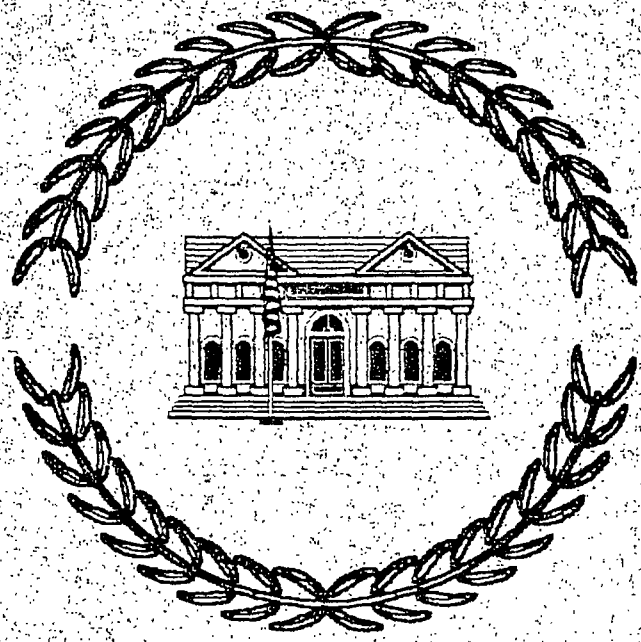
# Oakland Technical High School

"Focus On Learning"



# 1996 - 97

WASC 30896

MAR 2 1 1997

WASC 30897

Oakland Technical High School

Oakland Unified School District

Oakland, California

Focus on Learning

WASC 30898

Prepared for

Western Association of Schools and Colleges

Accrediting Commission for Secondary Schools

533 Airport Boulevard, Suite 200

Burlingame, California

April 7 - 9, 1997

WASC 30899

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# Oakland Technical High School Vision Statement

All members of the Tech community will work cooperatively, communicate respectfully in a peaceful, safe, and clean environment.

All Tech students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential.

All Tech students will graduate with transferable skills in academic, vocational, and social development for quality jobs, college, or career education.

WASC 30902

## Preface

Oakland Technical staff established a *Coordinating Council* in November 1994 to serve as our school Leadership Team. The Council has representation from all the Tech stakeholders: teachers, administrators, support staff, parents and students. The Coordinating Council members conducted a needs assessment and they help to guide the resulting school restructuring and staff development.

Our self evaluation process began with summarizing the progress on recommendations from the previous full self-study. We anticipated a one day visit in the Spring of 1996. Early spring 1996 found the Oakland teachers in a month long strike. The after effects of such a long bitter battle were evident throughout the remainder of the school year. Many teachers refused to work collaboratively, school sometimes became striking vs. non-striking individuals. The one day visit was cancelled.

To end the 1996 school year, twelve faculty and staff members left Oakland Technical, the majority retired, all were school and program leaders.

The staff voted to change the bell schedule for the second time in two years. The change was made in order to accommodate staff development taking place on the second and third Wednesday of each month, in a 2-hour block of time.

Our self evaluation resumed in September 1996, with Focus on Learning being used as a *unifying tool*. The entire staff helped to create the ESLRs, the entire staff (every Focus Group) gave input on all the Focus Group areas. The discussions flowed and for many it was a first time experience to speak on these cross-curricular areas.

Very little time was spent in discipline specific areas while going through our self evaluation process, we are addressing this in our Action Plan. Rubrics are to be used during staff development time after the completion of Focus Group Reports. Evidence is consistently being gathered to support the findings of the Focus Groups.

A large portion of the Oakland Technical High School Action Plan was put into place for us. The curriculum in all the high schools in the Oakland Unified School District will be based on Career Pathways starting the fall of 1997, as well as grade reconfiguration of 9 - 12. Oakland Technical is currently in the nine through twelve configuration so minimal impact is expected in the number of ninth graders entering Tech.

## Forward

This report is the product of the ongoing discussion among the staff, students, parents, and community of Oakland Technical High School. We thank all those individuals involved in this report for the willing participation in this important continuing dialogue and for their commitment to the improvement of education for our students.

Our school is in the midst of the major changes affecting our society. As we enter the next century, Oakland Technical High School students need to be educated to higher levels of achievement, knowledge, and skills so that they will be able to compete successfully in the increasingly high-skilled technological job market. At the same time, they must learn to work within an increasingly diverse society, where new skills for communication and cooperation will be needed.

Oakland Technical High School is also in a state of transition, as we are planning for the restructuring of our school through the development of Career Pathways. The same discussion process that has produced this report will be the vehicle for our preparation, implementation, and ongoing evaluation of the major changes in our school programs.

We are committed to our students. We are committed to our future. We are committed to making Oakland Technical High a place in which all our staff would consider enrolling their own sons and daughters.

W. Darrell Ovid
Principal

Oakland Unified School District

1996-1997

Board of Education

| | |
|---|---|
| Jean Quan | President |
| Robert Spencer | Vice President |
| Toni Cook | Director |
| Noel Gallo | Director |
| Lucella Harrison | Director |
| Jason Hodge | Director |
| Kenneth Rice | Director |
| Ronald Williams | Student Director |
| Michael Lampkin | Student Director |

District Administrative Staff

| | |
|---|---|
| Carolyn Getridge | Superintendent of Schools |
| Carol Quan | Deputy Supt. of Schools |
| Terry Mazany | Assoc. Supt. of Curriculum & Instruction |
| Yolanda Peeks | Asst. Supt. of Curriculum & Instruction |
| LeeNell Jennings | Director of High Schools |

Oakland Technical High School Adminstrative Staff

| | |
|---|---|
| W. Darrell Ovid | Principal |
| Fulton Brinkley | Administrative Assistant Principal |
| Joann Jordan | Instruction Assistant Principal |
| Ron Bolden | Dean |

WASC Coordinators

| | |
|---|---|
| Karen B. Collins | Teacher |
| Stephen Hall | Teacher |

## Focus Groups

### ASSESSMENT AND ACCOUNTABILITY

Pyeatt
C. Harris
Chin
R. Harris
Shurn
Cryer
Ris
Zwerdling
Bellow
Rogers
Jordan
Andrew Young (Parent)
Holly Wilson (Student)

### CURRICULAR PATHS I

Sklar
Cumby
S. Jackson
Palley
Green
Provost
Jackson
LeCourt
Ore
Tekelmichael
Sandra Dover (Parent)
LaTricia White(Student)
Nicole Thompson (Student)

### CURRICULAR PATHS II

Phillips
Onyeador
Merrill
Gee
Back
Smith
Welsh
Joe
Wolfe
deLeeuw
Keeran
Scruggs
Karch

### POWERFUL TEACHING AND LEARNING I & II

Prescott
Matthews
Lay
Hurka
Key
Yeh
Mandolph
Sims
Greene
Holloway
Coleman
Denise Fontenot (Parent)
Chrystine Lo (Student)
Gordon
Steele
Hodges
Nguyen
Silkiss
Flowers
Dunlap
Lew
Betty Tran (Student)
Chris Boynton (Parent)
Guerrero
Lewis
Kranci
McGee
Whisenton
Ungar
Escobar



WASC 30906

VISION, LEADERSHIP, AND CULTURE I

Chappelle
K. Jones
Fairley
Bailey
Brooks
Brown
P. Jones
Chan
Vaughn
Olson
Luper-Johnson
Gholar
Kafka
Colleen Clay (Parent)
Xakia Williams (Student)

VISION, LEADERSHIP AND CULTURE II

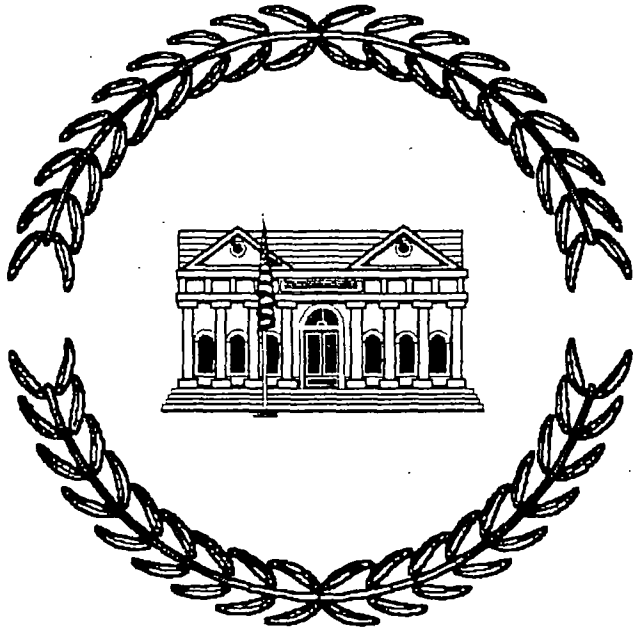
Oloughlin
Taylor
Hovenessian
O'Keith
Matlin
Napoleon
Hughes
Reeves
Tu
Sheffield
Thaxter
Ovid
Jernigan
Dawn Hills (Parent)
Tameika Badger (Student)
Versall Henderson (Student)

SUPPORT FOR STUDENT PERSONAL & ACADEMIC GROWTH

| | |
|---|---|
| Kurose | M. Johnson |
| Wing | Sherman |
| Clark | Mayhew |
| Bradley | Kelsaw |
| Bolden | G. Johnson |
| Santangelo | Wasserman |
| Larkin | Charles |

Terry Jordan (Parent)
Jason Hickman (Student)
Michael Lampkin (Student)

# Chapter One



## Student/Community Profile and Supporting Data

## Oakland Tech's Community

Oakland Technical High School is located on thirteen acres in North Oakland. There is a main classroom building, girls' gym, boys' gym/ROTC, auditorium/classroom building, and a shop/classroom building. There are a total of 68 classrooms and 13 departmental offices. The main building houses administration, counseling services, the library, treasurer, student store, attendance office, classrooms, and health clinic.

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 7-year period in which it underwent major renovation to make it earthquake safe. The renovated Oakland Tech reopened in 1983.

Oakland Technical's staff consists of 4 administrators, 5 counselors, 81 teachers (including 1 Student Activity Director and 1 TSA), 1 Librarian, 1 part time psychologist (funded through Special Education), and 1 part time Speech Therapist. The 46 classified staff members consists of 6 Special Education instructional Assistants, 2 Aides to the handicapped, 2 half time Bilingual Instructional Assistants, 1 Outreach Consultant (funded through SB-65), 7 campus Supervisors, 2 Physical Education Attendants, 8 cafeteria staff, and 12 clerical staff.

In addition, Tech has 1 full-time custodian assigned during the day and 5 assigned to evening duties.

The are seven (7) Campus Supervisors, who are responsible for student and staff safety, as well as the security of the facility. They make regular patrols throughout the school and the outside areas, handling disruptions, loitering, trespassing, and identifying potentially hazardous situations. In addition, our administrative staff and other school personnel provide supervision. All school related activities are supervised by the teachers and administrators.

Our campus is open allowing students to leave during lunch. Some students have difficulty returning from lunch; however, the majority of the students return on time.

We have a fifteen (15) minute tardy rule. Students are not allowed to leave the class for the first fifteen minutes of class. Teachers may allow students to leave with a blue pass after the fifteen minute holding period is over.

All students new to Tech attend an orientation in the Fall. During this orientation, school rules were discussed.

Students had the opportunity to meet staff members and tour the facility.

Students with special needs are supported through a plan which coordinates all available school resources.

The Oakland Technical High School community can be characterized by its diversity. Students from more than a dozen different countries, speaking more than a dozen languages are educated here at Oakland Technical High. Seventeen percent of our students are designated as Limited English Proficient.

Oakland Technical High draws its students from a wide range of socioeconomic levels. Twenty-nine percent of our students receive AFDC benefits, with thirty-nine percent eligible for free or reduced lunch. Student turnover, as shown by the school's stability rate, is just over twenty percent.

A full college preparatory curriculum is offered at Oakland Technical. A Health Academy for students who are interested in pursuing health related occupations, an Engineering Academy, a Computer Academy, an English as a Second Language (ESL) Program, a Regional Occupational Program (ROP).

The college preparatory curriculum is composed of standard college prep courses in science, English, mathematics, social science, and foreign language as well as 5 advanced placement (AP) and honors courses.

Elective courses are offered in business, fine arts, and home economics. Tech has a complete physical education program, as well as Varsity and Junior Varsity teams in 17 sports which compete in the Oakland Athletic League (OAL).

Oakland Technical High's students show a wide range of achievement with an overall student grade point average of just under 2.0 and with an eight percent dropout rate. Oakland Tech students score above the District mean for the SAT I and Oakland Technical High leads the District in the number of our students who score 3 or better on Advanced Placement Examinations.

With our three Academy programs, and with the Career Pathways coming for next year, Oakland Technical High is restructuring itself through ongoing discussion to meet the challenges presented by the diversity of our students, parents, staff, and community.

Attendance and Enrollment

Enrollment has risen steadily over the last three school years, with 1817 students enrolled for this school year. This represents an increase in our student population of about 10% over last year and an increase of 15% over the '94-'95 school year. One effect of this has been to create some space issues, with classroom sharing an issue early in the school year.

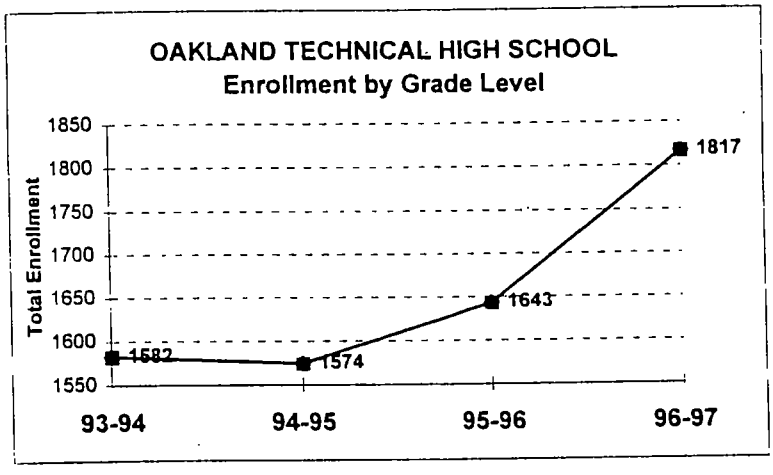
Enrollment by grade level has followed a pattern which sees our Ninth Grade classes substantially larger than our Senior class. Over the three previous school years, the Senior class has been less than 50% of the Freshman Class. (The relatively small size of last year's Senior Class may be attributed at least in part to the teacher strike in the Spring Semester; some Seniors went to other schools out of concern for their graduation, as they did not know how long the strike would last. However, this school year the 12th grade is about 60% of the size of the 9th Grade class, with Senior enrollment over 300 for the first time in many years.

Actual attendance by grade level data shows that as students advance in grade, their rates of attendance improves. The relatively low rate among Freshmen remains an issue. The establishment of a Ninth Grade House was one effort designed to improve this situation.

Attendance at Oakland Technical High is by a racially and ethnically diverse group. Black students represent the largest group, with enrollment ranging in the area of mid-60% over the past four school years. Asians represent the second largest group, with about 20% 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% to 9.6% of the school population. The fourth largest group, White students, have represented just under 5% of the enrollment over the past four school years. Filipino, American Indian, and Pacific Islanders have represented under 2% of the student population.

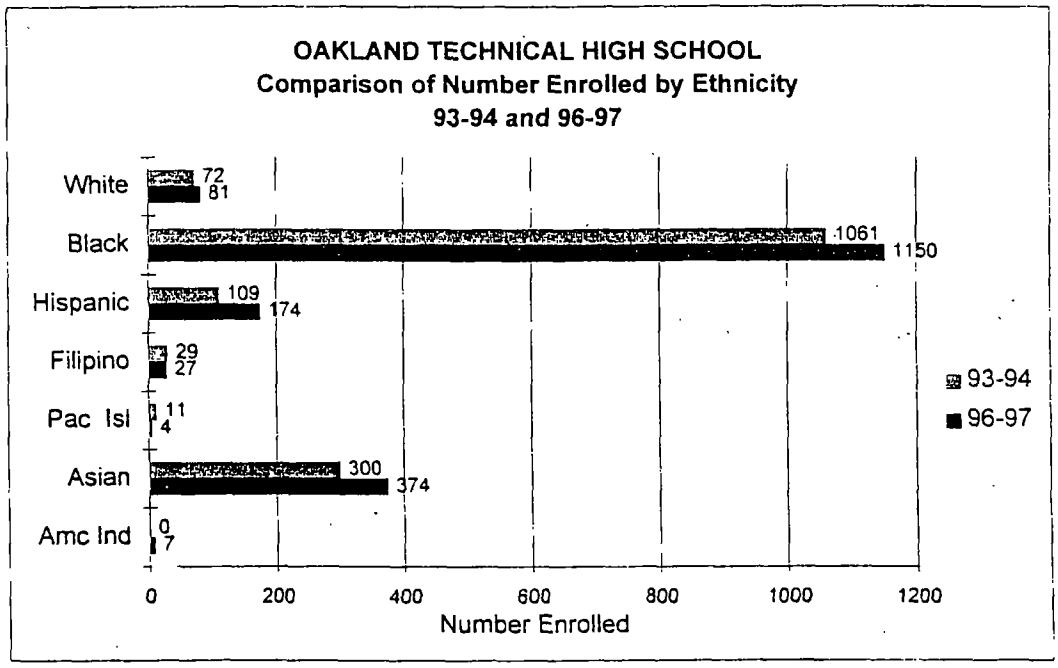
OAKLAND TECHNICAL HIGH SCHOOL
Number of Students Enrolled by Grade Level

