need to open a continuation/alternative school on site for the 2000-2001 school year to better address these issues using the small schools initiative adopted by the board.

The Oakland Technical High School staff consists of five administrators, four counselors, seventy-eight teachers, a part time Activities Director, six part time Teacher Leaders, one School to Career liaison, one Librarian, a part time psychologist (funded through Special Education), one part time speech therapist and a Techniclinic staff providing health and mental health services. The sixty-seven member classified staff consists of special education instructional assistants, twelve aides to the handicapped, three bilingual instructional assistants, one outreach consultant (funded through SB65) eight campus supervisors, two PE attendants, twelve cafeteria staff, ten custodial staff, seven school site officers and twelve clerical staff.

To date, Oakland Technical High School maintains an open campus and students are free to benefit from a variety of lunch options on campus as well as off campus. Student organizations and clubs are numerous during lunch periods to provide students with multiple opportunities to form bonding relationships at school as well as remain in collaborative groupings. We continue to have challenges with students being truant to class and attending class regularly. Over the years we have attempted a variety of strategies, and to date, this issue has become a schoolwide focus for the staff, community and student body. We believe that students in class will learn.

All students new to Tech attend an orientation in the fall and parents of 9th graders last year were required to attend pre-registration with students. This level of participation is being expanded to all grades for the 2000-20001 school year. Parent involvement in ninth grade meetings is increasing.

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As we continue to receive students from all over the city as part of the redirection process, our LEP population grows at a faster rate than our non-LEP population with our Spanish speaking population growing faster than any other language group.

The school enrollment has increased 15 percent over the 1997 school year. Currently our largest class is our ninth grade, which constitutes 33 percent of the total student body. This rapid increase represents a current challenge since it is here that most students are redirected to Oakland Tech and it is here where we are attempting to implement class ratios of 1:20 in English and Algebra.

Grade distribution in core subjects of English, Math, Science and Social Studies tend to follow normal distribution. Grades improve significantly as a student reaches the higher grades and some improvement is noted when students are in small learning communities and academies. The overall completion of college prep course work last year was 22.4 percent with an overall GPA of 2.13. 49.7 percent of students taking AP exams scored at 3 or above. Although our SAT 1999 scores of 896 are higher than the district average of 848 we are well below the state level of 1011.

Student attendance increased for the 1998-1999 school year and is marginally improving this year. Total school attendance has improved over the three years with a school average of 89 percent up over 80.5 percent. The drop out rate continues to fall and the suspension rate has decreased from 12 percent to 7 percent.

We have piloted a variety of innovative support services that have increased parent participation levels in all aspects of the school reform journey and the school looks forward to a broader more inclusive leadership structure next year. To assist the school in focusing the reform effort at Oakland Technical High School the Leadership structure has been realigned this year and continues to be adjusted to better address the inclusive needs of many stakeholders and respective reform bodies. The school will be piloting both Ninth grade curriculum teams and integrated instruction for the 2000-2001.

As we review our WASC action plans and progress, our school clearly sees the need to initiate an action planning process schoolwide that moves ESLR assessment and student assessment aligned with class instruction. Our school is also reviewing and realigning all action plans into a schoolwide comprehensive plan that focuses on literacy and math development for all students.

B. DESCRIPTION OF THE FOLLOW-UP PROCESS INDICATING THE COMPOSITION OF THE COMMITTEE WHICH PREPARED THE REPORT, (HOW THE MEMBERS WERE SELECTED) AND HOW THE COMMITTEE MEETS THE CRITERIA OF BEING REPRESENTATIVE OF THE SCHOOL.

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School reform and change have been a part of the school culture at Oakland Technical High School for the past fifteen years. The Second-To-None document, the SCANS report and a genuine effort to substantially change teaching and learning have been pillars of the reform journey at Oakland Technical High School since 1985. Since the WASC visit three years ago, collaborative relationships have been developing both related to school governance and to school site decision making as various forms of leadership teams and small communities of learners develop and support programs aimed at success for all students.

Oakland Technical High School is a site of constant change in a district of unique challenges and opportunities. Our school site is literally reinventing itself as one of five demonstration school site governance structures, and the leadership structures at Tech have emerged from a Coordinating Council (made up of representative faculty members) and a School Site Council to more inclusive bodies that represent stakeholders such as students, teachers, classified staff, business and community linkages. Governance is currently shared by a School Site Council, Bilingual Advisory Committee, a Faculty Council ,various reform core teams, and now a newly formed School Site Empowerment Leadership Team which will be made up of twenty-six stakeholder representatives. Additionally Academy Advisory Boards and a Bilingual Advisory Council assist in making important curriculum decisions thoughout the school.

Membership on the variety of leadership teams is varied and developmental. Within the past three school years, the staff profile has changed by 25 percent and the administration by 100 percent. The school enrollment has increased by 10 percent and the demographics of our students continue to shift. 15 percent of the faculty is currently engaged in training to complete credential programs which has created a large increase in staff participation in professional development and course completion beyond the regular demands of normal school staff development requirements. As a result of these time constraints, many staff member find it a challenge to participate in leadership roles within the school structure, but the emergence of a new collaborative alignment of leadership opportunities makes it easier for broader participation and representation at Oakland Technical High School.

During the past three years, the following two reform teams have developed and emerged in an effort to promote a more collaborative decision making structure: (1) A BayCES Trek team of six teachers, one parent and one student learn more about data disaggregation and equity related issues. They attend annual meetings and return to Oakland Technical High School and work to strengthen our schoolwide data assessment and equity efforts. As a result staff can look at our own students more closely and determine programmatic needs at the school supporting greater success for all students. A BASRC (Bay Area School Reform Collaborative) team of one

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Administrator, three teachers, one classified staff and one parent to focus our reform efforts via an ongoing cycle of inquiry. Our school focus is on success of 9th graders and classroom practices that best address the learning needs of students throughout the school curriculum. This team is instrumental in assisting staff with the process of reflecting on our work and modifying our work in an effort to raise achievement of all students and decrease the achievement gaps of selected groups of students.

Department Chairs work with teachers to align and address the newly adopted content standards with the schoolwide ESLR's. They are in varying stages of development with respect to establishing course descriptions, measurement procedures and assessment tools to assure ESLR implementation school wide. During the past two years, a team of Teacher Leaders has been working to support reform activities at Oakland Technical High School. They work using a " coaching model" of support for staff in areas critical to student needs.

For the past two years, the WASC action plan has been discussed during regular staff meetings and periodically during staff development days. This school year the entire staff was assigned to one of six focus groups that worked collaboratively at reviewing our WASC recommendations. During regular meetings, staff participated at reviewing actions and collecting evidence documenting our progress in addressing prior WASC recommendations. Focus leader groups reviewed elements of our work and provided evidence of completion of action steps and activities related to our WASC recommendations and actions.

The school site is blending a variety of recommendations and requirements set forth by district mandates as a result of changing superintendents, Bilingual Compliance settlement agreements and the Office of Civil Rights informal voluntary settlement agreement related to the African American Task Force suit.

During the school year, a variety of meetings have been conducted and actions incorporated into this WASC report. This report is a compilation of the most recent activities carried out by a multifaceted level of action groups and teams to move our focused effort to address all the WASC recommendations. This report is a collaborative effort of many staff members. Recommendations and actions were reviewed by Department Heads, Academy Directors , Teacher Leaders, and other school liaison personnel. Members volunteered to work in selected focus groups. Ms Vicki Silkiss took the lead to facilitate as a site Coach and Ms Ellen Posey was the Administrator over the WASC process. The Principal, Department Chairs, Academy Directors and Teacher Leaders worked to create action plans for each recommendation.

The following section © will delineate the ongoing nature of the follow-up process at Oakland Technical High School.

C. A DESCRIPTION OF SIGNIFICANT DEVELOPMENTS AT THE SCHOOL THAT HAVE HAD AN OVERALL EFFECT ON THE SCHOOL OR ON SPECIFIC DEPARTMENTS SINCE THE LAST VISIT

1997/1998 School Year

In the spring of 1997 the WASC recommendations were shared with the Oakland Technical community, and by fall 1997 the school had twenty new teachers, four new Administrators, and one of three new superintendents to be assigned during the next three years. In the fall of 1997, with the expert leadership of Focus group leaders at Oakland Technical High School and their deep interest and commitment to improve performance for all students at Oakland Technical High School, key planners, department heads, and reform leaders came together and submitted a school portfolio to the Bay Area School Reform Collaborative that supported the WASC: Focus on Learning. Additionally the School Site Council reviewed and aligned its school site plan to support the recommendations of the WASC review and submitted this reviewed plan for schoolwide approval.

