Accrediting Commission For Schools

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DONALD G. HAUGHT, ED.D
EXECUTIVE DIRECTOR

RECOMMENDATION FOR A TERM OF ACCREDITATION

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

Name of School Visited:	OAKLAND TECHNICAL HIGH SCHOOL
Address of School:	4351 BROADWAY
	OAKLAND, CA 94611
Name of District:	OAKLAND UNIFIED SD
Form Used in Self-Study:	FOCUS ON LEARNING - WASC/CDE
Visit:	EIGHT SELF STUDY
Date of Visit:	4-07-97 to 4-09-97
Accredited Grade Span:	09 - 12
Enrollment:	1,600

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission is:

	A Term Of Accreditation For Six Years: A term of six years with a written Progress Report to the School's governing board on the major recommendations or critical areas listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
X	**A Term Of Accreditation For Six Years With A Review:** A term of six years with a complete Progress Report on major recommendations or critical areas and one day on-site review by a two member committee to be completed not later than the third year of the six year term.
	A Term Of Accreditation For Three Years: A term of three years with a full self-study and a full on-site visit during the third year.
	A Term Of Accreditation For One Or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a "warning" that unless prompt attention is given to the major recommendations or critical areas accreditation may be denied.
	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

Type or print name	Signature	
Robert L. Davidson		Michael Johnson
Pat Nemee		Marion M. Flores
Lorraine D'Ambruoso		
Susan A.K. Haun		John Donovan

Type or print name   Signature   Committee CHAIRPERSON

Date _4-9-97_

WASC 30804

DOCUMENTATION AND JUSTIFICATION STATEMENT

I. Complete sections A through E:

- **State the Visiting Committee rating (Highly effective, effective, minimally effective)**

  highly effective: The results of the self-study and the visit provide evidence of (1) the achievement of a high degree of student learning with respect to the category of criteria and (2) a strong operable school improvement process not requiring external monitoring.

  effective: The results of the self-study and the visit provide evidence of (1) the achievement of student learning with respect to the category of criteria; and (2) the need for some minimal outside monitoring to support the school improvement process.

  minimally effective: The results of the self-study and the visit provide limited evidence of (1) the achievement of student learning with respect to the category of criteria and (2) the necessity for outside monitoring to support the school's improvement process.

- **Provide a brief narrative rationale that describes the degree to which the school supports student learning through each category of criteria.** *(Refer to Chapters IV & V of the Visiting Committee Report)*

  The Committee finds that the school meets the specific WASC/CDE Criteria Categories as follows:

A. Vision, Leadership, Culture

Visiting Committee Rating: Effective

Supporting Area(s) of Strength: # 1, 3, 5, 7

Supporting Critical Area(s) for Follow-up: # 1, 3, 6, 7, 8, 10, 12

Narrative Rationale:
Oakland Technical HS's ESLRs are consistent with its vision statement, and both were developed with input from most of the stakeholders. Successful implementation will be difficult without a concerted examination of them in the context of the entire instructional and assessment program and without more fully educating and involving the entire community of stakeholders in this process. With the fairly constant turnover of faculty, the VC sees a need for mentoring of new staff members to make them feel more a part of the school and to enable them to more fully participate in the entire instructional process and the implementation of the ESLRs. Another area of concern is that of the safety and cleanliness of the campus. The PTSA has developed a five-point safety program and the stakeholders have already participated in several clean-up days. Despite initial efforts, there is a need to continue to look at this issue, as the climate and environment of the school affect the success of the total program.

B. Curricular Paths

Visiting Committee Rating: Effective

Supporting Area(s) of Strength: # 2, 3, 4, 7

Supporting Critical Area(s) for Follow-up: # 1, 4, 5, 9

Narrative Rationale:
Students in special, meaning-centered, sequential programs are challenged and see connections between the various disciplines and the world of work. Oakland Tech is a school rich in partnerships with the business community and articulation with feeder schools and universities which give students opportunities for internships and exposure to the world of work. On campus, students prepare for post-secondary technical or academic study or the world of work. The VC has emphasized the need to provide these opportunities for all students, not just those in the special programs. There is evidence to support the need for a mechanism to ensure that all programs are balanced with regard to ethnicity and ability. Most students have wide access to technology. There is a need, however, for continued provision of technology, especially in those classrooms not served by the academies. The school is committed to a staff development program that is guided by identified needs.