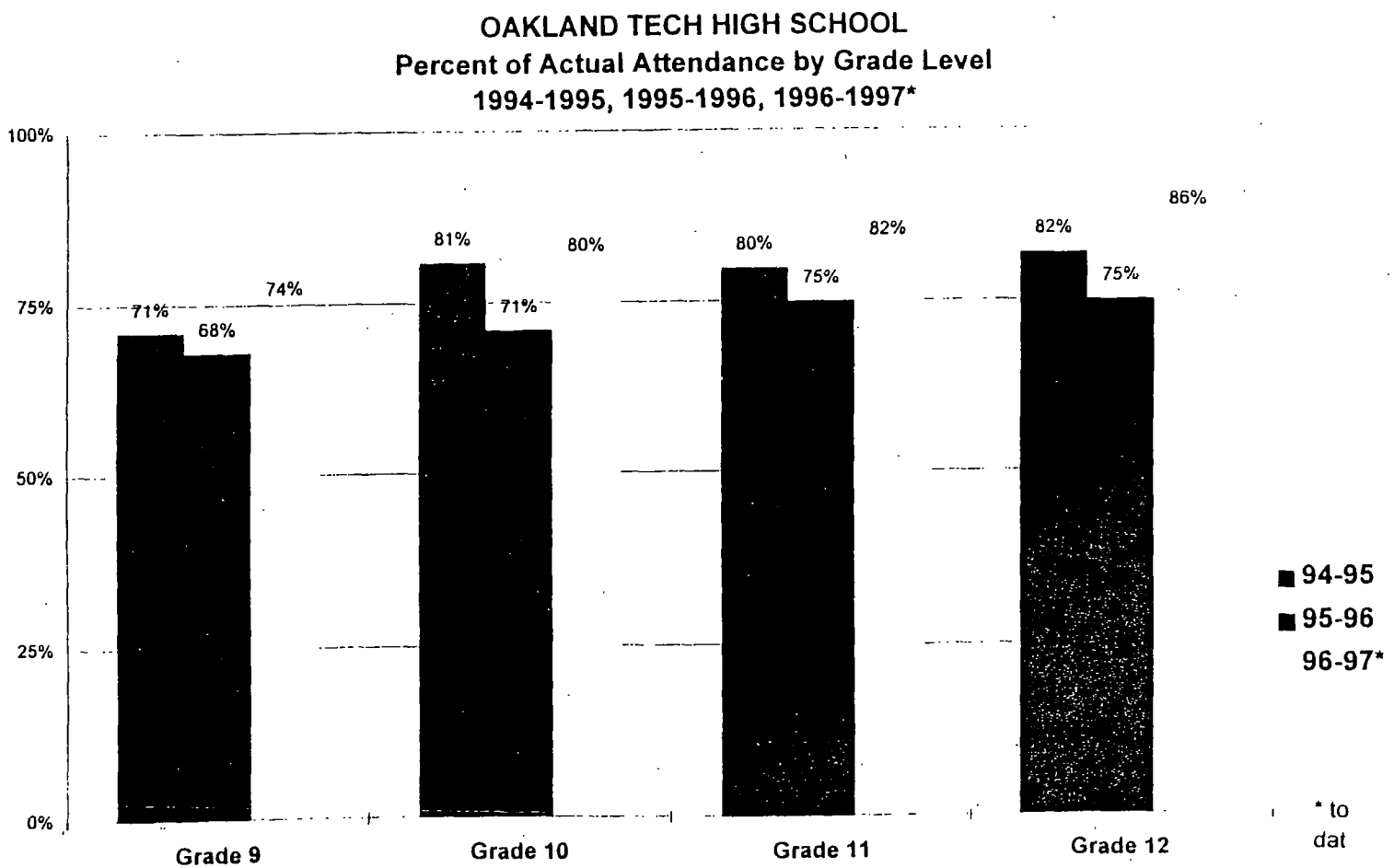
| | Year | | | |
|---|---|---|---|---|
| Grade | 93-94 | 94-95 | 95-96 | 96-97 |
| 9 | 558 | 532 | 602 | 519 |
| 10 | 407 | 481 | 449 | 583 |
| 11 | 353 | 318 | 372 | 400 |
| 12 | 264 | 243 | 220 | 315 |
| Total | 1582 | 1574 | 1643 | 1817 |



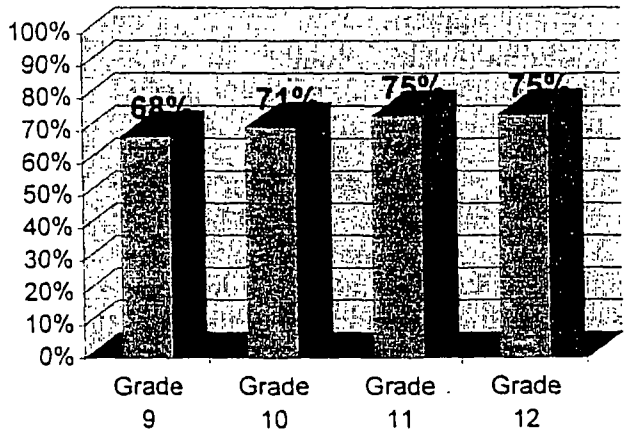
## OAKLAND TECHNICAL HIGH SCHOOL
### Number of Students Enrolled by Ethnicity

| YEAR | Amc Ind | Asian | Pac Isl | Filipino | Hispanic | Black | White | Total |
|---|---|---|---|---|---|---|---|---|
| 93-94 | 0 | 300 | 11 | 29 | 109 | 1061 | 72 | 1582 |
| 94-95 | 4 | 292 | 1 | 31 | 120 | 1065 | 61 | 1574 |
| 95-96 | 6 | 318 | 2 | 22 | 148 | 1072 | 75 | 1643 |
| 96-97 | 7 | 374 | 4 | 27 | 174 | 1150 | 81 | 1817 |



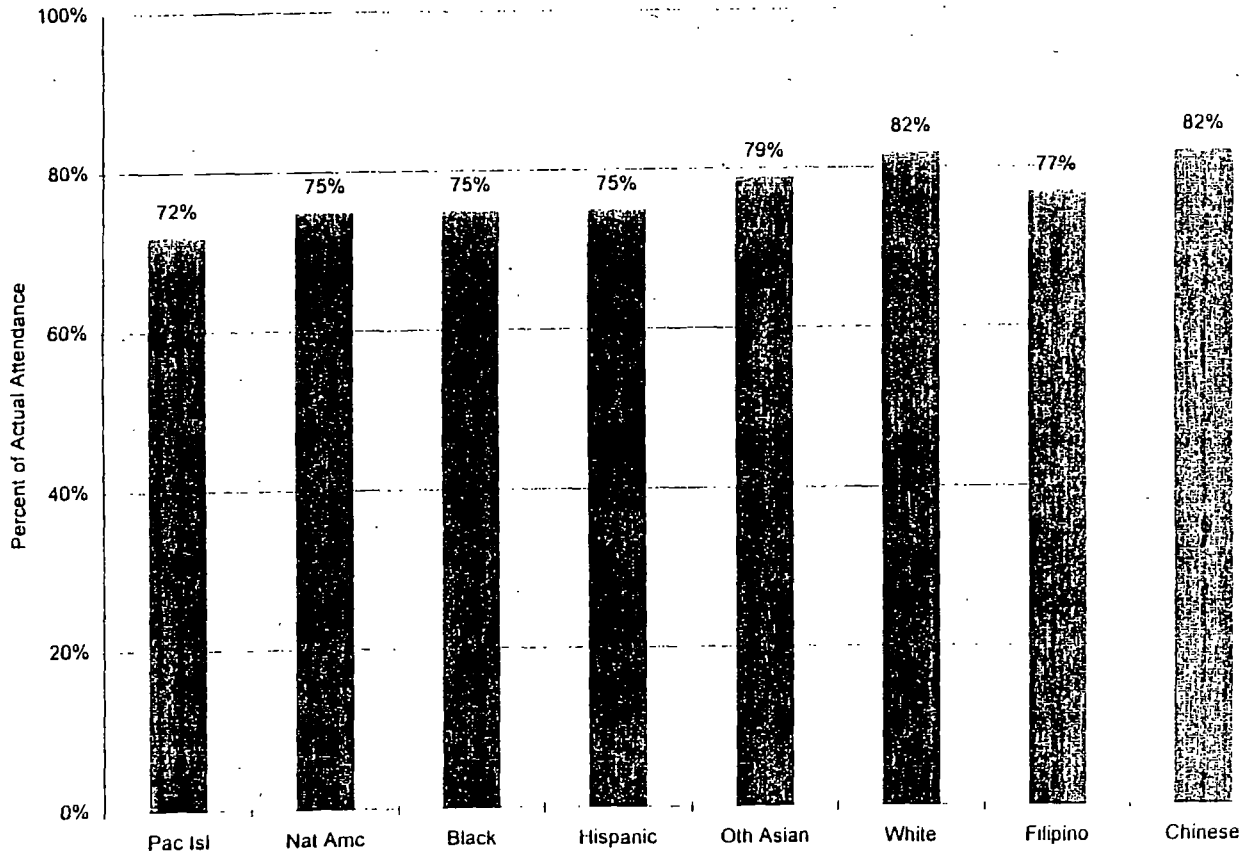

OAKLAND TECH HIGH SCHOOL
Percent of Actual Attendance by Grade Level
1994-1995, 1995-1996, 1996-1997*
100%
75%
50%
25%
0%
71%
68%
74%
81%
71%
80%
80%
75%
82%
82%
75%
86%
Grade 9
Grade 10
Grade 11
Grade 12
94-95
95-96
96-97*
* to dat

# OAKLAND TECHNICAL HIGH
## 1995-1996 Actual Attendance Rates by Grade Level




| Grade | 95-96 |
|---|---|
| Grade 9 | 68% |
| Grade 10 | 71% |
| Grade 11 | 75% |
| Grade 12 | 75% |
| Total | 72% |

## TOTAL DISTRICT SCHOOLS
### Percent of Actual Attendance by Ethnic Group
### 1995-1996



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# OAKLAND TECHNICAL HIGH SCHOOL
## Number of Students Enrolled by Ethnicity
(Four Major Ethnic Groups)

### Grade 9

| | Asian | | Hispanic | | Black | | White | | Total* |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N |
| 93-94 | 66 | 11.8% | 42 | 7.5% | 416 | 74.6% | 26 | 4.7% | 558 |
| 94-95 | 63 | 11.8% | 44 | 8.3% | 398 | 74.8% | 18 | 3.4% | 532 |
| 95-96 | 81 | 13.5% | 47 | 7.8% | 440 | 73.1% | 24 | 4.0% | 602 |
| 96-97 | 77 | 14.8% | 48 | 9.2% | 374 | 72.1% | 15 | 2.9% | 519 |

* Filipino, Pacific Islander, American Indian included in total enrollment.

# OAKLAND TECHNICAL HIGH SCHOOL
## Number of Students Enrolled by Ethnicity
## 1993-1994 through 1996-1997

| YEAR | Amc Ind | | Asian | | Pac Isl | | Filipino | | Hispanic | | Black | | White | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |
| 93-94 | 0 | 0.0% | 300 | 19.0% | 11 | 0.7% | 29 | 1.8% | 109 | 6.9% | 1061 | 67.1% | 72 | 4.6% | 1582 |
| 94-95 | 4 | 0.3% | 292 | 18.6% | 1 | 0.1% | 31 | 2.0% | 120 | 7.6% | 1065 | 67.7% | 61 | 3.9% | 1574 |
| 95-96 | 6 | 0.4% | 318 | 19.4% | 2 | 0.1% | 22 | 1.3% | 148 | 9.0% | 1072 | 65.2% | 75 | 4.6% | 1643 |
| 96-97 | 7 | 0.4% | 374 | 20.6% | 4 | 0.2% | 27 | 1.5% | 174 | 9.6% | 1150 | 63.3% | 81 | 4.5% | 1817 |

Academic Achievement

Oakland Technical High's students show a wide range of achievement with an overall student grade point average of just under 2.0. Average GPA, when analyzed by grade level, reflects the rate of attendance by grade level, with improvement noted as students move through the grades. Oakland Tech's grade-by-grade GPA tends to compare favorably with the overall District data for average GPA.

Of particular concern is the performance of the Ninth grade class, which lags other classes both for overall GPA and for rate of attendance. As noted previously, the formation of the Ninth Grade House was an effort to deal with these issues and to improve the performance of our Freshman class.

Oakland Technical student score above the District mean for the SAT I, though below state and national averages. Oakland Technical students lead the District in number of students scoring 3 or better on Advanced Placement Tests.

Oakland Technical's CTBS/4 median percentile scores for Spring 1996 testing were above the District's overall median scores, with our Mathematics scores above the 50%ile and Language scores just below that mark. Our Reading score, at 39 percentile, was well above the overall District median score.

The analysis of Marks by Subjects shows that in the areas of English, Science, and Social Science, Oakland Technical's students receive grades in about the same proportions as students throughout the District. However, percent share of each mark for Mathematics appears to indicate that Oakland Technical students are receiving a higher percentage of A and B grades (37%) than do students District-wide (27%). This may be seen to be related to the relatively strong performance in Mathematics shown by the CTBS/4 testing.



WASC 30920

# 1995 - 1996
## COMPREHENSIVE HIGH SCHOOL PROFILE

Site 305

GRADES SERVED 9 - 12

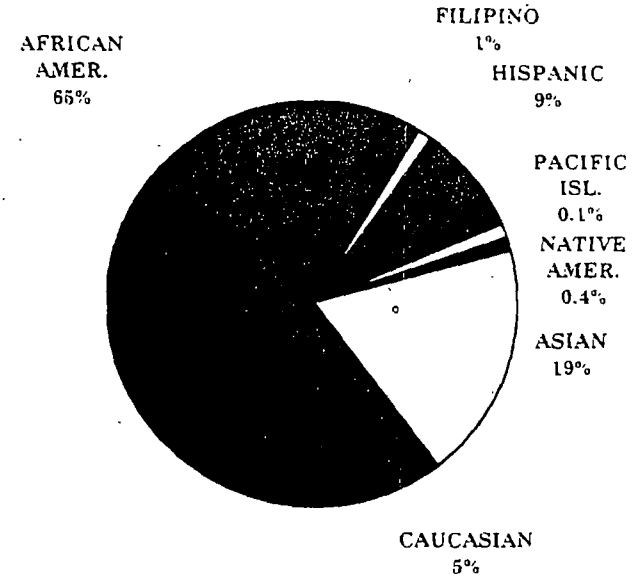
## *Oakland Technical*
4351 Broadway

PRINCIPAL: W. Darrell Ovid

Phone (510) 658-5300

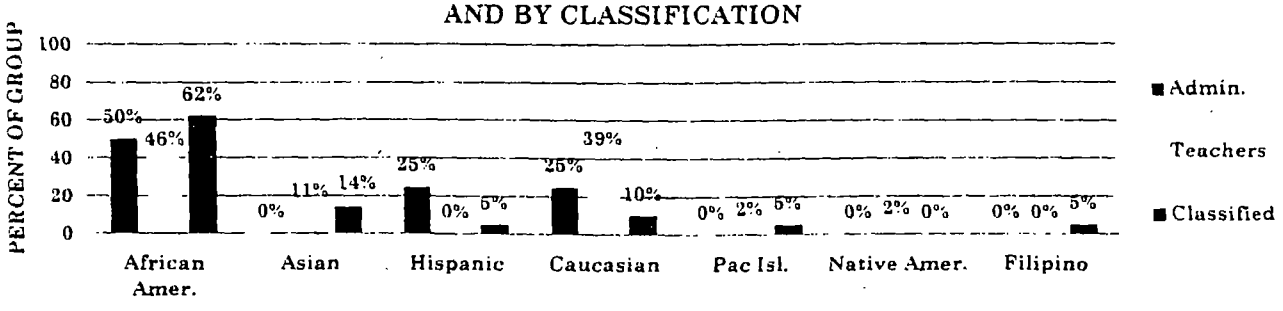
| | |
|---|---|
| ■ *Enrollment* | 1,643 |
| ■ AFRICAN AMERICAN | 1,072 |
| ■ ASIAN | 318 |
| ■ CAUCASIAN | 75 |
| ■ FILIPINO | 22 |
| ■ HISPANIC | 148 |
| ■ NATIVE AMERICAN | 6 |
| ■ PACIFIC ISLANDER | 2 |

*STUDENT ENROLLMENT BY ETHNICITY*




| | | |
|---|---|---|
| ■ *Academic Indicators* | | |
| ■ GPA A - F | 1.73 | |
| ■ GPA All COURSES | 1.98 | |
| ■ RETENTION RATE | 15% | |
| ■ LEP REDESIGNATION RATE | 8% | |
| ■ *Behavioral Indicators* | | |
| ■ DROPOUT RATE | 8% | |
| ■ SUSPENSION RATE | 15% | |
| ■ ACTUAL ATTENDANCE RATE | | 88% |
| ■ APPORTIONED ATTENDANCE RATE | | 93% |
| ■ *Demographic Indicators* | | |
| ■ STABILITY RATE | 79% | |
| ■ PERCENT of AFDC | 29% | |
| ■ PERCENT of LEP | 17% | |
| ■ PERCENT of FREE/REDUCED LUNCH | | 39% |
| ■ *School Staff* | 79 | |
| ■ ADMINISTRATION | 4 | |
| ■ TEACHERS | 54 | |
| ■ CLASSIFIED | 21 | |

STAFF BY ETHNICITY AND BY CLASSIFICATION






WASC 30921

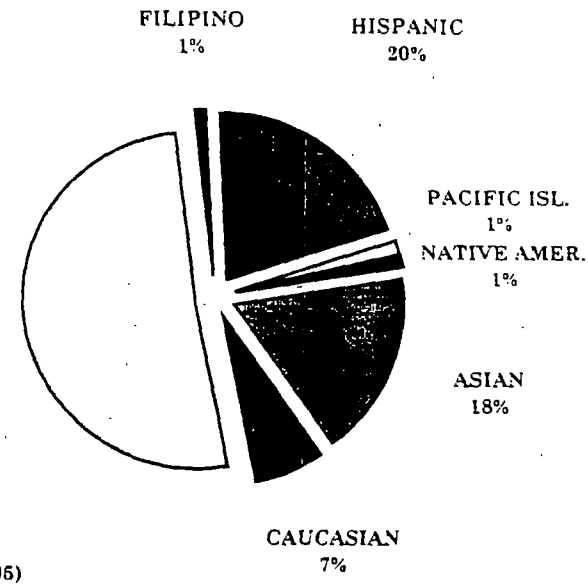
# 1995 - 1996
## DISTRICT PROFILE

GRADES SERVED: K - 12

## Enrollment 52,269

| | |
|---|---|
| AFRICAN AMERICAN | 27,265 |
| ASIAN | 9,638 |
| CAUCASIAN | 3,549 |
| FILIPINO | 512 |
| HISPANIC | 10,622 |
| NATIVE AMERICAN | 248 |
| PACIFIC ISLANDER | 435 |

*STUDENT ENROLLMENT BY ETHNICITY*




## Academic Indicators

| | |
|---|---|
| GPA - A - F (Grades 9-12) | 1.88 |
| GPA All COURSES (Grades 5-12) | 2.11 |
| RETENTION RATE | 5% |
| LEP REDESIGNATION RATE | 2% |

## Behavioral Indicators

| | |
|---|---|
| DROPOUT RATE | 11% (School Year 94-95) |
| SUSPENSION RATE | 10% |
| ACTUAL ATTENDANCE RATE | 82% |
| APPORTIONED ATTENDANCE RATE | 90% |
| PERCENT of STUDENTS in UNIFORM (K-8) | 80% |

## Demographic Indicators

| | |
|---|---|
| STABILITY RATE | 87% |
| PERCENT of AFDC | 49% |
| PERCENT of LEP | 30% |
| PERCENT of FREE/REDUCED LUNCH | 60% |