Within weeks after these two actions the school was, by lottery, selected as a recipient of the state's Digital High School, which required over 1000 hours of planning hours. At the same time the new leadership was shared its vision and focus of the new leadership shared its vision and focus with the Coalition of Essential Schools. The principles of the Coalition supported the change efforts of the school site in an effort to increase significant changes within teaching and learning as career curriculum pathways were reviewed.

During the first semester of the 1997/1998 school year, the leadership of the school reviewed with staff and community the principles of the Coalition of Essential Schools, visit the schoolwide vision statements and previously defined ESLR's, and embarked on a variety of reform efforts that immediately immersed the school community in a variety of new leadership paradigms and collaborative decision-makings bodies and groupings. During this time the Coordinating Council, representative of the school's faculty and serving as the school's principle leadership team, and new reform groupings began to emerge taking on leadership structures for schoolwide reform. These teams included the BASRC reform team, the Digital High School planning team, and the School Site Council.

Also during the first semester, the newly appointed leadership team focused on developing a sense of professional respect and continuity for the total school community. There were clearly defined steps to provide an atmosphere of professional respect, a sense of cohesion, and a community in

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which staff members and stakeholders could operate within a sense of risk taking that validated a great need set forth in the WASC recommendations.

Additionally, the administrative team used the "Open Technology " design model to secure buy-in from staff about what was important in our effort to design effective programs supporting our successes for all students. Using this model, the staff then began to build collaborative relationships within cross sections of the school community.

By the end of the second semester, it was clear that the reform journey was alive and well at Oakland Technical High School. Staff vacancies for the following year dropped to five; all administrators were returning for a second year; the school was successful in receiving a BASRC reform leadership grant for a three year period; the school successfully wrote and received funding to increase linkages for students by pioneering the first 21st Century After School Learning Community in the Oakland Unified School District, and successfully aligned the Digital High School application process with schoolwide ESLR's, thus allowing for a future infusion of technology and community collaboration to bridge the digital gap in our school site.

Our reform effort was clearly aligned with our WASC recommendations and supported the Focus on Learning process. Focus Groups were realigned to Action Teams that explored solutions to issues, thus strengthening the professional learning process of staff as learners and learners as teachers.

At this time the BASRC leadership team facilitated staff development efforts by organizing a variety of staff development sessions that supported the ESLR's and schoolwide reform changes. Additionally, during the spring this group organized a schoolwide retreat to be scheduled during the opening of the 1998/1999-year, which focused on student achievement and assessment. This data review was our first formal effort to bring all stakeholders together to discuss the achievement levels of our students and agree upon focus areas that could be addressed in program design, which would increase achievements of all students. Attendance and grade point averages were selected as areas supporting improvement of all students with a special focus on Ninth graders.

Additionally, two leadership reform teams attended summer training Workshops designed to assist in aligning the cycle of inquiry model to the schoolwide WASC plan and ESLR's. The reform teams returned to school in the fall and began to implement planning steps that addressed schoolwide staff development using the principles of a professional learning community. They realigned focus groups into action teams and realigned support services for the Ninth grade team, which increased linkages and best practices within the Ninth grade team and across the curriculum.

1998/1999 School Year

During the fall semester of the 1998/1999 school year, the Coordinating Council was serving as the coordinating committee to manage and align the three new site initiatives set forth supporting the focus of personalized learning. By December of 1998 the Coordinating Council submitted a schoolwide staff development plan that addressed ESLR implementation, schoolwide content standards, sharing of best practices schoolwide, project-based learning, and personalized learning schoolwide. Staff representatives facilitated all staff development efforts during the second semester of the school year, and additional teams were formed to participate more fully in the BayCES TREK event, the state SB 65 Conference, and the implementation of the Digital High School plan.

Action research principles were implemented schoolwide and all staff members participated in some form of action research that supported the WASC Focus on Learning plan and recommendations. Again, as this year was the first year of our actual cycle of inquiry journey to improve Ninth grade performance and increase uses of personalization and project-based learning activities schoolwide, much attention was given to providing staff opportunities to take risks and explore options in professional development. Teams were formed and teams reported out learning that occurred.

Various teams and groups received training on meeting facilitation, and norms were established schoolwide to address the wide range of collaborative groupings that became prominent to address the multiple tasks of the school community.

The leadership team model was quickly shifting from the Coordinating Council to multiple bodies of decision-making and action planning. To this end Teacher Leader positions were created schoolwide to assist in managing various aspects of schoolwork and in bringing cohesion to our schoolwide effort. Teacher Leaders provided assistance in managing the schoolwide cycle of inquiry, assisted new teachers' in classroom development and implementation, assisted the school staff in implementing the principles of the Coalition of Essential Schools, focused on the disaggregated student achievement data of our students, and focused changes on best practices within the classroom.

A major opportunity occurred during the fall of 1998 with the change in district leadership. The Board of Education adopted a policy of school site empowerment and asked for site representatives to work on administrative regulations that would guide its implementation in the Oakland Unified School District. Because the school site was already undergoing changes to realign the leadership structure of the school to be more inclusive and democratic, representatives of Oakland Tech became active participants in this district wide effort, and, over the course of the second half of the school year, helped draft the administrative policies that would regulate this shift in leadership from a centralized approach to a more site-based effort.

As a result of this effort, the Oakland Technical High School community submitted a schoolwide plan for participation as one of the district's first 5 schools to explore School Site Empowerment as a pilot for the 1999/2000 school year. A wide range of stakeholders developed this proposal and signed off on its contents and focused effort. The focus of this pilot was aligned with the WASC Focus for Learning elements and became a significant factor in our school moving toward greater representation and higher levels of student and community participation.

The second semester of the 1999/2000 school year began to see the staff more fully engaged in professional learning opportunities. Besides action teams, pilot efforts to change instructional practices within the classroom, a focused Ninth grade leadership team and program, the school began to engage in the development and implementation of on site professional learning opportunities that supported our effort to increase schoolwide personalization and project-based learning. Our staff participated as learners and facilitators of two significant professional development opportunities. One was the Design studio concept under the auspices of Rob Riordon and the Big Picture, which assisted the school in designing instruction that focused on the New American Design principles that supported schoolwide ESLR development and a thrust to restructure more relevant teaching. The other opportunity occurred when the school hosted a schoolwide project-based learning conference here at the site. This professional development conference gave staff the opportunity to visit other classrooms, share work and begin the task of creating changes within individual classes across all curricular areas.

Towards the end of this school year additional district changes were occurring in Leadership. Several district level audits and legal agreements were being rolled out that would create additional challenges for the school site during the upcoming school year. They addressed our agenda to implement and monitor effective reform changes and to meet necessary system wide challenges of FCMAT Audits, two new Comprehensive planning efforts for the 1999/2000, significant schoolwide refocusing on collaborative changes, court ordered agreements in the voluntary resolution plan and bilingual compliance plan, a newly appointed " strong mayor " with an education agenda, and the collaborative stakeholder forces to improve learning now. Indeed, this year brought all the elements together to significantly begin to retool a district that clearly didn't have a successful track record to brag about. Opportunities were created and the school site quickly began to take advantage of these then by aligning them into our action plans for improvement.

During the summer of 1999 the first site BayCES TREK team was formed and developed a school site action plan to assist the whole staff in looking at

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disaggregated data of our 9th graders to improve teaching and learning practices within the classroom.

1999/2000 School Year

The 1999/2000 school year started under the leadership of a new interim Superintendent who focused clearly on the increased performances of student achievement. The year began with a district vision that supported the principles of the coalition and requested that all sites review student performance data and revise school programs to reflect targeted schoolwide performance increase measures. The API scores were central to this improvement plan and school sites were requested to align their programs toward total improvements during the school year. This new focus was actually helpful in addressing the school site needs for the year. The year opened with a variety of distinct variables and attributes that needed to be incorporated into a single and seamless site plan focused on increasing learning for all students.

Our site challenge unfolded during a year when the site focus needed to be refined and collaborative effort needed to increase. During this year implementation of best practices had to be more fully integrated through departmental structures, academy structures, within individual teaching practices, and focused on a central aim to target student growth schoolwide.