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C. Powerful Teaching and Learning

Visiting Committee Rating: _____Effective_____

Supporting Area(s) of Strength: # 1, 2, 3, 4, 6, 7

Supporting Critical Area(s) for Follow-up: # 1, 2, 4, 5, 9, 11, 12

Narrative Rationale.

Oakland Tech has a cadre of teacher willing to try new pedagogical strategies and to use a variety of resources. The teachers are moving toward a student-centered curriculum to engage the student as an active participant in the learning process. The school's academies encourage the students to experience learning outside the classroom. Senior projects and portfolios give some students the opportunity to work both collaboratively and independently on long range projects with real-world applications. The extra-curricular program encourages students to apply what they have mastered in the classroom by participation in community-sponsored activities. Areas of concern include student awareness of and participation in defining performance expectations as well as the role of the ESLRs in the complete instructional program anmd adequate and timely staffing: orientation and mentoring of new teachers.

D. Support for Personal and Academic Growth

Visiting Committee Rating: _____Effective_____

Supporting Area(s) of Strength: # 3, 4, 5, 7

Supporting Critical Area(s) for Follow-up: # 1, 3, 6, 7, 8, 9, 11

Narrative Rationale:

Students at Oakland Tech have access to multiple resources for academic advancement, personal growth, and special problems. Various on-site programs as well as outside resources combine to meet the varying needs of a diverse student population. The school seems prepared to allocate the resources needed to implement the ESLRs and to continue staff development. Areas of need include a wider involvement of parents and counselors in the various school committees and support groups and the extension of counseling and guidance services beyond the area of academics.

E. Assessment and Accountability

Visiting Committee Rating: _____Minimally effective_____

Supporting Area(s) of Strength: # _____None_____

Supporting Critical Area(s) for Follow-up: # 1, 2, 3, 5

Narrative Rationale:

The teachers at Oakland Tech have specific goals and objectives for their courses which are communicated to students in a variety of ways. The school also has ten (10) identified ESLRs. While the school regularly reviews student progress indicators such as GPAs, AP scores and standardized test scores, these are not yet linked to the ESLRs. There is a critical need to do this andto establish school-wide benchmarks for achievement and more uniform assessment practices that are fair and reliable. Although large numbers of teachers regularly use performance-based assessment, there is little evidence that these assessments are tied to the ESLRs or used to fuel re-evaluation and re-design of the curriculum or as diagnostic tools for students in need of program change or remediation.

II.   Summarize the Visiting Committee's findings for these accreditation expectations.

• The Committee finds that the school meets the accreditation process expectations as follows:

1) The school has the capacity to implement a schoolwide action plan resulting in ongoing improvement.

Narrative:

The school has grappled with the Focus on Learning and, despite formidable obstacles, has developed a vision statement and ten (10) ESLRs. Although the purposes and objectives of the Focus on Learning document are still not completely understood, the staff is committed to an ongoing improvement process and should be able to move implementation via their action plan which will enable them to integrate the ESLRs and the vision statement into the school's complete program.

2) The school has addressed the recommendations of the previous Visiting Committee.

Narrative:

The school has addressed the previous major recommendations from the WASC Visiting Committee. These recommendation, both school-wide and departmental, have been an integral part of the school's staff development plan and a focus of the self-study.

3) The school's self-study was appropriately developed with the involvement of individuals as required by WASC.

Narrative

Virtually all of Oakland Tech's staff was involved in the self-study, including teachers, support staff and administrators. Although there was an effort to involve parents in the process, there were few parents who actively participated. Students were participants in the process and over 1,000 students responded to the student survey.

III.   Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term: (If there is an unresolved minority opinion please indicate and explain.)

• term options seriously considered
• reasons for the term recommended

In the comments reflect upon the following:
— the schoolwide degree to which students are learning
— the capacity of the school to implement, monitor, and accomplish the action plan

The VC recommends a term of six (6) years with a three-year revisit. This term gives recognition of the fact that, under all traditional means of assessment, they rank at or near the top of all schools in the district. Both parents and students have commended the teachers for outstanding teaching. Extensive school / business partnerships support the educational program. There is a variety of extra-curricular and support programs that allow students a wide choice for participation in activitries outside the classroom.
Although the school is already blessed with three (3) highly successful academies, it is also facing a district-mandated implementation of two (2) to three (3) additional career pathways to provide access to the academies for all students.
A mid-term revisit is needed because the school is in the embryonic stages of implementation and assessment of the ESLRs. This revisit will ensure that these ESLRs are in place and implemented school-wide in a valid, reliable and equitable manner for all students.