## Oakland Unified School District Staff

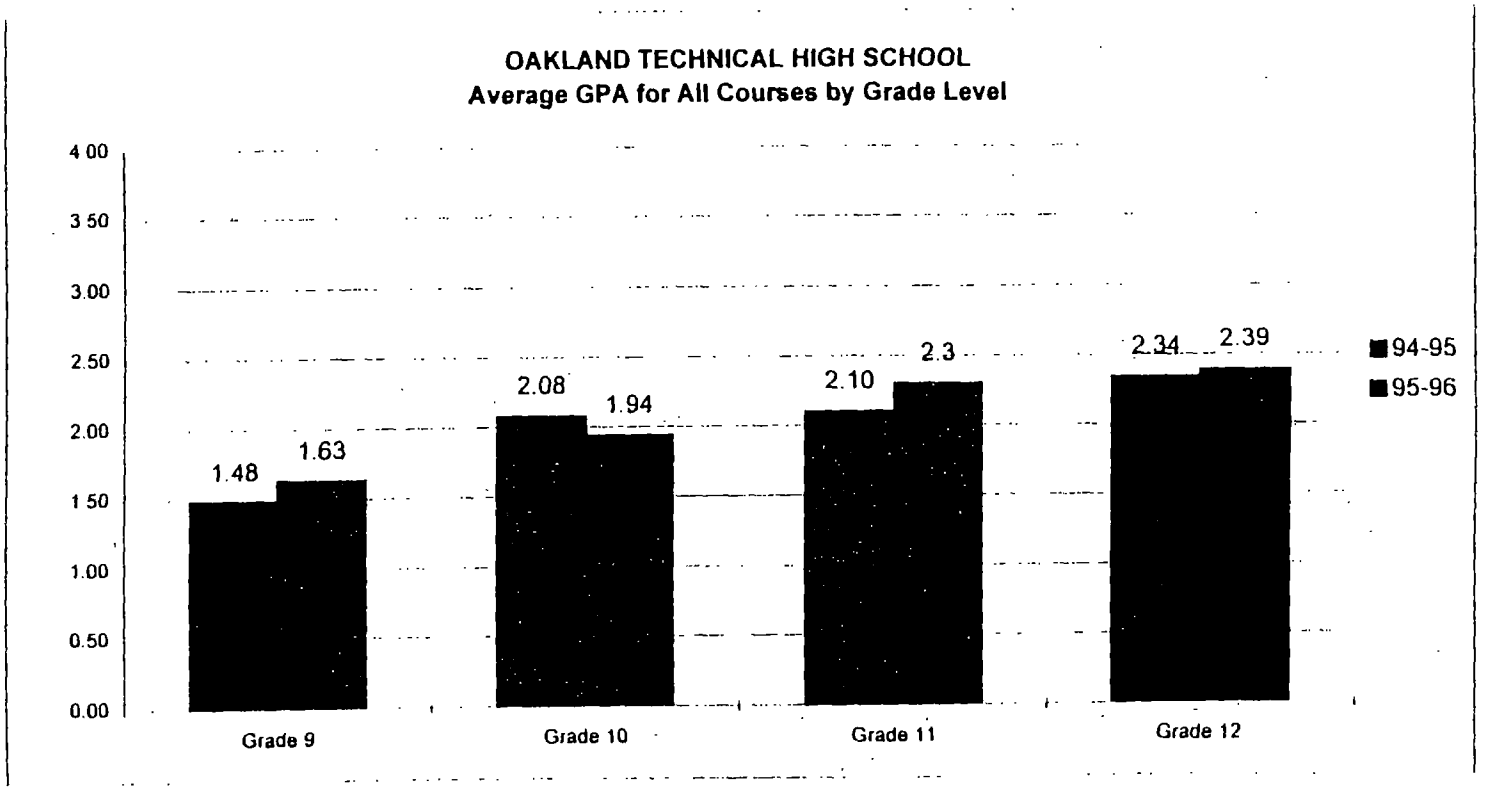
| | |
|---|---|
| CERTIFICATED ADMINISTRATIO | 147 FTE (School Site) |
| CERTIFICATED ADMINISTRATIO | 52 FTE (Central Office) |
| CLASSIFIED ADMINISTRATION | 70 FTE |
| CERTIFICATED TEACHERS | 2,596 FTE |
| CLASSIFIED EMPLOYEES | 2,366 FTE |

## Total K-12 Staff 5,231 FTE

NOTES -FTE represents a full time equivalent position
-The information above does not included Adult Education and Child Development Centers staff



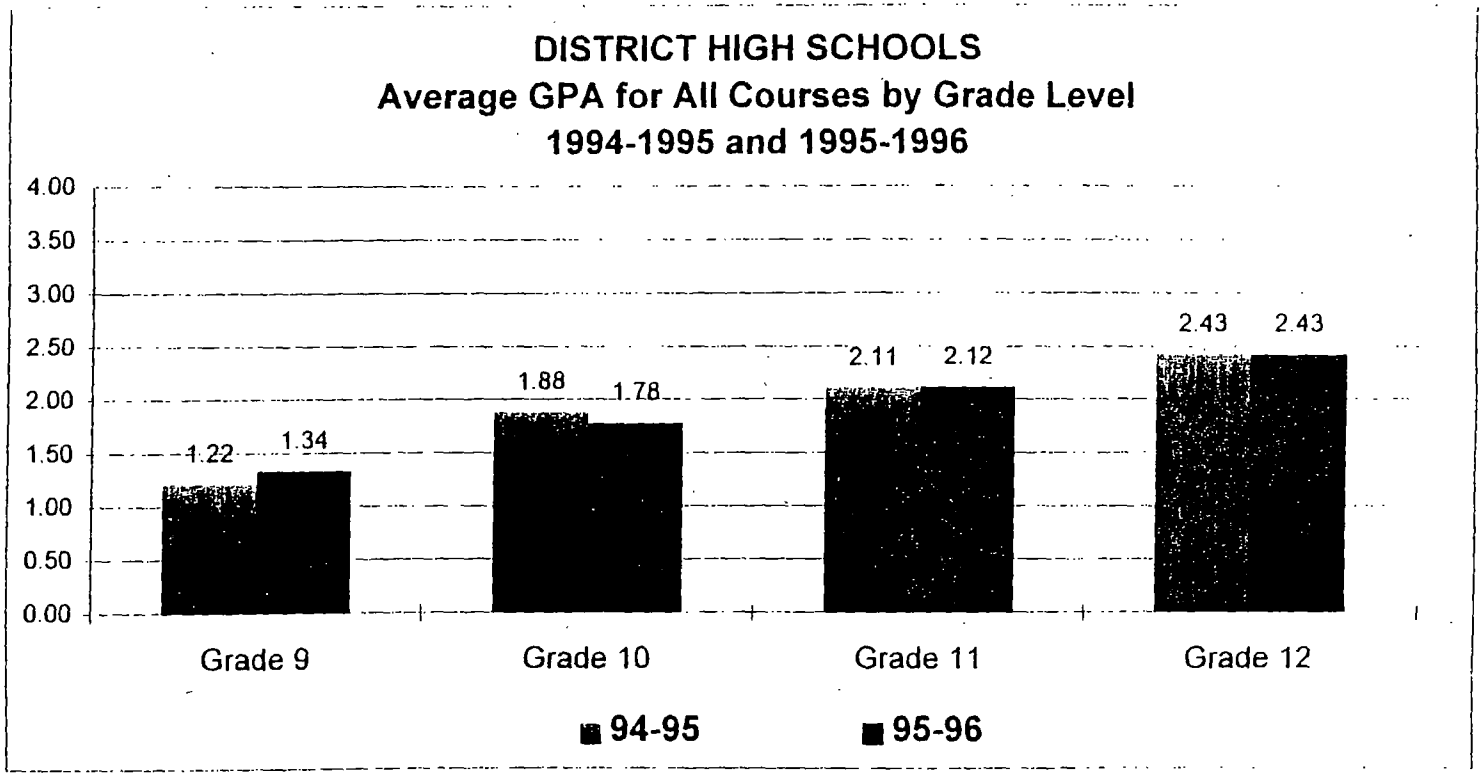
WASC 30922




OAKLAND TECH

GPA for All Courses 94-95 and 95-96 by Grade

| | 94-95 | 95-96 |
|---|---|---|
| Grade 9 | 1.48 | 1.63 |
| Grade 10 | 2.08 | 1.94 |
| Grade 11 | 2.10 | 2.3 |
| Grade 12 | 2.34 | 2.39 |




DISTRICT
GPA for All Courses 94-95 and 95-96 by Grade

| | 94-95 | 95-96 |
|---|---|---|
| Grade 9 | 1.22 | 1.34 |
| Grade 10 | 1.88 | 1.78 |
| Grade 11 | 2.11 | 2.12 |
| Grade 12 | 2.43 | 2.43 |

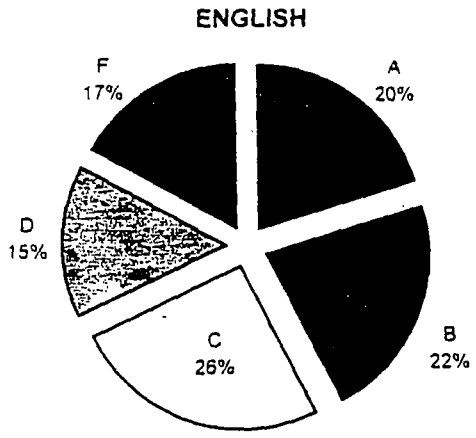
OAKLAND TECHNICAL HIGH SCHOOL

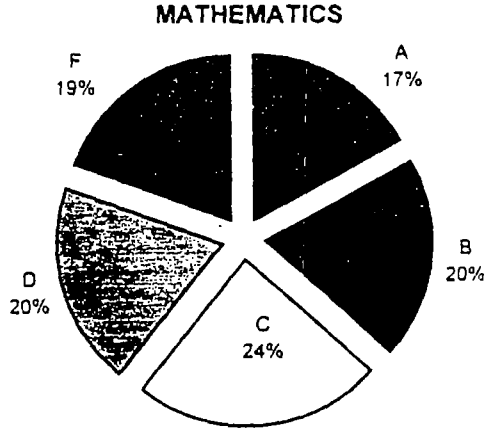
Percent Share of Each Mark by Subject

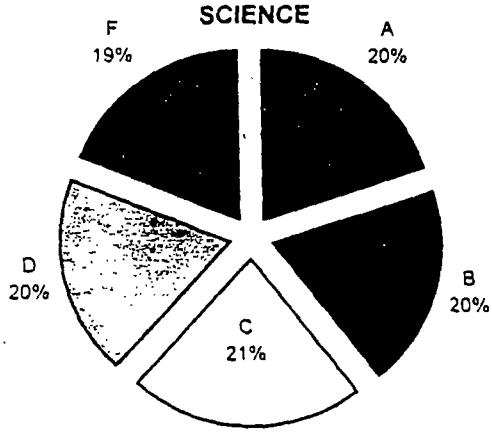
1995-199

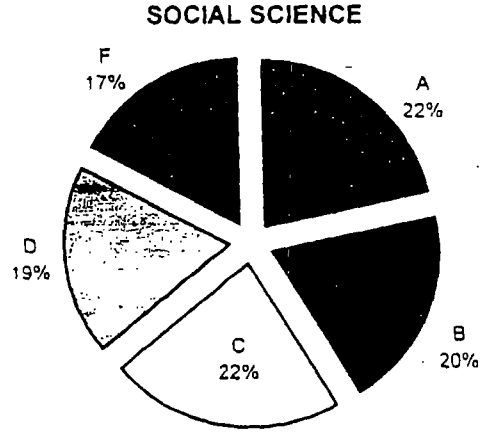
Number of Marks Given

| | A | B | C | D | F | Totals |
|---|---|---|---|---|---|---|
| English | 562 | 620 | 718 | 414 | 476 | 2790 |
| Math | 477 | 568 | 659 | 567 | 548 | 2819 |
| Science | 426 | 433 | 486 | 427 | 403 | 2175 |
| Social Science | 696 | 640 | 732 | 599 | 549 | 3216 |



OAKLAND UNIFIED SCHOOL DISTRICT

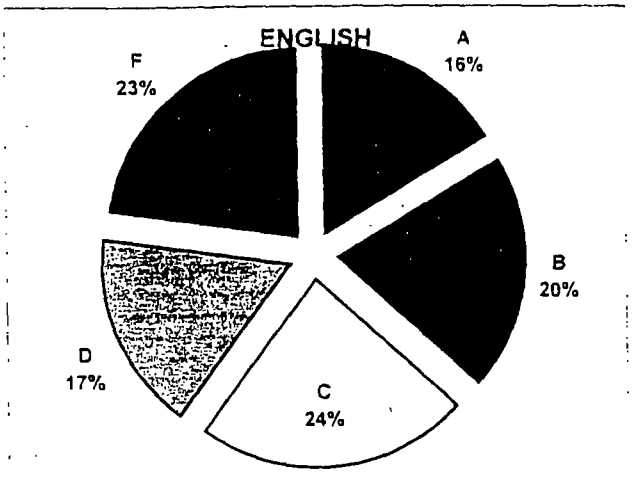
HIGH SCHOOLS

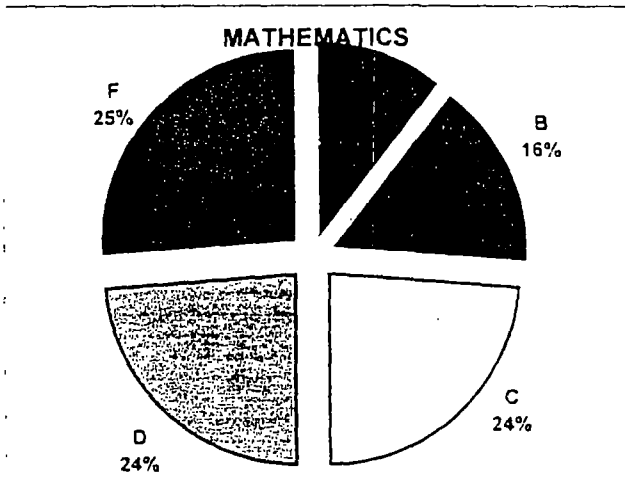
Percent Share of Each Mark by Subject

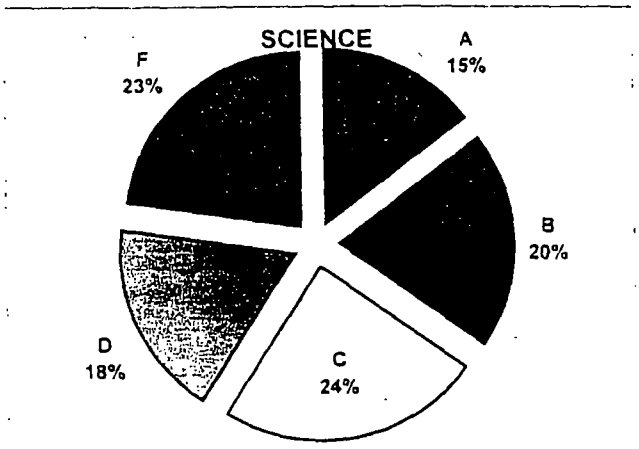
1995-1996

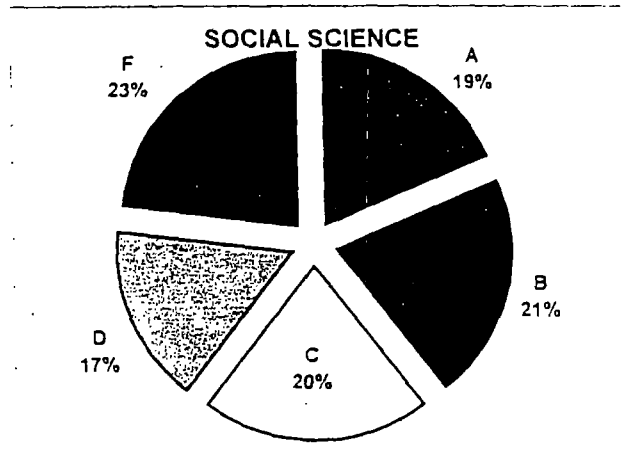
Number of Marks Given

| | A | B | C | D | F | Totals |
|---|---|---|---|---|---|---|
| English | 2428 | 3043 | 3466 | 2528 | 3398 | 14863 |
| Math | 1490 | 2211 | 3289 | 3311 | 3672 | 13973 |
| Science | 1735 | 2416 | 2819 | 2142 | 2707 | 11819 |
| Soc Sci | 2674 | 3064 | 2949 | 2395 | 3327 | 14409 |



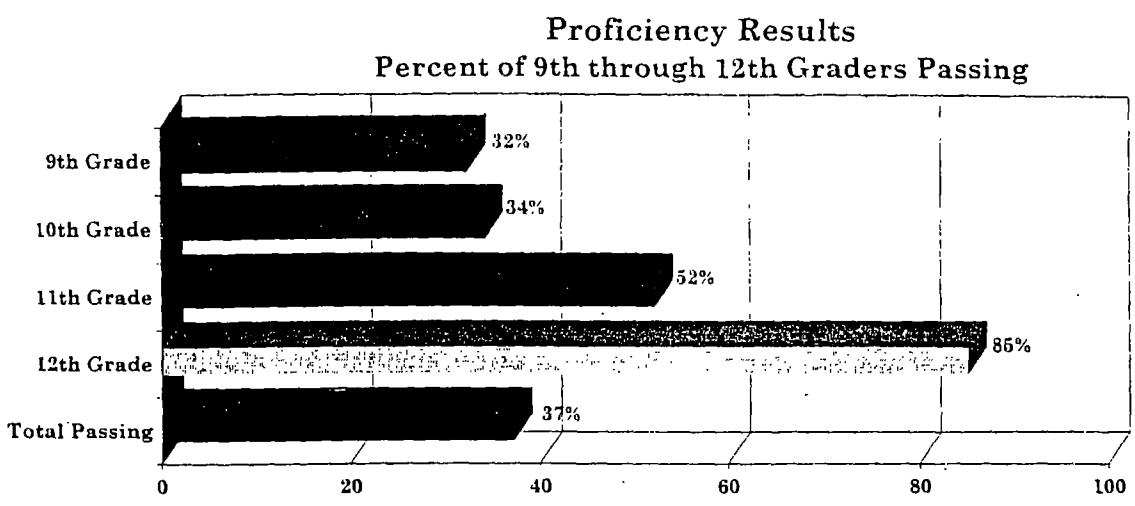



# *Oakland Technical*

1995 - 1996




A total of 1,461 Senior high students in 1995 96 ranging from grades 9 through 12 at Tech were eligible to take the proficiency test in **Reading, Language** and **Mathematics.** Results showed that 10% of the 9th graders (N=48) passed all parts of the test; 34% of the 10th graders (N=142) passed all parts, 52% of the 11th graders (N=169) passed all parts, 85% of the 12th graders (N=182) passed all parts and 37% or 541 students passed the total test.