During the fall semester of 1999 the leadership team realigned delivery services to support a more personalized approach to schoolwide attendance, discipline and curriculum matters. New internal systems of addressing teacher needs were designed and implemented, and staff was realigned to focus group work. Students widened their understanding and usage of action research principles from that of it being a method of staff learning to one of actual implementation within the classroom. A central focus on and the envisioning process of managing significant reform change became an important element in designing meaningful and focused action plans throughout the school community.

Efforts began in the fall to assure schoolwide compliance to curriculum standards and teachers were provided extensive staff development in test improvement strategies and multiple measures. The school site began the process of reviewing WASC progress, designing significant action planning steps and aligning the multiple programs on site to a meaningful comprehensive school plan.

By December of 1999 the staff sought the support of the Faculty Council in facilitating best practice staff development, and the various leadership groups were actively involved in addressing action steps supporting our reform journey. One of the greatest challenges this year has been realigning and redefining the decision-making and implementation responsibilities of staff, stakeholders, leadership teams, teacher leaders and focus groups.

School governance remains a critical area of need as we are in the midst of redesigning a School Site Empowerment team that becomes the decision making body for the school. As this structure is more fully developed, stakeholders will have a clearer picture of how decisions and action plans are being implemented and to see that WASC recommendations and ESLR implementations are addressed.

The school leadership continues to narrow, define and redefine leadership roles, and we simultaneously respond to new state, district and site initiatives to support student learning and create meaningful action plans that will address improvement in our API scores and our actions plans to improve teaching and learning. This is clearly not a simple task and the last district request to complete a needed assessment for the creation of a site level comprehensive plan is now being incorporated into a schoolwide effort to create a meaningful action planning format that umbrellas all reform work in alignment with our WASC focus and implementation efforts. This journey is rolling out weekly as staff, students and leadership personnel are making new efforts, expectations, accountability measures and curriculum improvements.

The school site comprehensive plan is being redesigned beyond that created by the School Site Council in 1997/1998 to include all reform initiatives and ESLR alignment and will be reviewed regularly by the newly formed School Site Empowerment team. This effort itself is a slow and challenging task since planning seems to be occurring simultaneously with massive school changes in curriculum, implementation and student graduation standards.

In order that we continue to level resources, linkages and support structures to assure equal access in curriculum offerings and learning's for all student, an aggressive effort must be made to create a n implementation plan to support or WASC improvement efforts. This process is being created now.

Over the past three years, this staff with its changing composition has successfully engaged greater stakeholder ownership in the design and creation of the following site action that now need to be concisely rolled into a comprehensive literacy plan for the school. All of the following plans are currently at some level of implementation, monitoring and assessment as it related to improving performance at Oakland Technical High School.

The WASC	Action Plan
BASRC	Reform Cycle of Learning
Digital High School	Implementation Plan
Attendance and Discipline	Implementation Plan
21st Century	Implementation Plan
School Site Councils	Coordinated Plan
Health & Safety	Action Plan
Comprehensive School	Action Plan
School Site Empowerment	by-laws & Focus Plan

Review of Prior Action Plans submitted with the 1997 Visit

In reviewing the two action plans presented in the "Focus on Learning" Self study in 1997, the school has been steadily moving forward toward developing strong career pathways for all students. The site continues to believe that by having students in smaller, more connected and caring learning communities engaged with powerful learning experiences, increased learning will occur for our graduates. Although the district supports and embraces a "wall to wall "model of academy development, Oakland Technical High School is working toward creating quality learning academies that service all students well. Through increased course development, joint planning of curriculum, increased graduation plans, increased job shadow and intern experiences, implementation of senior projects as well as enhanced individual student intervention plans where needed, students engaged in academies of choice help to increase success schoolwide.

Rigor, relevance and personalization of learning are schoolwide attributes for all classes, not just for students in Academy classes or small learning groups. The school continues to review student profiles and modify programs as needed and warranted. These include the upcoming ninth grade changes and alternative/continuation school models set for implementation in the fall of 2000. Original Action Plan One continues to be a viable and feasible part of our schoolwide reform journey.

Action Plan Two stated that all stakeholders of Oakland Technical High School need to continue creating action plans. This is clearly an excellent statement that has moved us to implementing a variety of rapid changes in the area of collaboration, governance, and stakeholder participation and of redefining leadership capacities at Oakland Technical High School. Stakeholder participation has increased significantly over the past three years as evidenced by collaborative procedures, meeting norms, leaderships cadres, teams of reform facilitators, teacher leaders, a newly restructured School Site Empowerment team and the like. Student voice, parent voice and community voice continue to increase yearly as we roll out new initiatives and provide meaningful opportunities for schoolwide engagement and participation.

To fully be able to embed ESLR's within all courses across all content areas, it will require the school site to narrow our action planning efforts to the development of a single based comprehensive plan that supports literacy for all students. Currently the current administrative team is working to align twelve current action plans into a comprehensive document for Oakland Technical High School. Once this is completed a clearer implementation plan can be collectively developed to better address all action steps needed to ensure that ESLRs are deeply and clearly embedded across the curriculum and in all classrooms. This implementation plan must set out the needed work to be completed monthly

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throughout our reform journey, aligned at the high standards set forth by WASC. Once the " who, what, when, where, by, how" implementation plan is visible to stakeholders, staff and students, it will improve both clarity of our work and communications related to our ongoing needs and schoolwide efforts. Our challenge this year is to complete this effort and to see that a working implementation plan is ready for Fall 2000 guaranteeing that the identified steps of all reform action plans at Tech are aligned and supports our WASC vision.

D. SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

Critical Area # 1 THE STAKEHOLDERS NEED TO DEVELOP AN ASSESSMENT PROCESS THAT MEASURES AND DOCUMENTS STUDENT ACHIEVEMENT OF THE ESLR'S IN ALL CONTENT AREAS AND CONTINUES THE PROCESS OF IMPLEMENTING ESLR'S ACROSS THE CURRICULUM. THE RESULT OF THE ASSESSMENT PROCESS SHOULD BE A LARGE BODY OF EVIDENCE THAT INDICATES THE STAFF HAS DESIGNED CURRICULUM AND TEACHING STRATEGIES THAT TEACH TO ESLR'S

Schoolwide, the ESLR's have been discussed during departmental meetings, to align them within the curricula. The school district has adopted new content standards that support our school ESLR's. The departments are in the process of reviewing the ESLR's and determining where in the curriculum they will be assessed, monitored and recorded for verification.

Steps to follow are the continued development of student awareness of our school ESLR's and their significance to their graduation and development of agreed-upon departmental rubrics for the alignment of content standards and the ESLR's. A chart format for ESLR rubrics has been developed, along with a timeline for implementation and a listing of who is to be responsible for what; it now remains for us to use it in order to clearly lay out the further incorporation of our ESLR's throughout the whole school site.

Since the WASC Oakland Tech has become involved in a number of Reform Projects including Bay Area School Reform Collaborative (BASRC) Leadership status. As a Leadership School each year we participate in a "Cycle of Enquiry" called the Review of Progress (ROP). This process includes an assessment of the schools progress in the areas of Equity and Achieving High standards, Depth, Breadth, Leadership, Coherence and Focus.

Through the BASRC process our efforts have led to the restructuring of our 9th Grade curriculum to include class size reduction, Career Exploration

Technology lab classes for all ninth grade students, a Summer Bridge Program for incoming 9th Graders, as well as numerous staff development opportunities in areas such as conducting curriculum embedded assessments, curriculum enhanced technology, and literacy.

The principles of The Coalition of Essential Schools support the reform goals of the school. The goals are to increase changes with teaching strategies and learning opportunities provided by career pathways were reviewed for expanding consideration.

A new district wide assessment tool the Curriculum-Embedded Assessment (CEA) was piloted and used last year. The CEA not only assessed student achievement but also became one of our tools for assessing the ESLRs. In addition, it made a reality of including literacy across the board in our classes in a manner that could be assessed. Each time the CEA is scored, teachers are asked to reflect on what the data shows for students in their classes, and what changes they can make in their lessons and other classroom practices that would heighten the positive impacts and reduce the negative ones shown by the data.

BayCES principle #6 supports the concept of fulfilling graduation requirements through exhibition and it is the backbone of the school site's work, to address (by exhibition) the demonstrated ESLRs embraced by the school community. The vision of the school guided by the BayCES principles is to provide a rigorous curriculum for all students in a personalized setting. We have been fortunate to add four new academies; these academies have developed and document both a community and service-learning requirement. As of now, the class of 2003 is required to complete a senior project using a holistic approach to demonstrate student achievement. Our plan for action in this area is to detail the requirements of that senior project.

Critical Area # 2 A. THE STAFF SHOULD CONDUCT NEEDS ASSESSMENT OF THE PROBLEMS RELATED TO IMPLEMENTING THE ESLR'S AND ARRIVE AT CONSENSUS AS TO HOW THE PROBLEM WILL BE FACED.

B. THE SCHOOL NEEDS TO PRODUCE EVIDENCE THAT LONG-RANGE PLANNING INTO PATHWAY ARTICULATION HAS TAKEN PLACE.

C. ALL STAKEHOLDERS NEED TO KNOW HOW THE ACADEMIES WILL FUNCTION AND WHAT THE ROLE WILL BE IN MAKING THE ACADEMIES A SUCCESS.

D. THE PLAN MAY TAKE YEARS TO PUT INTO PLACE, BUT THERE SHOULD BE A CLEAR VISION IN THE MIND OF ALL STAKEHOLDERS OF WHAT OAKLAND TECHNICAL HIGH SCHOOL WILL LOOK LIKE IN THE FUTURE.

A. THE STAFF SHOULD CONDUCT NEEDS ASSESSMENT OF THE PROBLEMS RELATED TO IMPLEMENTING THE ESLR'S AND ARRIVE AT CONSENSUS AS TO HOW THE PROBLEM WILL BE FACED.

A. During the first semester of the 1997/1998 school year, the leadership of the school reviewed with staff and community the principles of the coalition of essential schools, visited the Schoolwide vision statements and defined ESLR's and embarked on a variety of reform efforts that immediately immersed the school community into a variety of new leadership paradigms and collaborative decision makings bodies and groupings

After this in depth self-examination we arrived at consensus that the most challenging areas of need were 9th grade attendance, grade point average, and progression towards graduation for African American, non-Chinese Asian, and Latino students. Focusing on the 9th grade will enable the staff to assess the effectiveness of the ESLRs as the 9th grade class progresses towards graduation.

In our WASC Focus Groups, needs assessments were drawn up and discussed. In some areas action has been taken, whereas in others it is still lacking. A general assessment tool has been designed which will allow the school, within departments/academies to evaluate the extents to which what we are teaching aligns with our stated ESLRs. A timeline to accomplish this is being established, starting this spring and continuing until winter of 2001.

B. THE SCHOOL NEEDS TO PRODUCE EVIDENCE THAT LONG-RANGE PLANNING INTO PATHWAY ARTICULATION HAS TAKEN PLACE.

The academies are an integral part of our overall school reform efforts since they offer small learning communities that enable better teacher/student interaction, peer collaboration and strong student bonding. The addition of the new academies since the last WASC supports the vision of Oakland Tech.

Since the WASC, four academies have been added. The staff participates in District-wide staff development planned by the School to Career Department. These workshops enable the academy co-directors and teachers to plan curriculum, link outcomes with the SCANS requirements, plan recruitment and job shadowing activities and most importantly, collaborate with teachers from similar academies across the district. Coordinating this effort is a full time on site School to Career Liaison. The position of School to Career Coach has been added since the last visit. Each academy now has two directors to assist with the many tasks of the academy.

Our academies are an integral part of our overall school reform efforts since they offer small learning communities that enable better student/teacher

interaction, peer collaboration and strong student bonding. The addition of new academies since the last WASC self-study supports the vision of tech.

We have organized and begun four new academies. Directors and co-directors of all academies meet together with site administrators and site liaison to set up pathway articulation on a long-term basis. The staff participates in District-wide staff development planned by the School-to-Career Department. These workshops enable the academy co-directors and teachers to plan curricula, link outcomes with requirements, plan recruitment and job shadowing activities, and to collaborate with other teachers from across the district. Coordinating this is a full-time effort for the School-to-Career Liaison. The position of School to Career Coach has been added since the last WASC visit.

Tech staff has been involved in school-to-career summer institutes that serve to increase awareness of ways to incorporate to related projects into all curricula.

C. **ALL STAKEHOLDERS NEED TO KNOW HOW THE ACADEMIES WILL FUNCTION AND WHAT THE ROLE WILL BE IN MAKING THE ACADEMIES A SUCCESS.**

Since our 1997 WASC recommendations, we have held yearly "Academy Information Fairs in which every 9th grader views the academy programs offered at Oakland Technical High School. This all-day process is geared. toward every student having the opportunity to make an informed choice to participate in one of our six academies, or, our general program. This year, 75% of the 9th grade class opted to enroll in an academy for the 2000-2001 school year. Also, more staff members have been participating in visits to our feeder schools to inform eighth graders about our academies.

Critical Area # 3.   WORK TOGETHER TO PRODUCE A STAFF DEVELOPMENT PLAN THAT PROVIDES TEACHERS WITH A CLEAR UNDERSTANDING OF WHAT CONSTITUTES POWERFUL TEACHING. THE OUTCOME OF THIS STAFF DEVELOPMENT PLAN SHOULD BE THE USE OF STRATEGIES THAT LEAD ALL STUDENTS TO HIGH PERFORMANCE OF THE ESLRS ONCE THE PLAN IS WRITTEN, THE STAFF SHOULD CONTINUE TO USE AVAILABLE STAFF DEVELOPMENT TIME TO ENSURE ALL STAFF MEMBERS HAVE THE KNOWLEDGE AND SKILLS NECESSARY TO PROVIDE ALL STUDENTS WITH POWERFUL LEARNING EXPERIENCES IN CONCERT WITH THE SCHOOL-WIDE ACADEMIES.

For the last two years, the staff focus has been on "best practices". The staff voted to devote two days each month to staff development and highlight best practices. Teachers from the leadership team coordinate these sessions and they have effectively addressed a number of curricular and powerful teaching

practices including the "Cycle of Inquiry" model. During the summer two leadership reform teams attended summer training and workshops to assist in align the "Cycle of Inquiry" model to the school-wide WASC plan and ESLRs. The teams returned in the fall and began to implement planning steps that addressed schoolwide staff development using the principles of a professional learning community, realigned focused groups to actions teams and realigning support services for the 9th grade team that increased linkages and best practices within the 9th grade team and across the curriculum.

Additional staff development has been in the areas of personalized learning styles, project based, learning, meeting facilitation, establishing collaborative group norms, and data analysis. Our staff recently participated as learners and facilitator's in two significant professional growth opportunities. One was the Design Studio concept under the auspices of Ron Riordon and the Big Picture that assists the school in designing instruction that is focused on the New American Design principles. This process supports schoolwide ESLR development and our thrust for more rigorous and relevant teaching. The other opportunity was when the staff organized and participated in the schoolwide Project Based Learning Conference held at Oakland Tech. This opportunity allowed staff to visit other classrooms, share work and implement changes in individual classrooms.

The staff has also created extra planning time by using Academy funding by; sharing common prep periods; developing respective units as part of staff development training; participating with extended contracts to address needs; working together on weekends and after school; and by creating and using action research teams as staff development efforts. Additionally, during the 1998/1999school year, staff used teacher Buy Back days to help support a wide range of staff development learning opportunities to allow time to collaborate and share best practices with colleagues.

The focus on instructional strategies has encompassed: integrated learning, integrated projects, cross curriculum units of study, project based learning and, teaching to different modalities of learners. The staff has modeled the effective use of technology (power point, computer graphics, research strategies etc/) and " best practices" in other areas of computer applications.

At once our most agreed-upon and progressive step towards self-improvement, our staff development has come full cycle through the last couple years. Three years ago, staff wholeheartedly came up with what we termed "best practices" and voted to lengthen our school day daily so as to be able to shorten it two Wednesdays per month to have time for staff development and for our reform efforts to be shaped and self-assessed.

One overwhelmingly clear initiative brought about on site, then, has been that to include presentations of "best practices" in our bi-monthly staff development sessions. Not only do these presentations seem uplifting to

almost all concerned, but they encourage us to teach and learn in better and better ways using the foci our school has chosen (through our WASC self-studies, the BASRC Review of Progress, our Digital High School policies, Site-Based Decision-Making meetings, etc.) in ways that bring what might otherwise seem to be only rhetoric into being real and realistic strategies for implementation.