## SCHOLASTIC APTITUDE TEST (SAT I)
## MEAN VERBAL, MATH and COMPOSITE SCORES

| GROUP | YEAR | % TESTED | VERBAL | MATH | COMPOSITE |
|---|---|---|---|---|---|
| *TECH* | 1995 | 56% | 425 | 458 | 883 |
| | 1996 | 44% | 423 | 462 | 885 |
| DISTRICT | 1995 | 45% | 417 | 442 | 859 |
| | 1996 | 45% | 418 | 444 | 862 |
| STATE | 1995 | 45% | 492 | 509 | 1001 |
| | 1996 | 45% | 495 | 511 | 1006 |
| NATIONAL | 1995 | 41% | 504 | 506 | 1010 |
| | 1996 | 41% | 505 | 508 | 1013 |

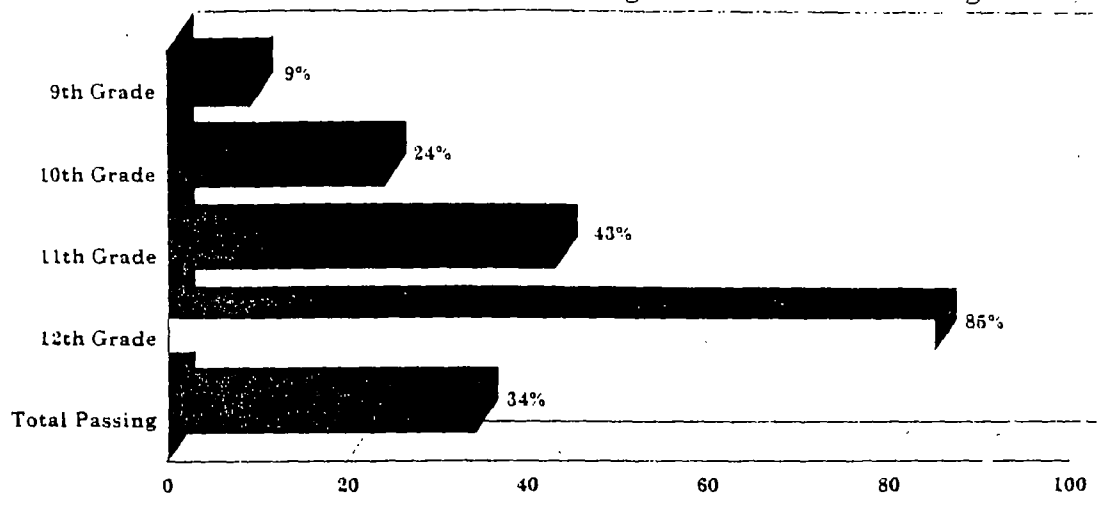
## PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)
## MEAN VERBAL, MATH and COMPOSITE SCORES

| GROUP | YEAR | % TESTED | | VERBAL | | MATH | | COMPOSITE | |
|---|---|---|---|---|---|---|---|---|---|
| | | 10th Grade | 11th Grade | 10th Grade | 11th Grade | 10th Grade | 11th Grade | 10th Grade | 11th Grade |
| *TECH* | 1995 | 67 | 35 | N/R | 45 | N/R | 47 | N/R | 77 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| DISTRICT | 1995 | 53 | 26 | N/R | 41 | N/R | 43 | N/R | 84 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| STATE | 1995 | N/A | N/A | N/A | 48 | N/A | 49 | N/A | 97 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| NATIONAL | 1995 | N/A | N/A | N/A | 49 | N/A | 49 | N/A | 98 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

# *DISTRICT*

1995 - 1996

## Proficiency Results
### Percent of 9th through 12th Graders Passing




A total of 11,044 Senior high and Junior high students ranging from grades 9 through 12 in the District were eligible to take the proficiency test in 1995-96. Results showed that 9% of the 9th graders (N=335) passed the test; 24% of the 10th graders (N=768) passed, 43% of the 11th graders passed (N=1,009), 85% of the 12th graders (N=1,612) passed and 34% of the 11,044 students passed.

## SCHOLASTIC APTITUDE TEST (SAT I)
## MEAN VERBAL, MATH and COMPOSITE SCORES

| GROUP | YEAR | % TESTED | VERBAL | MATH | COMPOSITE |
|---|---|---|---|---|---|
| DISTRICT | 1995 | 45% | 417 | 442 | 859 |
| | 1996 | 45% | 418 | 444 | 862 |
| STATE | 1995 | 45% | 492 | 509 | 1001 |
| | 1996 | 45% | 495 | 511 | 1006 |
| NATIONAL | 1995 | 41% | 504 | 506 | 1010 |
| | 1996 | 41% | 505 | 508 | 1013 |

## PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)
## MEAN VERBAL, MATH and COMPOSITE SCORES

| GROUP | YEAR | % TESTED | | VERBAL | | MATH | | COMPOSITE | |
|---|---|---|---|---|---|---|---|---|---|
| | | 10th Grade | 11th Grade | 10th Grade | 11th Grade | 10th Grade | 11th Grade | 10th Grade | 11th Grade |
| DISTRICT | 1995 | 53 | 26 | 34 | 41 | 35 | 43 | 69 | 84 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| STATE | 1995 | N/A | N/A | N/A | 48 | N/A | 49 | N/A | 97 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| NATIONAL | 1995 | N/A | N/A | 47 | 49 | 47 | 49 | 94 | 98 |
| | 1996 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

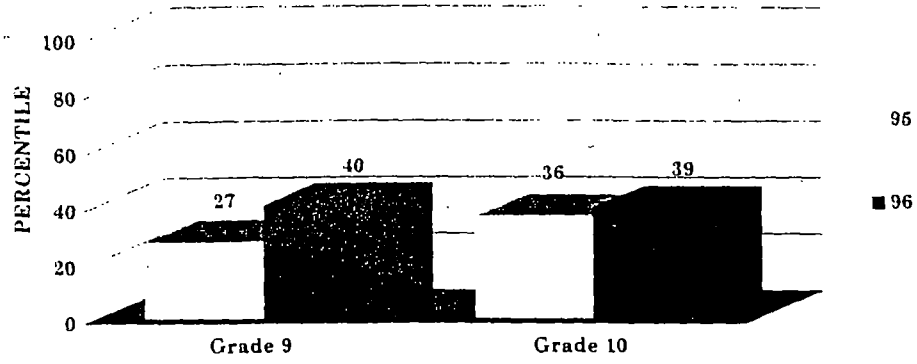


WASC 30928

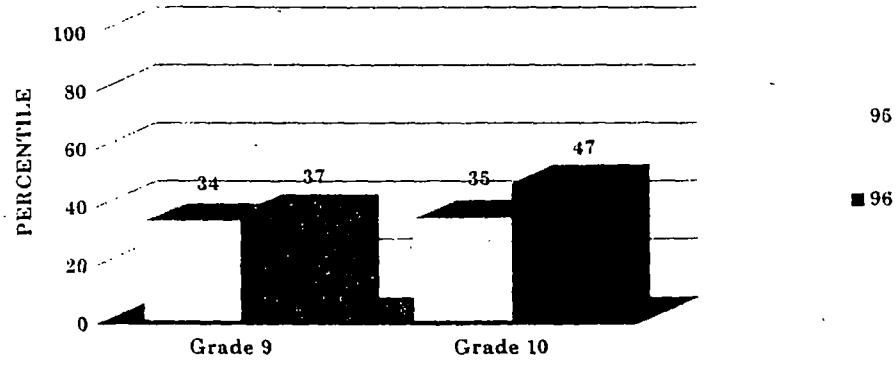
CTBS/4 (COMPREHENSIVE TEST of BASIC SKILLS)
MEDIAN PERCENTILE SCORES by SUBJECT and GRADE
SPRING 1995 and SPRING 1996

# *Oakland Technical*

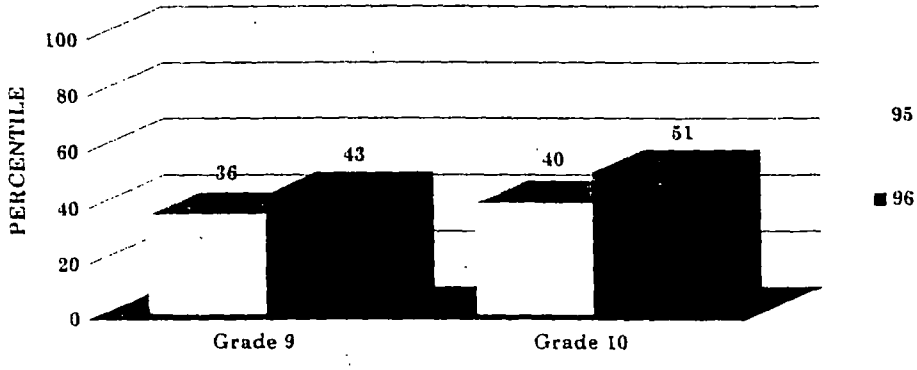
## READING




## LANGUAGE




## MATHEMATICS





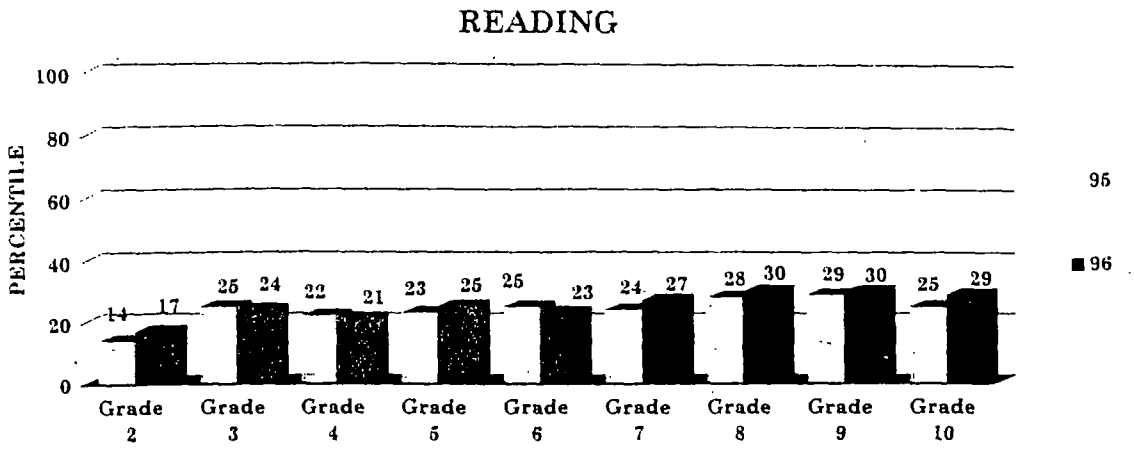

WASC 30929

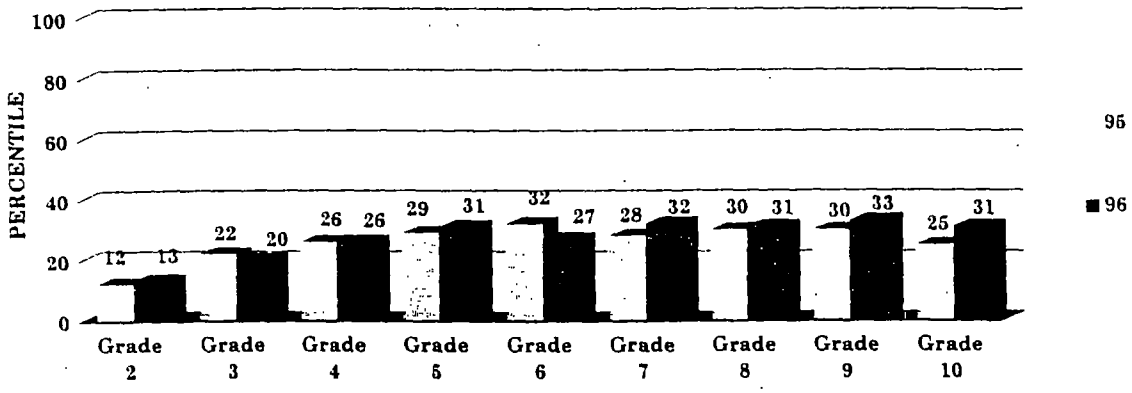
# *DISTRICT*

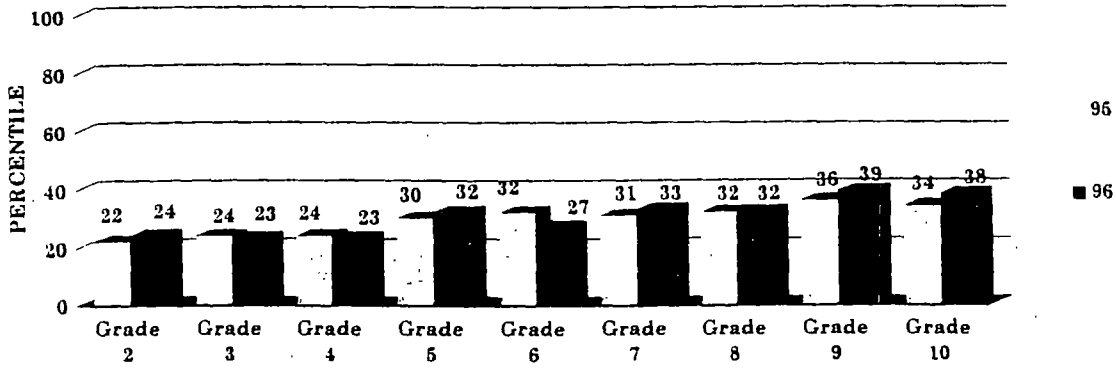
## CTBS/4 (COMPREHENSIVE TEST of BASIC SKILLS)

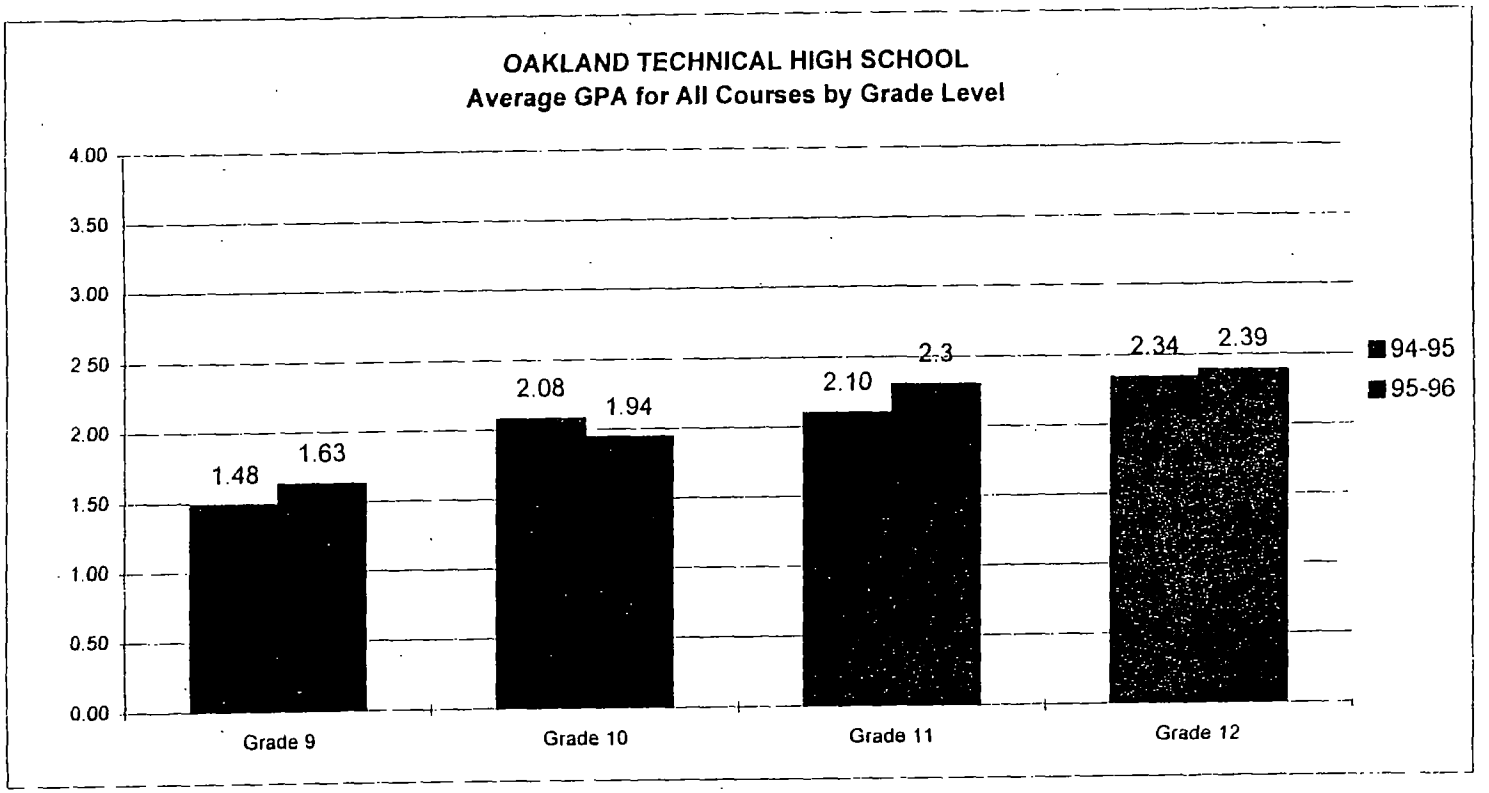
### MEDIAN PERCENTILE SCORES by SUBJECT and GRADE

### SPRING 1995 and SPRING 1996



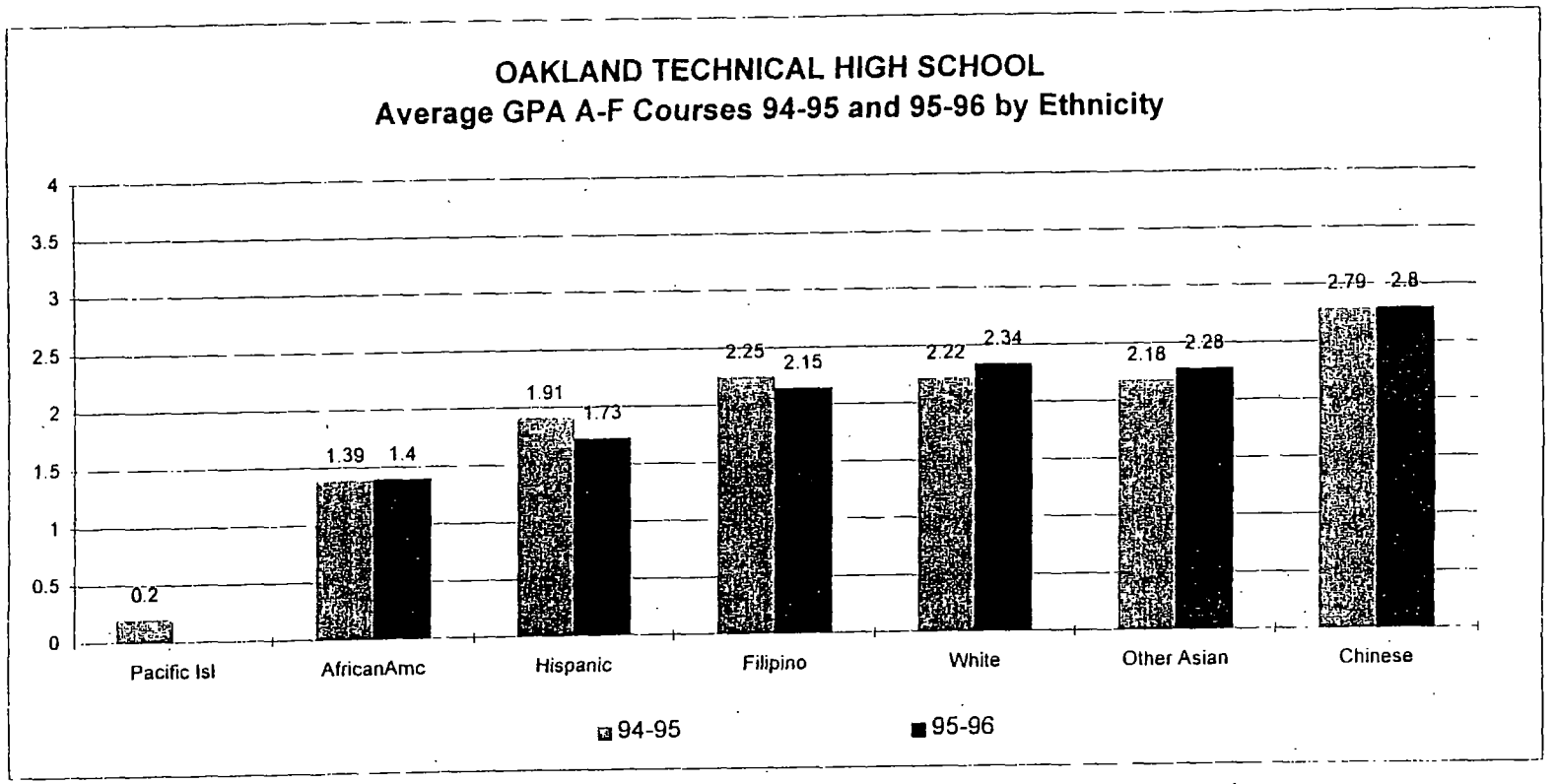






OAKLAND TECH
GPA for All Courses 94-95 and 95-96 by Grade

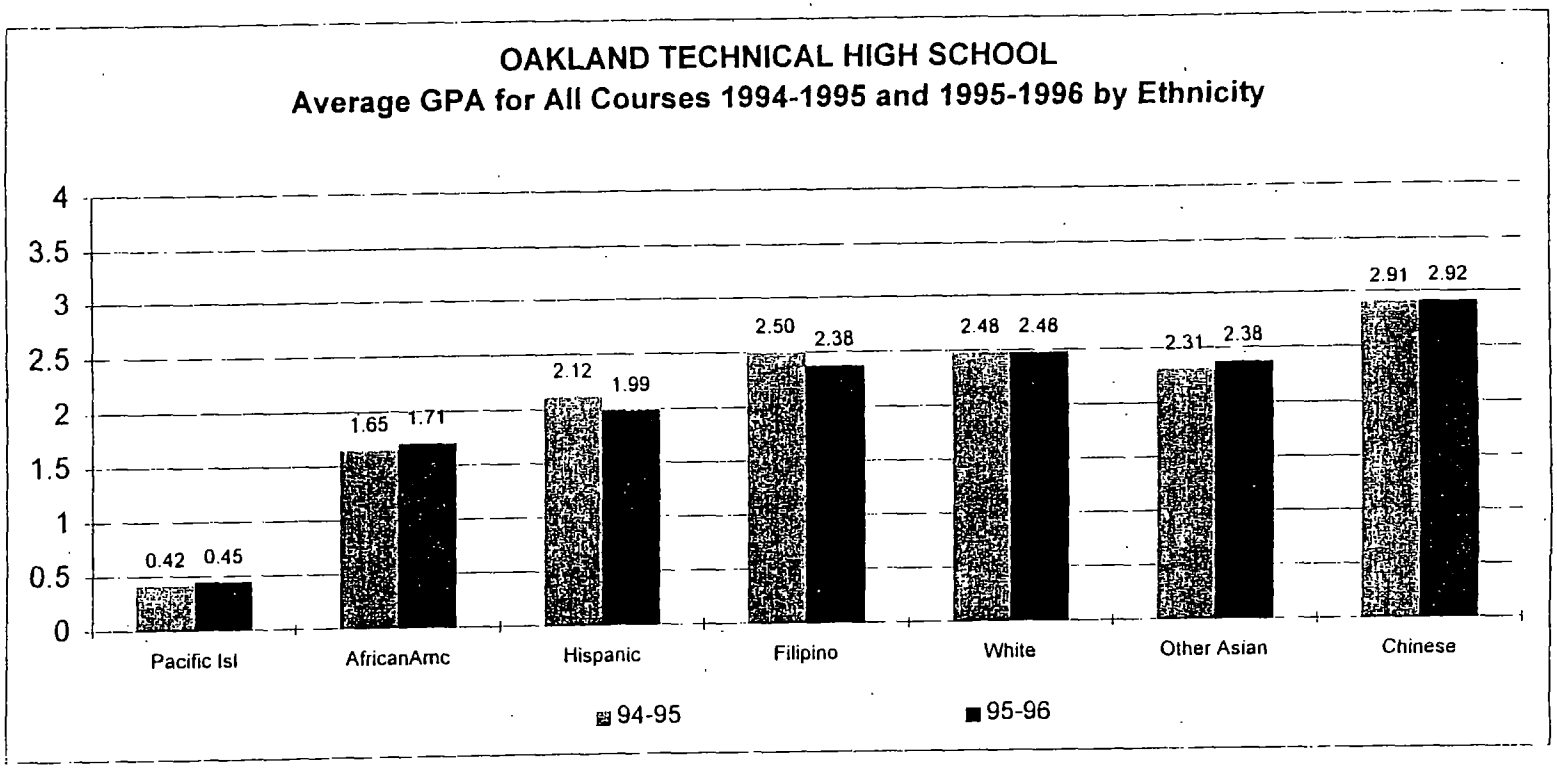
| | 94-95 | 95-96 |
|---|---|---|
| Grade 9 | 1.48 | 1.63 |
| Grade 10 | 2.08 | 1.94 |
| Grade 11 | 2.10 | 2.3 |
| Grade 12 | 2.34 | 2.39 |




OAKLAND TECH

GPA for A-F Courses 94-95 and 95-96 by Ethnicity

| | 94-95 | 95-96 |
|---|---|---|
| Pacific Isl | 0.2 | |
| AfricanAmc | 1.39 | 1.4 |
| Hispanic | 1.91 | 1.73 |
| Filipino | 2.25 | 2.15 |
| White | 2.22 | 2.34 |
| Other Asian | 2.18 | 2.28 |
| Chinese | 2.79 | 2.8 |
| Amc Indian | 1.44 | 0.88 |




OAKLAND TECH
GPA for All Courses 94-95 and 95-96 by Ethnicity

| | 94-95 | 95-96 |
|---|---|---|
| Pacific Isl | 0.42 | 0.45 |
| AfricanAmc | 1.65 | 1.71 |
| Hispanic | 2.12 | 1.99 |
| Filipino | 2.50 | 2.38 |
| White | 2.48 | 2.48 |
| Other Asian | 2.31 | 2.38 |
| Chinese | 2.91 | 2.92 |
| Amc Indian | 1.54 | 1.43 |

# Oakland Technical High School
## ROC/P Enrollment
### Students Enrolled in One or More Courses

| Ethnic Group | 93-94 | 94-95 | 95-96 |
|---|---|---|---|
| Amc Indian | 0 | 2 | 0 |
| Asian | 58 | 58 | 48 |
| Pac Islander | 1 | 0 | 0 |
| Filipino | 5 | 2 | 4 |
| Hispanic | 10 | 12 | 12 |
| Black | 96 | 91 | 83 |
| White | 4 | 9 | 9 |
| Other | 0 | 0 | 0 |
| Total | 174 | 174 | 156 |

| | 93-94 | 94-95 | 95-96 |
|---|---|---|---|
| Total Males | 85 | 96 | 91 |
| Total Females | 89 | 78 | 56 |

## OAKLAND TECHNICAL HIGH SCHOOL
## 1995-1996
### SUSPENSIONS BY NUMBER OF TIMES SUSPENDED

| TIMES SUSPENDED | Males | Females | Students Suspended |
|---|---|---|---|
| 1 | 112 | 71 | 183. |
| 2 | 37 | 14 | 51 |
| 3 | 16 | 4 | 20 |
| 4 | 7 | 0 | 7 |
| 5 | 2 | 1 | 3 |
| 6 | 1 | 0 | 1 |
| 7 | 0 | 0 | 0 |
| Total Students | 175 | 90 | 265 |

Oakland Tech's Suspension Rate for 1995-1996 is 15.8%.

### SUSPENSIONS BY TYPE OF INCIDENT

| | # Suspended | |
|---|---|---|
| Injured Another Person | 126 | (32% of all suspensions) |
| Possess/Dangerous Object | 15 | |
| Possess/Cntrld Substance | 18 | |
| Sold Cntrld Substance | 6 | |
| Committed Robbery/Extortion | 5 | |
| Possession or Use of Tobacco | 8 | |
| Damaged School/Private Prop. | 12 | |
| Stole School/Private Prop. | 10 | |
| Profanity,Vulgarity,Obscenity | 25 | |
| Defiance of Authority | 169 | (43% of all suspensions) |
| Total Incidents of Suspension | 394 | |

## OAKLAND UNIFIED SCHOOL DISTRICT

### 1995-1996

### SUSPENSIONS BY NUMBER OF TIMES SUSPENDED

| TIMES SUSPENDED | Males | Females | Students Suspended |
|---|---|---|---|
| 1 | 2,396 | 1,147 | 3,543 |
| 2 | 737 | 309 | 1,046 |
| 3 | 325 | 91 | 416 |
| 4 | 143 | 21 | 164 |
| 5 | 79 | 17 | 96 |
| 6 | 41 | 8 | 49 |
| 7 | 15 | 0 | 15 |
| 8 | 12 | 0 | 12 |
| 9 | 6 | 0 | 6 |
| 10 | 4 | 1 | 5 |
| 11 | 3 | 0 | 3 |
| Total Students | 3,761 | 1,594 | 5,355 |

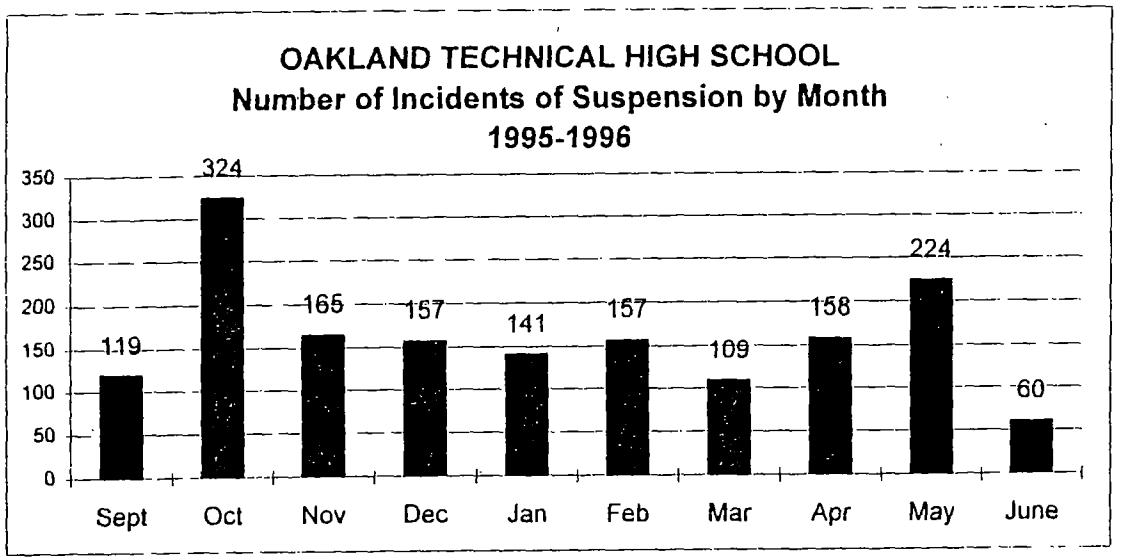
Total District Suspension Rate for 1995-1996 is 10.2%.

### SUSPENSIONS BY TYPE OF INCIDENT

| | # Suspended | |
|---|---|---|
| Injured Another Person | 3,695 | (42.8% of all suspensions) |
| Possess/Dangerous Object | 233 | |
| Possess/Cntrld Substance | 186 | |
| Sold Cntrld Substance | 28 | |
| Committed Robbery/Extortion | 63 | |
| Possession or Use of Tobacco | 120 | |
| Damaged School/Private Prop. | 131 | |
| Stole School/Private Prop. | 132 | |
| Profanity,Vulgarity,Obscenity | 425 | |
| Received stolen Property | 9 | |
| Possession of Drug Paraphernalia | 20 | |
| Defiance of Authority | 3,576 | (41.4% of all suspensions) |
| Total Incidents of Suspension | 8,618 | |

## OAKLAND TECHNICAL HIGH SCHOOL
## Days SUSPENSIONS BY MONTH
## 1995-1996

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade 9 | 35 | 178 | 93 | 98 | 70 | 98 | 65 | 76 | 118 | 30 |
| Grade 10 | 28 | 75 | 35 | 40 | 29 | 33 | 31 | 47 | 76 | 13 |
| Grade 11 | 41 | 44 | 29 | 11 | 37 | 26 | 8 | 9 | 5 | 15 |
| Grade 12 | 15 | 27 | 8 | 8 | 5 | 0 | 5 | 26 | 25 | 2 |
| Total | 119 | 324 | 165 | 157 | 141 | 157 | 109 | 158 | 224 | 60 |



DISTRICT HIGH SCHOOLS
DROPOUT RATES
One Year Rates

| SCHOOL SITES | *92-93* | *93-94* | *94-95* |
|---|---|---|---|
| CASTLEMONT | 18.70 | 6.0 | 16.1 |
| FREMONT | 20.90 | 18.2 | 21.2 |
| BUNCHE CENTER | 21.10 | 99.0 | 67.4 |
| DEWEY | 16.70 | 14.9 | 30.1 |
| EAST SIDE | 61.30 | 0.0 | 26.5 |
| FAR WEST | 1.20 | 2.4 | 6.6 |
| MC CLYMONDS | 11.00 | 14.8 | 24.4 |
| OAKLAND HIGH | 6.50 | 2.9 | 9.8 |
| OAKLAND TECH | 9.30 | 7.5 | 8.1 |
| SKYLINE | 2.20 | 1.5 | 1.2 |
| STREET ACADEMY | 5.70 | 4.8 | 3.5 |
| *TOTAL* | *11.50* | *8.0* | *12.8* |

# Chapter Two

## Expected Student Learning Results

WASC 30939

## Expected Student Learning Results: Oakland Technical High School

Our Expectations of each student who graduates from Oakland Technical High School.

1. Demonstrate Effective Communication
   - --write a logical, coherent essay
   - --present a logical, coherent speech or dramatic presentation
   - --create original prose and/or poetry showing the emergence of an individual voice and an awareness of the importance of form
   - --demonstrate an understanding of art as a means of communicating the human experience

2. Solve problems by using thinking skills of application, analysis, synthesis, and evaluation
   - --transfer learned skills to new learning
   - --show how to analyze and synthesize
   - --produce meaningful evaluation

3. Integrate the basic skills of reading, writing, mathematics, and the arts into a meaningful activity or project
   - --gather data for the purpose of presentation in writing or some other form
   - --create a product illustrating an understanding of a reading task or science/math problem in a new and unique way

4. Work effectively independently and collaboratively with others
   - --participate in a group project requiring an extended time period of a week or more with
     - --the success of each individual depending to some extent on the success of the group
     - --the group operating in a democratic way
     - --the project requiring the assigning of specific roles

5. Demonstrate awareness of the world's various cultures, histories, and belief systems
   - --discuss, orally and in writing, literary or historical material that represents a point of view different from the American mainstream. This point of view may or may not represent the student's own culture
   - --show an ability to communicate competently in a second language
   - --demonstrate tolerance and respect for others

6. Demonstrate basic scientific and technological literacy
   --demonstrate competence in the use of a computer
   --demonstrate competence with other appropriate technology devices
   --demonstrate keyboarding skills
   --understand the application of basic scientific principles to everyday life

7. Demonstrate an understanding of basic living skills
   --devise a personal budget
   --conduct an analysis of his or her nutritional habits
   --discuss personal goals as a family member, including the financial and time obligations
   --write a resume
   --have an awareness of nutrition, exercise
   --understand management of credit
   --demonstrate awareness of family planning options

8. Contribute to his or her community
   --help others on campus (e.g., tutoring, "buddy system", club membership)
   --voluntarily help students outside of the school site
   --participate in documented community work (e.g., volunteering in a hospital, working at a crisis center, participating in a safe-driving program)
   --develop environmental awareness
   --demonstrate positive and productive citizenship

9. Develop a road map for the high school years and beyond
   --have a written plan that governs meaningful class selection and extra-curricular participation with longer-term goals in mind
   --have a written plan that outlines his/her possible goals and beyond high school graduation
   --overcome obstacles by effective application of skills
   --develop implementation strategies

10. Take responsibility for personal health - physical, mental, and social
   --practice fundamental hygiene skills
   --be familiar with health resources and networks
   --improve student/family relations through parent/grandparent workshops
   --know warning signs of suicide/depression in self and peers
   --participate in peer support groups and other linkage programs
   --determine health needs and seek appropriate service

## The Process to ESLRs

Once our Coordinating Council was established in November 1994, a needs assessment was done. We, as a staff, considered the needs for positive student outcomes as well as staff member needs.

In late spring 1996 the concept of ESLRs was introduced to the entire staff through two different overhead presentations during a staff development day and a staff meeting.

On September 4, 1996, the entire morning was dedicated to the WASC self evaluation. Task # 5 for the day was to begin drafting the Expected Student Learning Results. As a result, we developed 9-ESLRs with 36 descriptives.

On November 20, 1996, each Focus Group had the task to combine, delete or add to the list of ESLRs. Descriptives were clarified and simplified. The end result was 9 ESLRs with 36 descriptives.

To get a broader perspective on our ESLRs, we went to our School Site Council with the living document, Student Committee Meetings, Healthy Start Planning Meeting, Clerical/Support Staff Committee meeting, Parent Committee meeting and Student Leadership class. As a result we added a tenth ESLR: Take responsibility for personal health - physical, mental, and social.

On February 12, 1997 the 10 ESLRs were distributed to all staff members along with the request to submit any changes or updates.

On April 9, 1997 each department (discipline) will answer two questions on each of the ESLRs: 1) What does this department do to ensure attainment of this ESLR? and 2) What new ideas does this department have that would ensure attainment of this ESLR?

Finally, the ESLRs are posted in every classroom and throughout the school to focus our instruction and interaction on these items and make them a priority.