Topics covered in our staff development afternoons have included the incorporation of technology into the classroom, using student portfolios for assessment and as foundations for self-monitoring on the part of the students, and the structuring of our site governance organization.

Critical Area # 4 INCREASE EFFECTIVE PARENT PARTICIPATION IN DESIGNING AND IMPLEMENTING PROGRAMS AND POLICIES TO INCREASE STUDENT PERFORMANCE, SCHOOL SAFETY, CLIMATE, AND CLEANLINESS.

We have been struggling to have an effective tardy and discipline plan on campus, agreed upon by staff and parents as well as being enforceable under present situations.

Parents of incoming and current ninth graders have been attending the ninth grade orientations, fall '99 registration and the Class of 2003 Shadow Day (shadow your ninth grader to class).

Parents have been participating on our attendance committee and as volunteers on our parent patrol. Parents have been involved in the summer BayCES Trek retreat. They are also integral members of the school site empowerment committee (Site-Based Decision-Making Team) who as such have been instrumental in negotiating with site and district staff in prioritizing our concerns and in structuring the bylaws of that body. Our PTSA organized a multicultural potluck and a talent show for the school community.

Recently, parents have been meeting with administrators to agree upon and sign attendance/behavior contracts with their sons/daughters. To aid and encourage fellow parents, some parents of our ninth graders have formed a support team.

Critical Area # 5. THE NEED TO AFFORD ALL STUDENTS ACCESS TO A RIGOROUS AND CHALLENGING PROGRAM.

Since the 1997 WASC, several school and district-wide initiatives have served to increase academic rigor and provide a challenging program. With the increased rigor also it also became necessary for us to provide safety nets for our students. The District increased graduation requirements. During the second semester of that year the Board of Education also adopted new graduation standards that would begin to impact incoming students the following school year. These requirements included math for all s 9th graders, increased fine arts requirements, service learning, community service and

senior projects for all students graduation from Oakland Unified School District.

During the 1998/1999 school year, two additional academies were established: the FAPATA (Fine Arts, Performing Arts & Technology Arts) Academy and the Education Academy. The staff was introduced to (IB) International Baccalaureate training and requested to build into the future course sequence district wide. ACT designations were dropped and the district now only uses the Honors and Advanced Placement course designation, and the effort was taken schoolwide and district wide to see that more students had access to programming into courses of rigor such as HP & AP. Teachers were recruited and required to take AP training for all classes taught. Algebra one was required of all 9th graders for the first time and an Algebra Lab program was introduced as a support for students needing additional assistance with Algebra.

Several community post school linkages began to emerge supporting the work of the regular classroom teacher with the requirements of post secondary learning; new partnerships and business became more involved as we added new academies.

A " future leaders " connected curriculum program will be piloted next year that carries a team of students with the same core teachers for a two-year period. This blocked program will offer a rich variety of support services and programs supported by the Coalition of Essential Schools model.

More students are now exposed to presentations on the academies offered on site as well as across the district. Administrators more regularly monitor teachers to observe the content and strategies of their classroom teaching.

Our school's cross-curricular literacy initiative is being spearheaded this pilot year by a team working with the Secondary Schools Literacy Project (SSLiP) of the Bay Area Coalition of Essential Schools (BayCES). The initiative's goals are to increase the reading proficiency of all students and to appropriately assess literacy in the content areas.

Since incoming ninth graders often do not come into Tech with the skills necessary to succeed, we have formed Summer Bridge. Targeting at-risk students, we hold extra summer classes before they come into high school and are monitoring these students in their succeeding years to ascertain the effectiveness of the program and what should be continued or altered.

The concept of the "smaller learning community" has itself expanded at Tech, with the addition of another Interlinks section and the registration of a higher percentage of students in our onsite academies as of this year, with our freshmen included. From past experience we have seen that students in "families" tend to achieve more academically besides doing better in the other areas covered by our school's ESLRs. Academy Directors meet regularly to

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monitor ethnicity, gender and accessibility issues to increase participation of all student demographic groupings.

As other parts of our new programs to allow all students access to a rigorous and challenging program, Tech students now take both Computer Exploration Technology and Multicultural Awareness classes, expanding their horizons while in their first year of high school. In the same year, students are introduced to a four-year School-to-Work planning document which provides a roll-out strategy for individuals computing their ninth through twelfth grade plans and further articulation into their post-secondary studies. These programs have been implemented alongside new District requirements for graduation, such as Algebra for all ninth graders, more fine arts classes, service learning and community service.

"Upper end" courses have been redesignated by title so as to open them to a wider range of student achievers. In order to be prepared for more students entering such courses, more faculty members have been trained for AP and IB programs. At Tech we are opening and expanding various after-school tutoring sessions so that more students are served and prepared for these courses.

Critical Area # 6.THE NEED FOR CONSISTENT SCHOOL-WIDE FOCUS ON "BEST PRACTICES" TO CONTINUALLY IMPROVE THE INSTRUCTIONAL PROGRAM.

For the past two years, the staff has set aside two days each month for staff development. This time enables the teachers and other staff to conduct workshops and share ideas with their peers. Each department is at various levels of success in identifying and aligning Departmental ESLRs and agreeing on a process in which the entire department can be assured ESLRs are addressed respectfully in the core curriculum.

To improve learning of all students requires instructional strategies that are different for many of our staff members. Integrated learning, integrated projects, cross curriculum units of study, project based learning, teaching to different modalities of learners all require a more active hands on approach to teaching. This is also evident by the wide range in inclusion that occurs with thin the regular classroom, Added to this the role of technology and computer applications, the classroom teacher at Oakland Technical High School must explore and become proficient with many new and engaging instructional strategies to make learning more relevant and rigorous for all students.

With this focus in mind the 1998/1999 school year was the first year our staff participated in the implementation and delivery of a project based institute, conducted for 45 visiting educators from around the country and a team of representatives attended the first design studio, where we used the principles of creating a personalized, rigorous curriculum to better enhance our classroom learning environments,

(See C.A.#3.) The Faculty Council has leant its influence to ensuring that our staff development time is used strictly for staff development, which we have decided is most positively used for presentations highlighting "best practices". Teachers are committed to looking at the type of work students are producing in classes and more particularly to looking at the best practices that provide the opportunities, resources and challenges necessary for students to produce this caliber of work.

Also in this regard, the Teacher Leader positions have been instrumental. Whether dealing with Advanced Placement classes, support for new teachers or teachers of ninth graders, or new teaching methodologies, we have been working with these positions to try to help colleagues with our instructional strategies.

Critical Area # 7 THE NEED TO FULLY IMPLEMENT A TARDY, ATTENDANCE AND DISCIPLINE POLICY TO ENSURE AN ENVIRONMENT WHERE LEARNING CAN TAKE PLACE FOR ALL STUDENTS.

Over the last few years several initiatives have been implemented to address tardiness, attendance and discipline. A cadre of teachers developed a new tardy policy in the 1998-99 school years that proved very effective in addressing the tardiness problem at Oakland Tech. Most effective have the additional use of tardy sweeps, the SART and SARB process, Saturday School or tutoring at the neighboring elementary school in lieu of suspensions, teacher initiated suspensions, and increased referrals to alternative or continuation schools. Parents and community members have assisted us in this effort by volunteering as Parent Patrols. The entire administrative, teaching, School Security Officers, and classified staff work jointly to develop creative ways to effectively address the absence and tardiness issue. Plans are being developed for an on-site continuation/alternative school modeled under the adopted Small Schools within a School policy recently approved by the Oakland Board of Education. This program is designed to more effectively address the learning needs of many of our students who currently are not finding success in a large comprehensive high school.

The Site-Based Decision Making steering committee has decided that one of its priorities is the problem of students roaming in the hallways during classes. Representatives of various groups of the school community are working together to come to grips with this concern and the consequences that come of it.

Critical Area # 8 THE NEED FOR A CONFLICT MANAGEMENT OR A PEER COUNSELING PROGRAM TO PROVIDE EARLY INTERVENTION TO HELP IMPROVE THE SCHOOL CLIMATE.

After over a year of planning, our conflict mediation program has just been implanted. Student mediators will be trained during the fall semester, 2000.

At last, after a year of meetings, our Site-Based Decision-Making team has managed to bring representatives of all the school stakeholders and the school district through the lengthy process of drawing up, voting on and ratifying its structure, powers of authority, and priorities. Among the site's top three priorities is Conflict Management; therefore, soon we should have this program in place. Budget has been approved by district and student mediators will be trained during the fall semester of 2000.