WASC 30942

# Chapter Three

## Progress Report

WASC 30943

## MAJOR RECOMMENDATIONS

RECOMMENDATION #1

that the site administration, staff, community, and students work collaboratively to develop and implement a shared mission statement that is focused on student outcomes communicated through specific goals and objectives. (School Report, pg. I, Conferences with the steering, parent, student, process, program committees, interviews with staff, parents, and students; WASC Criteria: Philosophy Goals, and Objectives; CDE: Philosophy, Goals, and Objectives).

RESPONSE #1

This recommendation has been satisfied. With the effort of site administration, staff, community, and students, a mission statement was developed and implemented that focused on student outcomes.
*(See Evidence binder for Major Recommendations)*

RECOMMENDATION #2

that the site administration, staff, parents and students work together to formulate discipline and attendance policies that focus on expected behaviors and consequences. Those policies should contain clear delineation of administrative, staff, and student responsibilities. (Student Survey; Interviews with students, staff, and parents; Conferences with departments; WASC Criteria: Organization; CDE: Organization, Improvement Process, School Culture).

RESPONSE #2

This recommendation has been satisfied. The school administration, staff, parents, and students formulated a discipline, attendance and tardy policy that focused on expected behaviors and consequences. See Guide to Action and Bulldog Folder distributed to all students.

RECOMMENDATION #3

that the site administration and staff work together to develop a schoolwide process for ongoing staff development and support for the improvement of instruction to enhance the learning environment that fosters positive student outcomes. (School Report, pg. 21; Conferences with the steering and program committees, counseling department, Interviews with staff; WASC Criteria: Staff; CDE: Organization, Improvement Process).

RESPONSE #3

The site administration and the Coordinating Council worked collaboratively to establish a Staff Development Committee that provided for ongoing staff development and support for the improvement of instruction to enhance the learning environment for all students. Site Administration provided staff to attend conferences and to visit other school sites.
*(See Evidence binder for Major Recommendations)*

RECOMMENDATION #4

that the site administration and staff develop more effective methods of communicating with parents that fosters, promotes, and encourages increased parental participation and understanding. (Parent Survey; Conferences with departments; Interviews with staff; Conference with the program committee; WASC Criteria: Organization; CDE: Organization, Improvement Process).

RESPONSE #4

This recommendation has been satisfied. Site Administration and staff developed a series of effective communication workshops held on Saturdays and during the course of the school year. The administration informed parents of all events and activities for each semester. Parents participated in Report Card Pick-Up Night. We exceeded the districts' requirement for informing parents of student's academic progress by mailing each report at the end of each marking period. Administration, staff, community, and parents participated in formulating a night activity policy for school sponsored events.

The site administration and staff encouraged parents to participate in our annual Career Day. As a participant, the parents provided information on the challenging careers of parenting. Parents also participated in an off-site field trip that focused on Violence Prevention; in addition, parents attended conferences as participants and presenters. *(Also see Parent Committee Report)*

RECOMMENDATION #5

that the site administration work with the staff to develop a plan to obtain adequate copiers or copy services that support and enhances the instructional program. (School Report, pg. 23, Conferences with the steering and resource committees; Interviews with staff; WASC Criteria: Finance; CDE: Resource).

RESPONSE #5

A plan for adequate copying service was laid out in the 1993-94 WASC document, Steering Committee Report, page 22. The copier situation was handled in the following way. In September 1994 the Copy Plan Committee was formed. The school secretary, the vice-principal's secretary (prepares the weekly bulletin), and the principal were automatically placed on this committee by design. Others were solicited as volunteers from a school committee sign up sheet.

In September 1994 we mapped out a plan for reviewing bids of several manufacturers of offset and photographic copy machines. The funds were made available and so began our quest. By January 1995 we had our two new offset copiers on site, as well as our new photographic copier. In January 1995 we had the further responsibility of determining location, usage, and supplying our copiers. Five locations were set up throughout out the school site and trouble shooters were assigned to assist with any minor problems as well as educating assigned users. Major problems were to be called in the school secretary, who in turn called for repairs. The committee chairperson is held responsible for the stocking of paper and supplies. As part of this plan, departments no longer had to order their own paper for the year, this function is handled school wide.

The committee continued to meet at least once a marking period: February 1995, March 1995, April 1995, September 1995, October 1995, January 1996, October 1996, February 1997.

In the 1996-97 school year we have come to discover a problem with our copier plan. With so many new instructors on our site for this current school year, many untrained hands have used the machines so therefore we have experienced an unusual number of breakdowns. As a solution we must hold training within the two staff development days at the beginning of the year.

## PROCESS COMMITTEE

RECOMMENDATION #1

that the site administration, staff, parents, and students develop a plan to improve student attendance as a means of motivation, commitment and academic performance. (School Report pp. 28-29; Conferences with steering, process, student, parent committees; Observation; WASC Criteria: Organization; CDE: Culture of the School, Paragraph 3).

RESPONSE #1

This recommendation is still being addressed. The Oakland Unified School district has adopted a new attendance policy more in line with state recommendations. The conversion towards career pathways (based on the academy model) main driving factor are attendance increase indicators. The current belief is that belonging to a school within a school is a positive factor, affecting the attendance rate.

RECOMMENDATION #2

that the district and site administration look into motivational techniques to address the apathy of some of the staff in order to rekindle the necessary energy needed to successfully restructure and meet the needs of all students, and to move fostered with the goals of the school. (School Report pp. 26, 27, 29; Conferences with staff; Interviews with students and staff; Conferences with Student Committee; Observation; WASC Criteria: Staff; CDE: Improvement Process, Paragraphs 1, 3, 5, 6, 7; The Culture of the School, Paragraphs 1, 2, 4).

RESPONSE #2

This recommendation has been addressed. District provided a facilitator to assist with the site restructuring process. The bell schedule was changed to allow for staff development. District provided district wide staff development days. Staff attended various conferences and school visits.

RECOMMENDATION #3

that the site administration and staff develop a plan that will lead to an increase in parent participation in order to improve student performance, attendance and school climate. (School Report, pp. 26-29; Conferences with parent and student committees; WASC Criteria: Organization; CDE: Culture of the School and School Improvement).

RESPONSE #3

Administration informs parents of report card pick up and mails the remaining report cards. Counselors are available to meet with parents. SB65 program monitors students' attendance and academic progress. In addition,

the Coordinating Council has scheduled meetings at appropriate times to allow for parent participation.

RECOMMENDATION #4

that the site administration and staff work toward developing greater degree of student multicultural awareness in order to improve student rapport among a culturally diverse student population to improve the atmosphere. (School Report pp. 29, 37; Conferences with Foreign Language and ESL Committees; Interview with staff; Observation; WASC Criteria: Curricular Program and Co-Curricular Program; CDE: Process, School Culture, and Improvement Processes).

RESPONSE #4

The administration in collaboration with the ESL department, Foreign Language department and other interested staff, continues to work very hard to improve student-to-student relationships, especially across cultural barriers. The ESL Department houses most of the international students and the staff members in this department continue to sponsor clubs that focus on helping the foreign student adjust to the new environment and educate the American student about other cultures. These clubs also serve as valuable resource centers for the World Cultures and other Social Science classes where students can interview each other, discuss and work on projects that involve students from many ethnic backgrounds.

The administration further has encouraged multicultural food projects, a liberal use of the PA system to highlight one or two cultures month, and use of the display/bulletin boards to share educational photos or scenes around the world. The highest point of the students' efforts to improve the school atmosphere comes in many forms, the most popular being the school wide assemblies. The staff assists in putting on cultural shows such as the Martin Luther King, The Black History Month, The Multicultural Show, Cinco de Mayo, The Asian Awareness and The Pacific Islanders assemblies.

There is ongoing support from the community around us in the form of donations and raffles to encourage these activities, and it is the hope of everyone, that we are making strides in the right direction to improve student rapport among one of the most culturally diverse school populations in the area.

RECOMMENDATION #5

that the site administration, staff, community and students collaborate to develop, plan, and implement a shared mission statement, school philosophy, Goals and Objectives that focus on desirable educational outcomes for all students. (School Report, pg. 18, Conferences with steering, process, parent, student committees; WASC

Criteria: Philosophy, Goals, and Objectives; CDE: Process Criterion).

RESPONSE #5

This recommendation has been satisfied. See Major Recommendation # 1.

RECOMMENDATION #6

that the site administration and staff expand co-department curricula (i.e.,. Interlinks, Health/Bio-Science Academy, Pre-Engineering Academy) to enhance interdepartmental and interdisciplinary methodology to provide relevancy to the curriculum. (School Report, pg. 26; Conferences with steering, parent, social studies, Pre-Engineering committees; WASC Criteria: Curricular Program and Staff; CDE: Organization, Improvement Processes).

RESPONSE #6

Since the last WASC visit, Oakland Tech has established its third academy, Communications and Computer Repair Academy(CCRA). 1996 - 97 finds us in our second year with course offerings for 10th and 11th grade students. For the 1995 - 96 school year 9th grade students were interviewed and recruited from our feeder schools to become a part of the 9th Grade Computer House.

In light of all the statistics collected over the years in support of School-to-Career education our entire district will transform our high school curriculum to Career Pathways, building partnerships between schools and business. We have established the Oakland Technology Exchange (OTX) at our site. The OTX supplies the entire district with re-worked usable computers. Our own CCRA students perform the necessary repairs so that a disposed business item (last generation computer) becomes a useful tool for an Oakland student.

## PROGRAM COMMITTEE

RECOMMENDATION #1

that the site administration and staff insure that a career center accompanied by a career guidance program be given priority in future planning to meet the increased vocational needs of the student body. (School Report, pp. 3-40; Conference with the Program Committee; Conference with the counseling staff; Interview with staff; WASC Criteria: Student Support Services; CDE: Student Support Services).

RESPONSE #1

In Sept. 1996 the Oakland Unified School District's Board of Directors approved a comprehensive school-to-career initiative. To assist in the implementation of the initiative six School-To-Career Liaison positions were established. Each STC Liaison is assigned to one of the six comprehensive high schools. The Liaison's work with all schools K-12 within the high school's feeder pattern.

Chief among the STC Liaisons scope of work is the establishment of a career center at each high school. The original implementation time-table called for the establishment of the centers by February of 1997. Unfortunately, delays in the funding flow necessitated pushing back the intended opening. Tech's center may well be operational by the WASC committee's April site visitation date.

The career center will be equipped with computers for students to access a wide range of soft ware options. Students will be able to survey college options, do job related research and take personal interest inventories. Printed materials highlighting community colleges, and technical training centers will be available. College catalogs will be prominently displayed. We intend that the center will serve as a meaningful and ongoing resource for student use.

*(See Vocational Ed. Report, Response #1 & #2)*

RECOMMENDATION #2

that the site administration and staff formulate a plan to address the ongoing continual need to build more mutual respect and communication among all the ethnic groups on the campus as a means of improving school climate. (School Report, pg. 21-24, 33; Conferences with Student Committee and counseling staff; Interview with staff; WASC Criteria: Student Support Services; CDE: Student Services Guidance and Counseling, Paragraph 5).

RESPONSE #2

School wide activities are held throughout the school year which recognizes a diverse student population, Black History, Vietnamese, Chinese, and Hispanic. School wide assemblies are provided by staff and students.

RECOMMENDATION #3

that the site administration and counseling staff develop and implement a peer counseling program. (Conferences with Student Committee and counseling staff; Interviews with students; Interviews with staff; WASC Criteria: Student Support; CDE: Student Support Services).

RESPONSE #3

Over the past two and one-half years the Student Activities Director, Robert Mayhew, made numerous attempts to re-start both peer counseling and/or conflict resolution at Oakland Tech by working with the Associated Student Body and Student Council. On at least three different occasions, the Student Government/Leadership Class and the ASB officers proposed to Student Council that Tech begin such programs. From 1993-94 through 1995-96, however, each time the elected Student Council Representatives questioned 3rd period homeroom constituents about student interest and/or need for such programs, only very modest interest was expressed by the student population. Student Government/Leadership Class often discussed the benefits or drawbacks of peer counseling or conflict resolution programs, especially as they pertained to student fighting, gang activity, or racial tensions - but other student issues always seemed more pressing. Grass roots student interest or involvement never materialized.

Peer counseling and/or conflict resolution programs were discussed often with the staff of the Oakland Tech Health clinic (Techniclinic), and there was follow-up to those discussions. On Friday, January 5,1996, Tony Santangelo, Director of the Clinic met with the Counseling Department to explore the possibility of creating a peer counseling program. Previous attempts were reviewed, and a meeting was set up with the YMCA, which had expressed interest in conducting a training program for high school age youth in Oakland to become peer counselors. One member of the Counseling Department (Carol McPherson), then met with Mr. Santangelo, two students, and Tanzanika Carter from the Oakland YMCA, on Wednesday, January 17, 1996. After lengthy discussion, it was decided that Mrs. Carter was primarily interested in training students to work as phone volunteers outside the school campus. We did not think that such a program would best meet the needs of the Oakland Tech community.

On the other hand, we did not institute a more relevant form of peer counseling in the creation of Peer Health Educators, sponsored through the Alameda County Office of Education, which allotted four local high school state funded grants to implement a teen pregnancy prevention program. The Tech component of this program is being coordinated through the Techniclinic. To date, a Health Educator has been hired and begins working on January 7, 1997. Ten peer health

educators have been interviewed and chosen. Training begins the second week of January 1997. Students will be working with AC-MAN, Girl's Inc., and It's for Real Baby. These students will be working with Carter Middle School - one of Techs' Feeder schools. The Rockridge United Methodist Church, a community resource, may be hosting a day-long Saturday training session for the participating students. All of this interest, enthusiasm, and training will later be used to expand services at Oakland Tech.

Along the same lines, it should be noted that our Health and Bioscience Academy, under the direction of Patricia Clark, is also involved in peer education on issues pertaining to lifestyles and health practices of our own student/family population, and those of our feeder schools as well. It is expected that the outgrowth of these programs will, where the need is substantiated, be expanded to other areas of peer counseling in the future. As schools become the focus of all aspects of community and family life in our neighborhoods, peer counseling takes on a broader meaning that it has in the past. Where the school becomes the leading institution in meeting the growing social needs of our young people, students and families will become less reluctant to share " family business" with other members of the community, and that trust will increase the need and success of peer counseling programs. The current peer health educators should have a large impact on fostering that trust.



WASC 30952

## RESOURCE COMMITTEE

RECOMMENDATION #1

that the district and site administration develop a deferred maintenance schedule for an aging school plant. (School Report, pg. 49; Conference with Resource Committee; Interview with staff; Observation; WASC Criteria: School Plant; CDE: School Plant and Physical Facilities).

RESPONSE #1

Site administration informs district maintenance department of necessary repairs. This is on-going. The district provides a preventive maintenance crew to repair site priority problems.

RECOMMENDATION #2

that the district and site administration work with the staff to develop a plan to provide adequate copiers and/or copy services to provide adequate support to the instructional program. (School Report, pp. 23, 42, 153; Conference with Resource Committee; Interview with staff; Observation; WASC Criteria: School Plant; CDE: School Plant and Physical Facilities).

RESPONSE #2

See MAJOR Recommendation response # 5

RECOMMENDATION #3

that the school site administration assume a leadership role in the acquisition of more on-site coaches for athletic teams in order to better monitor the academic performance of athletics programs. (School Report, pg. 47; Conference with Resource Committee; Interview with staff; WASC Criteria: Co-Curricular; CDE: Co-Curricular).

RESPONSE #3

We have had an increase in the number of on-site coaches: JV football, Wrestling, Volleyball, Softball, Badminton and Cheerleading. As administrators interview all potential staff members they are questioned as to what their extra-curricular activity involvement will be.

When a Physical Education position becomes available, the site administration will seek candidates who are qualified to coach a minimum of two sports. In the interim, site administration will continue to survey present staff for eligible candidates.

RECOMMENDATION #4

that the site administration with staff explore ways of replacing the aging equipment in the homemaking rooms to better meet the needs of the students in the culinary arts program. (School Report, pg. 49; Interview with staff; Observation; WASC Criteria: Finance; CDE: Vocational-Technical Education).



WASC 30953

RESPONSE #4

Until the Fall 1996-97 One Time ADA Grant, budget constraints did not make it possible to address this issue. The culinary arts program instructor has made up a priority list of needed items to help ensure the continuing success of the program. As additional funding becomes available prioritized items will be ordered.

RECOMMENDATION #5

that the site administration and staff develop a plan to obtain computers and make those now in use more accessible to all students as a method of increasing computer literacy. (School Report, pp. 42, 43; Conference with Resource Committee; Interview with staff; WASC Criteria: Curricular Program; CDE: Criteria; Vocational/Technical Education).

RESPONSE #5

The school site, in partnership with the business community e.g. IBM, Bechtel, Summitt Medical, UC Berkeley, Kaiser, and others, has a computer literacy plan that is being implemented in stages. IBM and the other business partners have agreed to continue supporting with material supplies and with their technical expertise, but most importantly, they have agreed to provide guidance as we integrate educational and business needs in an effort to facilitate the transition from school to work. The school site has been wired so it can access various computer network systems; a computer recycling program has been established to provide every classroom with a computer; and, students were recruited for the Fall 1996 Computer Communications and Repair Academy.

Furthermore, Tech has established OTX to provide computers for the entire school district, we have established our site as a Detwilder Foundation computer exchange repair facility (state level), 30 station computer writing center opened 45 hours a week, Computer to college for all college bound seniors who wish to have a computer earned with a little sweat equity, and finally we have a 9th grade Career Exploration Technology Program.



WASC 30954

## PROGRESS REPORT

RECOMMENDATION #1

that site administration, staff, community, and students work collaborative to plan and implement a shared mission statement that focuses on desirable educational outcomes for all students. (School Report pg. 18; Conferences with steering committee, student committee, parent committee, process committee; Interview with students, staff and parents; Observation; WASC Criteria: Philosophy, Goals, and Objectives; CDE: Philosophy, Goals, and Objectives).

RESPONSE #1

This recommendation has been satisfied. Se response to Major Recommendation # 1.

RECOMMENDATION #2

that the school administration and staff more thoroughly address a plan to develop and implement increased communication between classified and certificated staff as recommended in the 1991-1992 WASC report. (School Report, pg. 5; Conferences with staff; WASC Criteria: Organization).

RESPONSE #2

Communication between classified and certificated staff has increased. Classified and certificated staff are encouraged to participate on various committees, staff meetings, staff development, and social activities. The only time there exist a strain in our mutual goals is during a process like WASC when many of the classified staff members feel much of this process doesn't involve them or that they can not contribute to academic reports.

RECOMMENDATION #3

that the school administration, staff, parents, and students revisit the school discipline and attendance policies as recommended in the 1991-1992 WASC report to develop standards and expectations that are consistent and fair to students. (School Report, pg. 5; Conferences with students and staff, Interviews with staff; Observation, WASC Criteria: Organization).

RESPONSE #3

This recommendation has been satisfied. See response to Major recommendation # 2.

## STEERING COMMITTEE

RECOMMENDATION #1

that the site administration and instructional staff work together to provide more time for department and interdepartmental meetings in order to consider restructuring concepts and educational reforms. (School Report, pg. 21, Conferences with staff; Interviews with staff and parents; WASC Criteria: Organization; CDE: Culture of the School, Paragraph 5).

RESPONSE #1

The site administration and instructional staff have revised the bell schedule to provide time for meetings in order to consider restructuring concepts and educational reforms (i.e. Bell Schedule) the second and third Wednesday.

RECOMMENDATION #2

that the site administration and staff work together to develop a process for ongoing staff development and support for the improvement of instruction to enhance the learning environment for all students. (School Report, pg. 21, Conferences with staff; Interviews with staff; Observation; WASC Criteria: Staff Organization; CDE: The Culture of the School, Paragraph 6, Improvement Processes).

RESPONSE #2

This recommendation has been satisfied. See response to Major Recommendation # 3.

RECOMMENDATION #3

that the site administration, staff, parents, and students work collaboratively to clarify the roles of administration and staff in order to assist parents in understanding the school policies and procedures. (School Report, p. 22; Conferences with parents and students; Observation; WASC Criteria: Staff Organization; CDE: The Culture of the School).

RESPONSE #3

The site administration, staff, parents, and students have fulfilled this recommendation by developing a student informational folder which includes copies of the new bell schedule, and other pertinent information.



WASC 30956

## Student Report

The student committee surveyed 1200 Oakland Technical High students. Of the 1200 surveyed, 200 of the surveys were unused, 1000 of the surveyed were received and 700 of the surveyed were tallied with responses. 56% of the 455 ninth graders, 55% of the 542 tenth graders, 51% of the eleventh graders, and 35% of the seniors responded to the student survey.

**Recommendation #1**

**that the school administration, staff, parents, and students develop a process to establish standards for all students. ( school report, pg. 52; Interviews with Students Conferences with the Student Committee and Parent Committee; Interviews with parents, students, and staff; WASC criteria: Student Support Services; CDE: Student Support Services).**

**RESPONSE ONE**

The survey indicates that majority of students at Oakland Technical High School have received a Bulldog folder (Tech Handbook) and are aware of the rules and consequences listed within the handbook. Although the majority of the students are aware of the rules at Tech, they, the students do not feel they are being enforced. Most of the students at Tech have not been suspended at Oakland Technical High.

**COMMENTS: SECTION ONE BEHAVIOR STANDARDS**

* I don't feel that any public school can efficiently prepare you for college or the real world. I think a lot of students aren't being motivated enough or are getting grades but are really geniuses and are not being challenged!!!!!!

* Well I think this school is all right but I think that they can have better teachers that understand the students.

* This school needs to stop worrying about having the power, and start teaching. I think if they are going to make up rules they should enforce them, this would be a violence free school.

**Recommendation Two:**

**that the school administration and staff foster an atmosphere in which students feel safe in sharing personal concerns with the counseling department. (School Report, pg. 53; Student Committee Conference; Interviews with students; WASC Criteria: Student Support Services; CDE: Student Support Services).**

**RESPONSE TWO**
The survey indicates and shows that students on campus feel there is no adult within the school that they could converse with about personal problems. A group of students have not been to the TECHNICLINIC. The counselors at Oakland Technical High school have made themselves known to majority of the students. Some students feel there is a teacher who will take the problems they are having into consideration.

**COMMENTS: SECTION 2 PERSONAL COUNSELING SERVICES**

* none of my teachers are people that I would feel comfortable talking to. I think we need more teachers like Mrs. Palley and Mr. Hodges. I can trust them, they also make learning fun.

* I think there are some teachers that care and some are here just to get paid.

* My counselor she really doesn't let me know anything unless I ask her. Even though she knows I want to go to college.

**Recommendation Three**
**that the school administration, staff, students, and parents develop strategies which will address the negative perceptions of school safety o on the campus. ( School Report, pp. 67 - 73; Student Committee Conference; Interviews with students; WASC criteria: Student Support Services; CDE: Student Support Services).**

**RESPONSE THREE**
The survey indicates students consider the safety at Tech to be average. Most students feel safe during passing periods and at lunch time. Majority of students feel that closing the campus will not aid in making the campus safer. Students feel that campus supervisors only do there jobs when their job is on the line. Some students always follow the rules to ensure safety and some students sometimes follow the rules to ensure safety.

**COMMENTS FROM SECTION THREE**
* Safety here is mediocre only because when there are fights, mob crowds are usually dangerous.
* The school would be better if it weren't so much like a youth camp.

**VISION STATEMENT**

* The Majority of the students agreed with the School Vision Statement.

# WASC Student Questionnaire

## Section 1. Behavior Standards

*Circle one*

A. What grade are you in ? 9th 10th 11th 12th

B. Gender Male Female

C. Do you have a Bulldog Folder ? (Tech Handbook) yes no

D. If yes, are you aware of the rules and consequences listed within ? yes no

E. Do you feel that the rules are being enforced ? yes no

F Have you ever been suspended ? yes no

Comments_____

_____

_____

## Section 2. Personal Counseling Services

*Circle one*

A. If you are having personal problems, do you feel that there is an adult within the school you can talk to ? yes no

If so, who ? _____

B. Have you ever been to the Techniclinic ? yes no

C. Do you have a teacher that you feel will take your problems into consideration? yes no

D. Do you know your counselor ? yes no

Comments_____

_____

_____

## Section 3. Safety

*Circle one.*

A. Overall, how would you rate safety at Tech?

1. Poor 2 Below Average 3 Average 4 Good 5 Excellent

B. Do you feel safe when waking down the halls during passing period? yes no

C. Do you feel safe at lunch time? yes no

D Do you feel closing Tech's campus would make it a safer place to be? yes no

E. Do Campus Supervisors perform their duties to help ensure your safety?

1. Always 2. Often 3. Sometimes 4. Never

F. Do you follow the school rules to help ensure your safety?

1. Always 2. Often 3. Sometimes 4 Never

Comments_____

_____

_____

**Vote on the school Vision. _____ yes _____ no**
**(Check One)**

### Oakland Technical High School Vision Statement

All members of the Tech community will work cooperatively, communicate respectfully in a peaceful, safe, and clean environment.

All Tech students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential.

All Tech students will graduate with transferable skills in academic, vocational, and social development for quality jobs, college, or career education.

PARENT COMMITTEE REPORT

Oakland Technical High School
1996/1997 Accreditation Report to the Western Association of Schools and Colleges
Response to the 1993/1994 Parent Committee Recommendations
Parent Committee Participants

Chair, Colleen Clay
Chris Boynton
Sandra Dover
Denise Fontenot
Dawn Hills
Terry Jordan
Andrew Young

The Parent Committee met five Thursdays starting January 30, 1997 and ending February 27, 1997

Background

During the 1994-95 school year, the Western Association of Schools and Colleges (WASC) convened as a part of the accreditation process, a committee of parents and community members whose charge it was to paint a picture of the individual nature of the school, highlighting its philosophy, goals and objectives. That committee circulated a questionnaire, evaluated the resulting data, identified some areas of need and formulated several recommendations for action.

It is the charge of this committee to assess what actions were taken, evaluate their effectiveness, and report this back to the 1996/97 WASC committee, along with recommendations for further action.



WASC 30961

Process

WASC Coordinator Karen Collins convened the parent committee. Members were solicited through the PTSA. The first meeting was January 30th. Colleen Clay was elected as chair of the committee. The committee initially evaluated the WASC general recommendations and later the WASC parent committee recommendations. The final evaluation meeting was held February 27th, at which the committee's draft report was turned over to Karen Collins.

**Recommendation One--Communication: The visiting committee recommends that the site administration, faculty and staff develop a more effective method to communicate with parents so that they feel fully informed of the school policies, and practices.**

The committee gathered information about what steps have been taken since the last WASC visit to address recommendation one. The following is a comprehensive description and evaluation of those actions.

Communication

The site administration initiated Back to School Night. Back to School Night occurs at the beginning of the school year and provides parents with the opportunity to meet teachers and administrators, visit classrooms, and learn about what their child will be doing in the coming year. This was highly successful. Back to School Night was integrated with Report Card Pick-up Night. At the end of the Back to School evening, parents were able to pick up their student's grades for the first marking period.

*Back to School Night and report card night should be separated, these should be early enough in the year to find out what your child will need to do well. We should have a general program before classroom visitation, each teacher should provide classroom expectations and if possible, a syllabus.*

Two to three school mailings per year were completed. Information about school expectations and school policy were mailed to every student's home.

*We should try to include the PTSA newsletter, the bell schedules, expectations and a listing of opportunities for parents to get involved*

*including the meeting times of committees and specific types of assistance desired.*

Automatic phone calling was instituted to alert parents of multiple days of absence or absence from a single class. This has been very useful if the parent is home to receive the call.
*Capacity for expanded use should be evaluated including notification of important events like Back to School Night, etc.*

The School Newspaper is published and distributed to every student. This arrived home with varied success and thus is not a reliable method of communication with parents. There are enough papers printed for every student to have one.
*The paper could be included in the school mailings.*

Content Standards are distributed to every parent at orientation and Back to School Night. This is a pamphlet designed to inform parents what materials their high school student will be covering during their four years of high school.
*Content standards should be divided by grade level so parents know what their child is learning each year. This would make the document much more useful.*

Telephone calls from teachers and parent assistants have been used by some teachers. This is extremely effective. Parents are appreciative about receiving information on the status of their child.
*This service should be expanded where possible, using the room parents and parent volunteers when possible.*

Letters of classroom expectations were mailed to every household.
*Discipline policies should be included with expectations and every effort should be made to enforce these policies consistently.*

Teacher conference periods were published and distributed. This is an excellent resource for parents wishing to meet with a teacher.

Parent Teacher Student Association meetings and the newsletter provide a forum for parents to discuss issues of concern, learn about the school and get involved with curricular and co-curricular activities.

*The PTSA newsletter should be distributed to every parent when possible.*

Parent to parent phone calling was utilized by the resource specialist to inform parents whose children were experiencing difficulty in a class about the after school tutoring program. This was very well received and considered a highly effective communication strategy.
*Phone lines should be expanded and improved to facilitate this activity.*

The school district has instituted an Oakland Tech web page. It is under construction. This has great potential for disseminating information to those parents and community members who have access to the web.

**Additional Recommendations**
There were no further recommendations for improving communication beyond those listed above.

**Recommendation Two: The visiting committee recommends that the site administration, staff and parents create more effective ways to involve parents in the instructional and co-curricular programs.**

The committee gathered information about what steps have been taken since the last WASC visit to address recommendation two. The following is a comprehensive description and evaluation of those actions.

**Parent Involvement**
Parent to parent phone calling was utilized by the Outreach Coordinator to inform parents about the after school tutoring program. This was very well received and considered a highly effective communication strategy.
*Parents who participated felt this was an effective use of parent resources as the calls were well received.*

PTSA has been an effective route to involving parents in the school's curricular and co-curricular activities. The PTSA has a working list of school climate and safety issues, and is currently working with the administration to prioritize these issues, develop effective plans of action and implement those plans. Where possible the PTSA is taking responsibility for addressing these needs with programs such as the parent patrol, room parents, other committees. The PTSA has also been engaged in ongoing dialogue with the

administration on issues such as providing ID badges (completed February, 1997) and repairing all entrance and exit doors (in progress).
*The site administration should continue to work with the PTSA to develop effective means of parent involvement and to respond in a timely manner to the concerns raised by the PTSA.*

There is a new All Sport Booster Club being spearheaded by the Women's Basketball Team. Multiple and varied opportunities for involvement promise to expand the parent presence at Oakland Tech and we look forward to seeing the new booster club flourish.

The staff has engaged in active recruitment of parents for all committees including healthy start, WASC, staff selection, SSC, GATE, BAC, Academy Parents, etc. This has been challenging, but parent participation is increasing.
*The administration and the PTSA should complete a needs assessment for parent involvement. This would include such things as committee openings and individual teacher/staff wish lists. Distribute a list of those needs and the meeting times/time requirements to all parents. Provide a list of all committees and contact people to all parents.*

Individual Parent Teacher Lessons have been utilized by some teachers where a parent has a specialization or expertise in a desired subject. This has been used in a limited fashion thus far.
*Expansion of this practice could provide very rewarding involvement for parents while enriching the educational experience of our high school students.*

**Additional Recommendations**
In general, it was concluded that there are many ways for parents to get involved. The key is making parents aware of the opportunities, and matching parent ability with school need. More promotion of parent opportunities should be conducted by the PTSA and supported by the administration. Parents should be encouraged to link up with one of the many opportunities and to participate fully in the development of their child's educational experience.

Major Recommendations

During the course of the Parent Committee meetings, the five major recommendations were discussed and responses recorded. Those responses are included below.

Major Recommendation on Discipline and Attendance.
Every student must be safe. The administration should develop more effective ways to deal with disruptive students. We discussed removing this minority of students from the classrooms they disrupt. In place, we discussed the possibility of a Life Skills Academy with lower student/teacher ratios, mentor ship placement, and a strong emphasis on community service and job skills.

Attendance/discipline policies and implementation/enforcement should be reviewed by a committee consisting of a district representative, OT principal, outreach specialist, three staff, 12 parents, and two students. This committee should be empowered to develop a more functional attendance and discipline program. Interviews should be conducted with staff, new and veteran security, attendance office personnel, the principal and vice-principal, and administrators from other schools similar to OT including Dennis Chaconas, Alameda USD Superintendent and former Oakland Tech Principal.

Major Recommendation on Instructional Development.
Parents should be more involved in staff development days. Parents would like to see inservices that train staff to develop a supportive and safe environment. One training should be in needs assessments for students, integrating the work of the health academy's needs assessment program into the mainstream culture and population.

Respectfully submitted,

The Oakland Technical High School WASC Parent Committee
February 27, 1997

## CAREER-VOCATIONAL EDUCATION DEPARTMENT

RECOMMENDATION #1

that the site administration work with the staff of the Career Vocational Departments to develop a plan to upgrade department equipment to reflect technological changes. (School Report, pg. 172; Interview with staff; WASC Criteria: Curricular Program, CDE: Career Vocational Education).

RECOMMENDATION #2

that the administration, the Counseling Department and the Career Vocational Departments plan and participate in the promotion of increased course offerings for students. (School Report, pg. 172; Interview with staff; WASC Criteria: Curricular Program; CDE: Career Vocational Education).

RESPONSE #1#2:

Courses in clothing textiles and culinary arts have been eliminated and reduced due to graduation/academic requirements. The first stage of the installation of a new computer lab was completed during the fall semester of the 1995-96 school year. This lab replaced the typewriters which were used to teach keyboarding and computer applications.

Additionally, application has been completed to establish a Computer, Communications and Repair Academy to further facilitate the integration of vocational-technical education with other departments. The existing computer labs are networked with the rest of the school to facilitate integration of technology into the school's curriculum. Also, a Career Exploration and Technology lab has been established for the ninth grade classes to introduce students to career pathways and the role of technology in the world of work.

RECOMMENDATION #3

that the departments develop an articulation plan with the Special Education Departments to better accommodate students with special needs into the regular programs. (School Report, pg. 165; Interview with staff; WASC Criteria: Curricular Program: CDE: Special Needs and Career Vocational Education).

RESPONSE #3

After special needs students are identified, staff members will complete student profile assessment and meet with special education department staff twice a semester to monitor student's progress. Direct assistance is available from a Special Education instructional assistant in classes where there are large numbers of special needs students.



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## DRIVER EDUCATION DEPARTMENT

RECOMMENDATION #1

that the district administration develop a plan to give district driver education teachers the opportunity to meet yearly to update the curriculum and make the necessary changes as required by the Motor Vehicle Code. (School Report, pp. 79-81; Conference with Driver Education department;; WASC Criteria: Curricular Program; CDE: Staff).

RESPONSE #1

No initiative has been forthcoming from district administration on this issue.

RECOMMENDATION #2

that the district administration and site administration review the feasibility of offering more than one section of driver education to meet the demands of students who need the course in order to obtain a drivers license before the age of 18. (School Report, pg. 79; Conference with Driver Education department; Observation; WASC Criteria: Curricular Program; CDE: Vocational and Technical Education).

RESPONSE #2

Recommendations have been made to the district administration, but no additional offerings have been made. Driver Education remains restricted to four 32-student sections per school year despite greater demand.



WASC 30968

## ENGINEERING ACADEMY DEPARTMENT

RECOMMENDATION #1

that the Pre-Engineering Academy seek ways to increase the number of openings in their program, so that more students will benefit from the curriculum. (Conference with academy committee; Interview with staff; Interview with community representatives; WASC Criteria: Curricular Program; CDE: Science).

RESPONSE #1

The Engineering response to the visiting committee recommendation:

We have been unable to increase the number of openings in our program.The enrollment has fallen from 200 to 130 students over the past two school years.

Factors which have influenced this drop have included cuts in staffing, the loss of and inability to recruit a drafting instructor, and the inability to recruit a 9th grade Physics teacher.

Nevertheless, the Director of the Academy has continued to recruit actively for the program. This has been aided by engineeers from Bechtel Corporation and the Paideia teachers here at Oakland Technical High. Recruitment efforts have included personal visits to Middle Schools throughout the District, with presentations to parents, math classes, and school staff.

Applications to the Engineering Academy continue to outnumber the available spaces.

## ENGLISH DEPARTMENT

RECOMMENDATION #1

that the English Department continue to explore ways to expand and improve their multicultural curriculum through departmental sharing of teaching strategies, seminars, guest speakers, their collaboration with ACCESS (Alliance for Collaborative Change in School Systems). (School Report, pp 87, 95; Conference with the English Department; WASC Criteria: Curricular Program; CDE: English/Language Arts, Curriculum).

RESPONSE TO #1

The English Department has continued its efforts to explore, expand, and improve multicultural curriculum. Some recent efforts have included:

*the Family Gumbo poetry project Christiano has worked on with Steve Athanases of Stanford. This project was published in the September *English Journal*. It involves an outstanding multicultural proetry project based on family lives which includes both reading and writing multicultural poetry.

* the University Writing Project which Christiano, Steele, Lay, and Pyeatt worked on with the Educational Opportunity Program at UC Berkeley. This project aims to smooth the transition between high school and college writing tasks. Students have visited the "college culture" of the UC Berkeley campus, worked in editing groups with UC students, read some of the same selections, met with multicultural student mentors. They have also done this at Laney. The project has also created an annual conference for a meeting of the minds between high school and college instructors. Pyeatt and Christiano have made presentations at this conference. It has helped our multicultural students get a window into the cullege culture as it relates to writing. It helps them connect with students from many cultures.

*the Portfolio Project which Steele, Lay, and Pyeatt worked on with the National Standards Portfolio Project. Our portfolios reflected multicultural readings and allowed students of many cultures to array their best talents in communication so they can be shared with classmates and community members of different cultures.

*the Young California Writers playwrights' project Lay worked on with the Magic Theater. Students wrote multicultural plays which were performed by professional actors at the Magic Theater.