Critical Area # 9. THE NEED FOR THE CONTINUED USE OF INNOVATIVE PROGRAMS THAT ADDRESS THE TRUANCY AND DROPOUT PROBLEM OAKLAND TECH HAS SEVERAL SUCCESSFUL PROGRAMS THAT ADDRESS TRUANCY.

During our three years since the last WASC visit, a wide range of new support/ linkages have emerged to support learning at Oakland Technical High School. To assist us in the process of codifying support services and helping us assess effectiveness of such, we are working collaboratively the Oakland Collaborative Council.

During the 1997/1998 school year the TECHNICLINIC services expanded and a child Care center opened which provided day care services for Tech students who are also parents. We also were successful in broadening the services of our SB 65 Outreach consultant who managed to secure Project Launch mentoring services for 30 students and acquire additional tutoring support for youngsters after school.

The 1998/1999 school year launched additional academic and social support services for Tech students. We began the 8th grade summer bridge program for new students prior to their arrival in high school. These students were identified as being at risk by school personnel and were invited to participate in ten additional days of integrated instruction and learning activities getting a change to meet teachers, staff and become familiar with the school services prior to the opening of school.

We also expanded the OTX Take Home Computer Program to include not only seniors leaving school but incoming 9th graders and students completing community services projects within the school or neighborhood. The Renaissance Quartet, a 21st Century funded afterschool program was initiative that provided a variety of services and learning opportunities to high school students and three neighboring middle and elementary schools. During this afterschool program, students could secure additional tutoring services, health services, community college courses and participate in clubs and events that were student generated. This program operates between the hours of 3:30 – 5:30p.m.

A 9th grade Teacher Team facilitated by a Teacher Leader, expanded activities and piloted events for 9th grade students and staff. This team drastically increased parent involvement and support for student success by initiating a series of afterschool meetings for parents of students with GPA's less than 2.0. Parents were provided with expanded opportunities to pick up report cards, meet teachers informally during the week. From this, parents initiated a new 9th grade parent support group.

During the 1999/2000 school year, additional tutorial support and mentoring support has been provided via the services of the SB 65 Outreach Consultant. Mental health counseling services have added though the TECHNICLINIC program and the Asian Mental Health Project. MESA, Project ACCESS, LAUNCH, the JUNIOR ACHIEVEMENT program and other mentoring services were provided along with student paid tutors in all subject areas and peer health educators. Also, because of the large number of our students who find themselves forced to work, the OWE (Ouside Work Experience) program has been set up on campus. Through the expertise of its coach, students are educated and guided into the work world, receiving school credit while still being able to progress in their school studies.

Increased use of S.A.R.T. and S.A.R.B. contracts were added this year with rapid referral to alternative and continuation programs if warranted and in the best interest of the school and student. A comprehensive Student Study Team called the Bulldog Bites Team collectively began reviewing student needs using a case manager approach and taking referrals schoolwide from staff, individual students and parents.

During the three years since 1997, a wide range of new support/linkages has emerged to support learning at Tech. To have assistance in the process of codifying these services and in assessing their effectiveness, we are working together with the Oakland Collaborative Council.

Two years ago the TECHNICLINIC services expanded .In addition, a childcare center, which provides day care services for Tech student parents, was opened on site. We were successful in broadening the services of our SB 65 Outreach consultant who has managed to secure Project Launch mentoring services for thirty students and to acquire additional tutoring support for youngsters after school.

Critical Area #10. THE NEED TO DEVELOP, MAINTAIN, AND UPDATE TECHNOLOGY AS A MEANS TO FACILITATE THE TRANSITION FROM SCHOOL TO CAREER.

In June of 1998 Oakland Technical High School submitted a successful proposal to the California Department of Education to become a Digital High School. DHS is a one-time California State grant of $300 per student. This funding has enabled us to install a computer network in each classroom and provides permanent, annual funding of $45 per student, for maintenance and upgrades.

Tech applied for Digital High School status and was awarded it two years ago. We grappled with the problems entailed in installing new technologies in an outdated, antiquated building... rose to the challenge, and now have computers and monitors installed in almost every classroom, along with a TV/VCR hookup that can be used for class presentations. We have in-service on site to update our staff in the use of technologies in our curricula. This, of course, has been having a direct impact on student work. Where we don't teach the students about computer uses and applications, they teach us.

Critical Area #11. THE NEED FOR ALL STAKEHOLDERS TO BE AWARE OF THE CHOICES PRESENTED BY THE ECONOMIC RESOURCES OF THE SITE TO ASSURE ALIGNMENT OF THE SCHOOL PROGRAM TO MEET THE NEEDS OF THE STUDENTS. THE BUDGET IS SHARED WITH THE LEADERSHIP TEAM, THE SCHOOL SITE COUNCIL, DEPARTMENT CHAIRS AND ACADEMY DIRECTORS. A PROCESS HAS BEEN ESTABLISHED TO ENABLE DEPARTMENTS TO ESTABLISH A BUDGET AND HAVE ACCESS TO A SITE SUBSIDIARY ACCOUNT THEREBY, ELIMINATING THE LENGTHY WAIT NECESSARY WHEN ORDERING FROM THE 'DISTRICT.

More parents are educating themselves about the school resources by attending meetings and being involved in the various decision-making bodies at Tech. Among these are the afore-mentioned Site-Based Decision Making Team and the BAC.

Our administration prepares a program budget, which is reviewed by the School Site Council. Our initial allocations are based on staff proposals and categorical funding allowances. Multiple funding mechanisms are enhanced to support reform work, with the annual budgets requesting what is needed to plan and carry out projects.

Critical Area # 12. THE NEED TO ASSURE ADEQUATE STAFFING AT THE BEGINNING OF THE SCHOOL YEAR. ESTABLISH A MENTORING PROGRAM FOR TEACHERS NEW TO TECH TO PROVIDE RESOURCES TO MAKE THEM FEEL AN INTEGRAL PART OF THE SCHOOL AND THE DISTRICT.

Each spring the principal notifies Human Resources Department of anticipated vacancies for the upcoming school year. Until last school year, the principal was able to interview and select from a District-wide pool of applicants. For the 1999-2000 school year, the District's Human Resources Department interviewed, and hired teacher for site vacancies.

With our BASRC funds, in 1998 we set up a teacher leader as a mentor and support person for new teachers on staff. This person meets with new faculty throughout their first couple years at our school, aiding them with paperwork, class management... and whatever else might be needed. We also instituted a new teacher buddy system.

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Our principal has carried out aggressive recruiting at offsite job Fairs and has been relentless in arguing cases defining our need for full staffing by the beginning of September. Positions are juggled judiciously so, when the inevitable student overload appears, we are not caught extremely understaffed, as had been the case every year in the last decade, at least, before the last WASC visit.

Critical Area # 13 ALTHOUGH THERE IS EVIDENCE OF SOME COLLABORATION AMONG STAFF MEMBERS, THERE IS A NEED FOR CONSISTENT AND CONTINUING DEPARTMENTAL AND SCHOOL-WIDE COLLABORATION WITH AN EFFORT TO ENSURE ENHANCE AND PARTICIPATION OF ALL STAFF MEMBERS.

Staff has worked together to plan and present best practices for powerful teaching and learning. Extra planning time for collaborations was manufactured by using Academy funding to "buy" that time, by having teachers share common preparation periods, by participating in extended contracts to address needs, by developing units jointly, by working together after school and on weekends, and by meeting as Action Research Teams and Focus Groups.

We have observed other schools and given presentations to them on innovative programs and strategies and joined with other minds to work on increasing our students' performance levels. Our first Project-Based Learning Institute in the '98-'99 school year brought 45 educators into our classrooms; this year a second one followed. In addition, the health Academy staff provided a workshop entitled An Anatomy of an Academy. Two teams from California and Minnesota visited us with the Design Studio to learn about personalization within the classroom. The next Design Studio will be used with a team of Tech teachers to develop a revised program for ninth graders.

ACTION PLANS

Five years ago, the staff voted to create the twice-a-month meeting time on Wednesday afternoons. This time was originally set aside for the purpose of discussions about school restructuring and presentations on curriculum practices. There were also discussions on governance and school climate. Many of the outcomes of these meetings were evident during the last WASC visit. Since the WASC, substantial time has been allotted to staff collaboration and action research teams using the Cycle of Inquiry model. This year, the time used for staff development has allowed us to focus on the WASC self-study process.

The self-study process has enabled the entire staff to again examine our ESLRs, student support systems, assessment needs and teaching strategies as we reexamined the Critical Areas. The leadership team is now in the process of developing new action plans to address the needs of our changing student body. The changes this year alone have been substantial. Like many urban secondary

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schools, Tech is grappling with the issue of maintaining and improving the effectiveness of teaching and learning that go on inside and outside school. To this end, a number of large-scale reform projects have been undertaken to the betterment of the students in all of the areas covered in our school's ESLRs. These projects have brought many improvements that are immediately obvious and some that will be more apparent within the next couple of years. Their institution has brought new time constraints upon many staff members who have been involved in their creation and maintenance. Many staff members feel a sense of urgency to clearly define a school governance structure that is not unwieldy or confusing. The School Site Empowerment vote approved by a wide range of stakeholders will now, with the support of district funding, be piloted and tackle attendance and tardiness as first priorities. The Leadership Team composed of Teacher Leaders, Academy Directors, Department Chairs and representatives from the support staff will now approve and set up a process for implementing action plans in the following areas:

Professional Development
Assessment of ESLRs
Increased Parent Participation
Equal Access to a Rigorous and Challenging Curriculum
Budget Processes and Procedures
Support for New Teachers

__Oakland Technical High School

WASC Midterm Review 2000

Oakland Technical High School

WASC Midterm Review 2000

Appendix

OAKLAND TECHNICAL HIGH SCHOOL
FOCUS GROUP MEMBERS

VISION, LEADERSHIP AND CULTURE

D. Baysdorfer	C. Brooks	M. Chappelle
G. Chin	C. Conrad	P.J. Flowers
R. Gipson	P. Jones	G. Lee
J. Morris	H. Nguyen	K.C. O'Keith
L. Todd	V. Vaughn	S. Walton

CURRICULAR PATHS

V. Boone	W. Brooks	P. Burkhardt
V. Dang	M. Duarte	J. Greene
V. Gupta	S. Jackson	G. Johnson
P. LeCourt	R. Michael	M. Napoleon
M. Nixon-Holton	E. Onyeador	M. Pyeatt

POWERFUL TEACHING AND LEARNING

L. Boyce	B. Darett	D. DeLeeuw
M. Dunlap	R. Fairly	M. Joe
E. Miller	K. Ruggiero	C. Welsh
M. Wolfe	B. Yeh	

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E. Bailey	M. Bellows	R. Brooks
R. Chan	K. Collins	S. Dazhan
L. Evans	G. Graham	M. Greene
K. Jones	K. Keeran	C. Miller
N. Moreland	C. Prescott	O'N. Provost
E. Sánchez	R. Sheffield	R. Vogel

ASSESSMENT AND ACCOUNTABILITY

O. Beidu	S. Hall	R. Harris
E. Haugen	M. Johnson	B. Kalahurka
H. Key	T. Kranci	P. Merrill
M. O'Loughlin	M. Phillips	L. Sims
R. Uchiyama	J. Wing	

Oakland Technical High School

ACTION PLAN

AREA OF IMPROVEMENT: *Critical Area # 1* Assessment of ESLR's

RATIONALE: Need to identify alternative methods of assessing student achievement of the ESLR's at each grade level.

ESLR'S ADDRESSED: ALL

	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED
1.0 Include an essay-type self assessment at the end of each course - self assessment of accomplishments of selected ESLRs	1.0 Spring 2000	1.0 Leadership Team, Teacher Leaders Principal	1.0 Staff development funds for supplies, stipends	1.0 Student awareness of ESLRs	1.0 Portfolio Inclusion
2.0 Develop a Senior Project to include self and peer assessment	2.0 Spring 2000	2.0 Teachers of Senior students	2.0 Liaisons with community organizations	2.0 Sr. Project to include achievement of identified ESLRs	2.0 Exhibition
3.0 Develop Expo of student work. To include written and oral completion of ESLR's	3.0 Spring 2002	3.0 Stakeholders	3.0 Staff development, funds for supplies, space and teacher stipends	3.0 School wide EXPO to showcase student work	3.0 Exhibition
4.0 Develop a rubric for assessing each ESLR to include:bench marks at each grade level descriptors of unsatisfactory /satisfactory achievement	4.0 Spring 2001	4.0 Group of cross-curricular teachers	4.0 Stipends	4.0 Teacher use	4.0 Publish
5.0 Incorporate reference to ESLRs appropriate to the Curriculum Embedded Assessment Program	5.0 Spring 2001	5.0 Literacy Coaches	5.0 District commitment to continue the CEA program. District funding for literacy coaches	5.0 Completion	5.0 Written report
6.0 Distribute ESLR packets to teacher to assure that each teacher uses one of the suggested measures	6.0 Spring 2002	6.0 Assistant Principal	6.0 Funds for supplies	6.0 Number of teachers using ESLR packets	6.0 Check off list

Oakland Technical High School
ACTION PLAN

AREA OF IMPROVEMENT: Critical Area #2: To inform stakeholders of the role and function of academies at Oakland Tech

RATIONALE: Clear role of the academies in the curriculum.

ESLR'S ADDRESSED: 1,4,5,6,7,9

SPECIFIC STEPS	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED
1.0 Hold site Academy fair	1.0 Spring semester	1.0 Academies co-directors School-to-Career Liaison Site Administrators	1.0 Release time Common conference time for co-directors	1.0 Increased enrollment	1.0 CET and multicultural classes
2.0 Hold 8th grade orientation night with feeder schools	2.0 Fall/spring semesters	2.0 Academy students; Site administrators; School to Career liaison; Counselors	2.0 Conference time	2.0 Needs assessment surveys; Increased enrollments	2.0 Counselors make site visitations; Maintain recently-instituted School to Career feeder school biannual visitations
3.0 Make PTSA presentations	3.0 Monthly	3.0 Academy teaching staff and School to Career liaison	3.0 Additional funding	3.0 Survey of participants	3.0 Co-directors Student mediators
4.0 Build and maintain a large business partnership base	4.0 Ongoing	4.0 Academy Co-directors	4.0 Business partners	4.0 Active advisory boards	4.0 Regular meetings advisory board
5.0 Establish 2&2 Articulation with community colleges	5.0 Ongoing	5.0 Academy Co-directors	5.0 School-to-Career Summer/winter instruction, workshops	5.0 College Credit Certification	5.0 Course description Counselors site visits
6.0 Develop rigorous curriculum to satisfy A-G requirements	6.0 Ongoing	6.0 Academy staff	6.0 Staff development	6.0 Accepted by UC system	6.0 Orientation Counselor; Academy Staff
7.0 Implement project-based and service learning	7.0 Quarterly	7.0 School-to-Career Coach Co-directors	7.0 Workshops Training	7.0 Portfolio Activity Log School to Career Coach evaluates projects	7.0 Workshops Meetings School to Career Directives Consultants

Oakland Technical High School

ACTION PLAN

AREA OF IMPROVEMENT: *Critical Areas # 3 and # 6* Staff development plan focused on "best practices".
RATIONALE: Students need access to powerful teaching and learning practices.

ESLR'S ADDRESSED: 1, 2, 3, 4, 5, 6, 7

SPECIFIC STEPS	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED
1.0 Staff development sessions focused on "Best Practices currently in use at Oakland Tech.	1.0 Short Wednesdays	1.0 Principal/ FC coordinator	1.0 Duplication supplies, extended contracts	1.0 Increased use of demonstrated practices. Teacher surveys, admin. observations,	1.0 Newsletters, report to parent groups (SSC, BAC, PTSA, SSE, etc.)
2.0 Staff will examine student work-showcase best practices across disciplines.	2.0 June buy-back days and plan for a day in 2000-2001 school year.	2.0 FC coordin. / principal	2.0 Time	2.0 Number of teachers participating	2.0 Principal's bulletin
3.0 Create a committee to plan the short Wednesday meetings	3.0 By June 2000	3.0 FC chair/ principal	3.0 none	3.0 Staff Development plan for the entire school year	3.0 Principal's bulletin
4.0 Provide substitute coverage for new teachers to enable them to observe teachers in their subject areas	4.0 By October 2000	4.0 New teacher support-Teacher leader	4.0 Release time for teacher leader. Funds to cover subs.	4.0 Documentation – use of demonstrated "Best Practices"	

OAKLAND TECHNICAL HIGH SCHOOL

ACTION PLAN

AREA OF IMPROVEMENT: *Critical Area #4* (Increase effective Parent Participation)
RATIONALE: Student performance increases when parents participate

ESLR'S ADDRESSED: N/A

SPECIFIC STEPS	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED
1.0 Design parent orientation at least once every semester and indicate this on the school calendar	1.0 By September 2000 and January, 2001	1.0 Principal AP School Site Council	1.0 Paper, stamps, etc.	1.0 Increased number of parents in attendance.	1.0 Letter to parents Principal's newsletter.
a. Use district translators and interpreters to make all school articulations accessible to all linguistic groups	a. On-going	a. Prin. /Administration Bilingual Office	a. District Staff	a. Increased number of bilingual parents in attendance	a. Bulletins, flyers
2.0 Arrange multi-cultural functions that highlight the majority of representative ethnic groups and make these part of the school calendar	2.0 By May, 2000	2.0 Activities Director	2.0 Staffing	2.0 Attendance roster	2.0 Activities calendar, Principal's newsletter
3.0 Utilize and translate the existing ninth grade attendance contracts and behavior controls in different languages to alert parents of their students' behavior/ academic/attendance problem	3.0 September 2000 and beginning of 2nd semester	3.0 Counselors	3.0 OUSD translators	3.0 Printed contracts in several languages	3.0 Principal's bulletin, letters to parents

Critical area # 4 (cont'd)					
2.0 Workshop sessions on a variety of strategies for having students produce and exhibit evidence of academic rigor and challenge: portfolios and project exhibits performances and school-wide senior projects.	2.0 Fall 2000. Second and third marking periods	2.0 FC and master teachers on staff.	2.0 Time. Paper and printing for assignments and student examples. Computers and appropriate technology for presentations. Time to prepare feedback for distribution. Video.	2.0 Follow-up questionnaire on what will be or was used from this suite of strategies. Binder, video, photos.	2.0 Printed up in summary form and distributed. Brief sharing by teachers who tried something new. Printed materials go in binder.
3.0 Teachers write a brief plan highlighting *one* of these strategies to show rigor *through* student work on at least one ESLR. Cooperation among teams of colleagues is to be encouraged. Each individual or group should prepare a sharing for a faculty gathering. Technology use equals extra credit.	3.0 Spring 2001. 1st marking period	3.0 FC schedules sharing time for groups to exhibit student results. Each teacher or group of teachers has plans and student evidence.	3.0 Time, peer coaches. Extended contract to create planning form.	3.0 Informal peer assessment and feedback as plans/ evidence are presented. Add these to binder. Photo and videos to highlight classrooms.	3.0 Newsletter
a Showcase of ESLR plans in a <u>Festival of Sharing</u>	a. 2nd and 3rd marking periods	a. Presentations by subject areas. Student presenters	a. Time, refreshments, extended contract for planning time, paper, technology	a. Assessment sheets need to go back to participating teachers.	a. Principal's newsletter, flyer to feeder schools

Critical Area # 4 Cont. 'd

Action	Timeline	Responsible	Resources	Assessment	Communication
4.0 Notify parents of the counselor and AP working with their child	4.0 September 2000	4.0 Counselors and AP	4.0 Stamps	4.0 Check off list	3.0 Bulletin
5.0 Continue counselor class visitations to increase communication.	5.0 2/year at beginning of each semester	5.0 Administrators	5.0 Planning time with teachers	5.0 Check off list	5.0 Bulletin
6.0 Use the automated telephone system to inform parents of all meetings. Post all messages with KDOL district TV channel.	6.0 September 2000	6.0 Activities Director	6.0 None	6.0 Survey parents	6.0 Principal's Newsletter
7.0 Design small parent seminars for more intimate participation (perhaps worked around academies).	7.0 Each marking period	7.0 Academy directors	7.0 Funds for postage, food, extended contracts	7.0 Increased parent participation. Parent survey	7.0 Through classroom teachers; have Social Studies classes formulate letters to parents.

Oakland Technical High School
ACTION PLAN

AREA OF IMPROVEMENT: *Critical Area #5* (the need to afford all students access to a rigorous and challenging program)
RATIONALE: All students must have access to powerful teaching and learning.

ESLR'S ADDRESSED: all, potentially

SPECIFIC STEPS	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED
1.0 Discussion of "rigor and challenge" from various perspectives such as academies and departments, for students *not* in academies. a. Questions to be answered: What *is* rigor? How do we promote it? Is it accessible to every student? b. Agreements on how to promote it and make it accessible to all. Small groups should produce brainstorm lists for the three questions. These should be prioritized.	1.0 Fall semester 2000, first marking period. a. Two sessions	1.0 FC/Principal (to schedule for a minimum or in-service day).	1.0 Time.Paper. Printing, moderator. Video, tape, tripod, binder.	1.0 Small groups should produce brainstorm lists for the three questions. These should be marked for priorities. Video.	1.0 Printed up in summary form and distributed.

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Critical Area # 5 (pg.3)					
4.0 Staff to discuss critical questions: When is access to rigorous and challenging work *not* accessible? How can we improve that? a. Selective sharing and brainstorming around problem areas (in small groups) will follow self-assessment. Student participation would be valuable. Agenda should be set for next year.	4.0 Spring, 2000. Midterm reminder notices	4.0 All faculties are presenting. FC needs to schedule time for the festival. FC to organize time refreshments	4.0 Time, peer Coaches. a. Giant pads, pens Binders Video & photo gear	4.0 Informal Assessment and feedback as plans/evidence are presented. Plans go in binder and photos and videos of plans in action in classroom. a.	4.0 Newsletter. Showing of final power point presentation Sharing of binders

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OAKLAND TECHNICAL HIGH SCHOOL

ACTION PLAN

AREA OF IMPROVEMENT Critical Area # 11 ALIGNMENT OF RESOURCES
RATIONALE Implementation of a smooth, timely budget information process to assure alignment to school's curriculum goals
and educational programs
ESLR'S ADDRESSED #1,2,7

SPECIFIC STEPS	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED ?
1.0 Hold budget process infomational meetings with each stakeholder group 2.0 Distribute forms and informational packets	1.0 end of each school year	1.0 Administrators, principal's sect. Mayhew	Program/district budgets Media presentation Meeting time	Timely delivery of supplies and materials Timely implementation of each department/acade-my program goal	To faculty at first meeting each semester At stakeholder meetings: PTSA, FC, SSC, Site Empowerment, etc.

Oakland Technical High School
ACTION PLAN

AREA OF IMPROVEMENT: *Critical Area #12*: Ensure adequate staffing for new teachers; provide a mentoring program; provide resources to make them feel an integral part of the school and the district.
RATIONALE: Encourage interpersonal bonding

ESLR'S ADDRESSED: # 8,9,10

SPECIFIC STEPS	TIMELINE	PERSON RESPONSIBLE	RESOURCES	ASSESSMENT	HOW COMMUNICATED
1.0 Conduct orientation for new teachers	1.0 Aug.-Sept. of each school year	1.0 Principal	1.0 BTSA (Beginning teacher Support Program)	1.0 BTSA mentors. Administrative staff	1.0 Through BTSA Principal's bulletins.
2.0 Schedule new teacher meetings	2.0 Monthly	2.0 BTSA liaison. Seasoned teachers	2.0 duplication services, snacks	2.0 BTSA mentors Administrators. Classroom observations. New teacher survey.	2.0 Principal's bulletins. District bulletins.
3.0 Monitor credential status of new teachers in Partnership programs	3.0 OUSD/CSUH Mills College St. Mary's College	3.0 BTSA. and OPS Human Resources Dept.	3.0 HRD communiqué	3.0 Fully certified teachers	3.0 District publication
4.0 Observations of new teachers	4.0 Weekly	4.0 BTSA mentors	4.0 Time. Extended contracts.	4.0 Use of varied teaching and discipline strategies	4.0 Bulletin
5.0 Request new teachers to attend BTSA Workshops a. Portfolio Process b. Introductory and Classroom culture profiles Observations)pre/formal/post)	5.0 Monthly a. Announce fall	5.0 BTSA coordinator	5.0 Symposium 2000 for California beginning teachers Induction Network a. Due Spring b. IIP (Individualized Induction Plan) Purpose and Components (Sample plan)	5.0 Roster a. portfolio	5.0 Portfolio sharing