*Team teaching strategies such as Lay and Steele working together in the Independent Reading Project

*the multi-disciplinary California Studies curriculum being taught by Lay

*The Paideia program in which Joe and Wolfe continue integrating English and social studies with remarkable success

*the Opera Piccola folktale production project Crain-Hunter, Christiano, and Pyeatt are doing under a special grant. This will present a collection of multicultural folktales in a children's theater format. Students will get to learn an African dance, make African and Chinese masks, show off martial arts and multicultural acrobatics, perform in stories from a wide variety of cultures. The grant pays for actors, musicians, and artists to instruct the students and to perform with them in two scenes.

*the Chester Himes Black Mystery Writer contest for young writers which Pyeatt, Steele, and Lay are doing with mystery writers, UC Berkeley creative writing graduate students, and the Oakland Museum.While the centest will focus on Black myster writers, it encourages students of all cultures to read mysteries from writers of many cultures.They will write mysteries from from their own cultural backgrounds and share them in a variety of ways. They will have a chance to work with mystery writing mentors from a variety of cultures. The contest is a pilot project in collaboration with the Oakland Museum, several mystery writer groups, and UC Berkeley graduate students in creative writing.

*the Immigrants Curriculum Pyeatt presented at Asilomar and CATE and will be doing in the spring.

In addition, members of the English department have continued attending and presenting at various professional conferences: Asilomar, CATE, Reading Conferences, Technological Conferences.

The English department has made virtually no book purchases from 1993 - 1995 because of the lack of funding. 1994 - 95, we had funds from Chapter 1 which we used to add to our multicultural library of sets for reading workshops and of individual titles of multicultural folklore.

We developed a reading list, by grade levels, of multicultural titles for use, acquisition, and for outside reading. There is some possibility that departmental money may become available to make some purchases.

RECOMMENDATION #2

that the English Department continue to seek strategies for the students with limited reading and writing skills by developing a working relationship with the English As A Second Language and Special Education departments. (School Report, pg. 95; Conference with the English, ESL, and Special Education Committees; WASC Criteria: Curricular Program; CDE: English/Language Arts, Curriculum and Literature).

RESPONSE TO #2

In the last few years there has been more collaboration between these departments. Information about department meetings has been distributed to ESL and Special Education

and representatives of those departments have attended English department meetings. We have also found ourselves working with a full inclusion program, integrating several Down's Syndrome students. We have worked more closely with both the Resource Specialists and with ESL for dual-enrolled students.

Three English Department members,Taylor, Christiano, and Pyeatt agreed to serve on the full inclusion committee. We agree, however, that our participation has been extremely limited because the time of the meetings has not fit well with our schedules. We are requesting a possible change of time so that difficulty can be fixed.

Coping with the change to full inclusion has drained much of the energy of the department in the last few years. It is probably good that we are coping with this, but finding working strategies has taken a lot of teacher time and work.

Two teacher-researcher projects have focused on the instruction of students with limited reading and writing skills. Christiano has undertaken a study on reflective writing for such students. Lay has undertaken a study on reading strategies for underachieving students.

Three department members, Gee, Cumby, and Crain-Hunter attended the At-Risk Conference. There they worked on ideas for reaching students with limited reading and writing skills.

In addition, the arts-based Opera Piccola project and the portfolio project are strategies that are particularly adaptable for students of all levels of ability. For many students with limited reading and writing skills the gateway is through speaking and listening skills.

The new Computer and Communications Repair Academy is a technological motivator and support structure designed to be helpful for many lower skilled students. Is is especially helpful to emerging English speakers to be able to use computers to assist them with spelling and grammar.

Before the end of this school year, we hope to put in place an informal structure for articulation with our feeder schools. Preliminary planning for this has already taken place. We have met informally and decided on a totally voluntary set of meetings, probably in homes, to devise some action plans based on our completed brainstorm of areas where we might sanely coordinate our efforts.



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## ENGLISH AS A SECOND LANGUAGE DEPARTMENT

RECOMMENDATION #1

that the administration and staff increase their efforts to provide more mulitcultural sensitivity and harmony among students. (School Report, pg. 100: Conference with ESL Committee; WASC Criteria: Co-Curricular Program; CDE: School Culture).

RESPONSE #1

The ESL Department recognizes that the problem of insensitivity and conflict among various ethnic groups is a societal problem that cannot be completely resolved within the school community. Bearing that in mind, our department, and the school as a whole, have made some significant efforts to attempt ameliorate this problem.

The selection of texts and literature in ESL classes as well as classes in the mainstream program reflects increasing sensitivity to the various ethnicities represented in our school. Some of the authors are: Kawabata, Anaya, Richard Wright, Amy Tan, Hong-Kingston, Achebe, and Emeche.

We continue to stage an annual International Assembly to showcase various cultures. This was complemented last year by an Asian Heritage Assembly. This school year we are also planning a Cinco de Mayo Assembly. To make certain that the African American students, who constitute the largest group among the students, are represented in this format, we also have a Black History program.

Other school-wide efforts include consideration of a District initiative to institute a ninth grade "Multi-Culture Class" in Sept. 1996. This would be a one semester course and would be required for all ninth graders. The Year Book Staff also made a conscious effort to be all-inclusive in their coverage last year.

Within the ESL Department we also recognize that cultural understanding is a two-way street. Just as we hope that American-born students become more sensitized to the feelings and backgrounds of foreign-born students, we attempt to teach our students about American culture and, because of the ethnic make-up of our school, about African American history in particular. This is done through assemblies, class discussions, and by comparing the culture of this society with theirs at every opportunity.

## FOREIGN LANGUAGE DEPARTMENT

RECOMMENDATION #1

that the department formulate a plan to increase student awareness of the importance of bilingualism in a global economy, the existence of their new Russian language program and the new foreign language tutoring programs as a means of increasing enrollment and meeting the needs of the students. (School Report, pp. 114-116; Conference with Foreign Language Committee: Observation; Interviews with staff; WASC Criteria: Curricular Programs; CDE: Curricular Programs, Instructional Practices, Foreign Language).

RESPONSE #1

Our foreign language tutoring program consists of teachers, peer tutors and college students who provide daily tutoring at lunch time and after school on a regular, well publicized schedule.

Efforts to make students aware of the importance of foreign language in today's world continue in the classrooms and in the school at large through posters and exhibits in the school foyer display cases and bulletin boards.

Foreign language teachers are inviting visitors from the community who use foreign languages in their careers to speak to classes and to participate in our annual Career Week activities.

Unfortunately, due to staffing changes, our Russian program has been discontinued.

RECOMMENDATION #2

that department members initiate a plan to establish a resource library for sharing teacher materials, ideas, and other resources to enhance instruction. (School Report, pg. 112-116; Conference with Foreign Language Committee: Observation; Interviews with staff; WASC Criteria: Curricular Programs; CDE: Curricular Programs, Instructional Practices, Foreign Language).

RESPONSE #2

Progress has been made in establishing the foreign language resource library which is available for use of all teachers in the foreign language office. Individual teachers in the department are responsible for acquiring and making available specific hands-on teaching materials pertaining to various themes. Each teacher also contributes to an expanding collection of level-specific units which have proven successful in their teaching experience, including lesson plans and samples of output.

RECOMMENDATION #3

that the department increase communication with the Special Education Department so that teachers are aware of the specific needs of identified students. (School Report, pp. 115, 117; Conference with the Foreign Language and



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Special Education Committees: Interviews with staff; WASC Criteria: Curricular Programs; CDE: Curricular Programs, Instructional Practices, Foreign Language).

RESPONSE #3

Procedures for identifying and aiding in the special needs of students from the Special Education Department have been clarified for all members of the department. Although the actual number of these students in the Foreign Language Department (approximately six, currently), each member of the department is notified at the beginning of the year of any students who may be included in his or her classes. Throughout the year, meetings can be set up with the Special Education Department teachers to discuss the performance and needs of these students.

## MATHEMATICS DEPARTMENT

RECOMMENDATION #1

the Mathematics Department develop a plan which will focus on a series of practical application of higher mathematical skills for students (School Report, pg. 129; Conference with mathematics committee; WASC Criteria: Curricular Program; CDE: Mathematics)

RESPONSE TO #1

The teachers in the math department are ardent supporters of interactive forums that develop critical thinking skills. The math department has designed curriculum that emphasizes activity-driven cooperative learning that is intellectually challenging and engaging.

a) In an effort to incorporate a series of practical applications of higher mathematical skills the teachers were actively involved in the districts textbook adoption process to ensure that the new books reflected advances in technology, real world application, and problem solving skills. The textbooks for Algebra, Geometry, and Advanced Algebra are part of an integrated curriculum program designed by the University of Chicago School Mathematics Project that meets the targeted results of the California Mathematics Framework. The math departments greatest advancement has been in the assistance in helping in the district's development of a high school entry level curriculum that reflects the new thinking in how students learn. The course and the designed book for Introduction to Higher Mathematical Concepts (IHMC) helps students develop a wide range of problem solving strategies to be employed in the practical application of higher mathematical skills.

b) The math department has provided students with the use of graphing calculators, calculators, and computers technology materials to reinforce practical application of higher mathematical skills. In addition, the math department uses the computer lab, which has math-related software, to demonstrate to students a variety of applications as well as develop computer literacy. Lastly, each room is Internet accessible in which we plan to use in the future as an application supplement.

In an effort to create a working partnership with parents and community members the math department has opened its classrooms to guest lecturers, mentors, and tutors from professional fields. This cooperation is helping develop a learning environment where teamwork and leadership become inherent qualities of academic success.

The math department members continual involvement in seminars, in-services, access institutes allows for the expanding of the teachers repertoire and contribution to the academic mission of our school.



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## PHYSICAL EDUCATION DEPARTMENT

RECOMMENDATION #1

that the site administration and department work together to establish a more cooperative relationship. (School Report, pg. 131-135; Interview with staff; Conference with physical education committee; WASC Criteria: Organization. CDE: Improvement Process).

RESPONSE #1

The administration has made some effort to work with the Physical Education Department, but there still is large room for improvement. Some meetings have taken place, but a more regular schedule of meetings would increase the response time to Departmental needs and insure that these needs are met in a timely fashion.

RECOMMENDATION #2

that the district administration, site administration, and staff develop a staff development plan to provide workshops for the department that will assist and serve the needs of ESL students. (School Report, pg. 134; Interview with staff; WASC Criteria: Curricular Program; CDE: Integrated Skills).

RESPONSE #2

The ESL students at levels 1 and 2 (45 students) have difficulty understanding the verbal instructions for Physical Education activities as well as difficulty with the written assignments given by instructors. No significant activity has taken place to meet this recommendation. Support for ESL students in PE programs still remains an issue.

## ROTC DEPARTMENT

RECOMMENDATION #1

that the site administration investigate methods to obtain equipment to assist in the student learning process. (School Report, pg. 139; Conference with the ROTC committee; Interview with staff; WASC Criteria: Curricular Program; CDE: Curricular Program).

RESPONSE #1

Some equipment has been received (dummy rifles, observation telescopes and office furniture). Additional equipment is expected (a computer, a couple of podiums, remodeled or new student desks and dummy rifles) when the budget allows.

## SCIENCE DEPARTMENT

RECOMMENDATION #1

that the site administration and department establish a plan to provide adequate facilities for conducting demonstrations and safety equipment. (School Report, pg. 148; Conference with science committee; Interview with staff; Observation; WASC Criteria: Curricular Program; CDE: Science, Paragraph 4).

RESPONSE TO #1

One portable demonstration table with sink that belongs to the Health Academy has been made available to the science teachers without a sink in their room. When a department budget becomes available for supplies another of these units may need to be purchased, but this year there is no budget for this.

RECOMMENDATION #2

that the department continue to share independently developed study skills activities and show students how to use the electronic research equipment in the school library. (School Report, pg. 149; Conference with science committee; interview with staff; Observation; WASC Criteria: Curricular Program; CDE: Science, Paragraph 10).

RESPONSE TO #2

One of the science teachers has developed a generic (not course-specific) worksheet for electronic research, requiring students to search both the electronic encyclopedias available in the school library and the Internet resources available. Other teachers have reviewed and helped with revisions and the final document will be available in January 1996.



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## SOCIAL SCIENCE DEPARTMENT

RECOMMENDATION #1

that the district administration, school administration and department seek new resources or reallocate other resources to provide for more copying services and supplementary materials to meet the new state framework. (School Report, pp. 153, 157; Conference with the Social Studies Committee; Interview with staff; Observation; WASC Criteria: Curricular Programs; CDE: History/Social Science).

RESPONSE #1

a new copy machine was provided by the site administration with the stipulation that the department share with our English colleagues. This plan worked well during the first year. During the second year, problems arose because of the lack of a service contract for the machine and because the machine was now to be shared by a larger number of staff (due to ninth grade restructuring); this meant that the machine was used more, resulting in more breakdowns. Thus the machine had not been "online" for a significant period of time during the fall semester of 1995. Related to this is an unreliable source of supplies for the machine, primarily ink. Further, the department has not been able to purchase supplementary materials to meet the state framework because of little or no budget allocations over the past two years. Departmental budgets were re-allocated in order to purchase 3 offset copiers and 1 photographic copier. *(See Major Recommedation # 5)* For the 1996-97 school year, the problem of too many users continues, although after the first few months of the 1996-97 school year, the problem of supplies for the machine was eliminated. Further, the problem of insufficient funds to purchase supplementary materials has been partly remedied due to the desegregation funds now available to the department.

RECOMMENDATION #2

that the district administration, school administration and department continue to examine the feasibility of including a ninth grade social studies course in the curriculum to further enrich the social studies program as recommended by the last WASC visiting committee. (School Report, pp. 151, 154, 155, 156, 157; WASC Criteria: Curricular Program; CDE: History/Social Science).

RESPONSE #2

the site administration has approved a California History course for ninth graders, and this course has been instituted, with growing enrollments. As of the 1996-97 school year, this program continues to function.

RECOMMENDATION #3

that the department continue to increase options and the number of linkages between the history curriculum and that of English, thereby further integrating the curriculum. (School Report, pp. 151, 154-158; Conference with the Social Studies Committee; WASC Criteria: Curricular Process; CDE: Improvement Processes, Integrated Skills).

RESPONSE #3

while two new linkages had been instituted between World Cultures and Drama and between California History and California Literature, an earlier established link between world cultures and world literature has been discontinued. The difficulty of establishing a common planning period accounts for the demise of the World Cultures and World Literature link. During the 1996-97 school year, the World Cultures and Drama link was discontinued because of loss of staff and our original Interlinks Program was disrupted, again because of loss of staff. Two new staff members have taken the challenge to restore the Interlinks Program.

## SPECIAL EDUCATION DEPARTMENT

RECOMMENDATION #1

that the Special Education Department collaborate with the library staff to improve the availability of materials related to the needs of special education students. (School Report, pg. 165; Interview with staff; WASC Criteria: Curricular Program; CDE: Special Needs, Paragraph 1).

RESPONSE #1

The facilities of the library have been made available to the Special Education Department. Teacher supervised classes are scheduled into the offered library slots. The librarian aids the special education students with research driven projects and modifies materials as needed.

There are junior- and senior-high school level materials available. All students have access to the computers located in the library. Students receive instructions regarding the proper use of computers through either teacher or student request.

Materials and special publications for the special education population are available upon request. There are special reference materials set aside by the librarian for the special education department's use. There is also an extensive video library available to your specialists.

Teachers are urged to recommend the purchase of specific materials that meet the needs of the special education students. These requests are fulfilled through the general library funds portion of the school purchasing budget.

Full Inclusion students use the full facilities of the library one to two hours daily. All other programs of the department use the resources on an average of one hour per week.

RECOMMENDATION #2

that the Special Education Department work in conjunction with counseling and other curricular departments to maximize student access to the core curriculum. (School Report, pg. 165; Interview with staff; Observation; WASC Criteria: Curricular Program; CDE: Special Needs, Paragraph 1).

RESPONSE #2

There do not appear to be any direct program barriers to the participation of special education students in mainstream programs. Mainstream participation is based on individual needs of students.



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Teachers have shown a willingness to modify expectations and to participate in the modification of curriculum to meet specific needs of individual students. The extent to which this is necessary varies according to students' abilities and needs.

The addition of a full-inclusions program for severely handicapped students this school year has increased the participation of special education students in mainstream programs. The teaching staff has generally been receptive to accepting these students in classes. Placement has been done in cooperation with the Counseling Department, the individual teachers, and the Full-Inclusion teacher.

Special education department Instructional Assistants and Aides-to-the-handicapped are an important part of the department's support for mainstreamed students. In addition to their role in the special education classes, IAs and Aides have been working in regular classroom in support of the activities of the special education students. This support has increased the chances for success in mainstream classes for special education students.

Due to the constraints of contract class size limits, it has been difficult to "set aside" space for Special Education students within regular classes for purposes of setting up team-teaching programs; in the past we have had team-taught classes (Resource Specialist and regular education teacher), but class size has become an increasingly difficult issue and has made formal scheduling arrangements difficult.

The Counseling Department is organized so that one Counselor works with almost all of the Special Education students. This has enhanced the relationship between the two departments. The Counseling Department has been cooperative in scheduling and in assisting with the social and emotional aspects of the Special Education Department's programs as well as with the academic.

As of February 1997, we have begun planning for significant changes in the delivery of Special Education services. Beginning in September 1997, students now in Special Day Classes for non-severely handicapped and most students in the Resource Specialist Program will see an increase in their mainstream participation as the District alters its model for Special Education services.

As this change has just been announced, we are just beginning to plan for next year. We will be meeting as a Department and with other school staff as part of our planning process.

## VISUAL/PERFORMING ARTS DEPARTMENT

RECOMMENDATION #1

that the department develop an articulation process with the English As A Second Language department in order to better serve the students with additional successful teaching strategies and to facilitate better communication. (School Report, pg. 110; Conference with the department; Interview with staff; WASC Criteria: Curricular Program: CDE: Visual/Performing Arts).

RESPONSE TO #1

The Fine & Performing Arts Department feels that this recommendation was an appropriate recommendation during the previous visit; since that time it has become apparent that placement of students into our department's class offerings has been more focused.

While there has been no increased articulation, department members agree that languague communication problems with ESL no longer exist.

The Fine and Performing Arts Department teachers all agree that E.S.L. students are currently being placed in our classes at their appropriate skill levels.

Fine Arts member provide additional instruction for the rare occurence of language communication problems with ESL or LEP students.

We attribute improvement in recommendation #1 to an increase in our counseling department's awareness of this potential problem of possible language barriers and increased communication on a teacher to teacher level regarding any questions about E.S.L. students.

RECOMMENDATION #2

that the district administration and site administration develop a plan to renew and revive the music program to further enrich the Fine/Performing Arts Department and the co-curricular program. (School Report, pp. 106, 107; Interview with district administration, Conference with the department; WASC Criteria: Co-Curricular Programs; CDE: Visual/ Performing Arts, Co-Curricular).

RESPONSE TO #2

The Music Program that is currently in place as recommended by WASC includes: (4) Music Performing Classes: Classical Piano; Choir (Beginning) and Vocal Ensemble, and one academic Music Lit / General Music Class.



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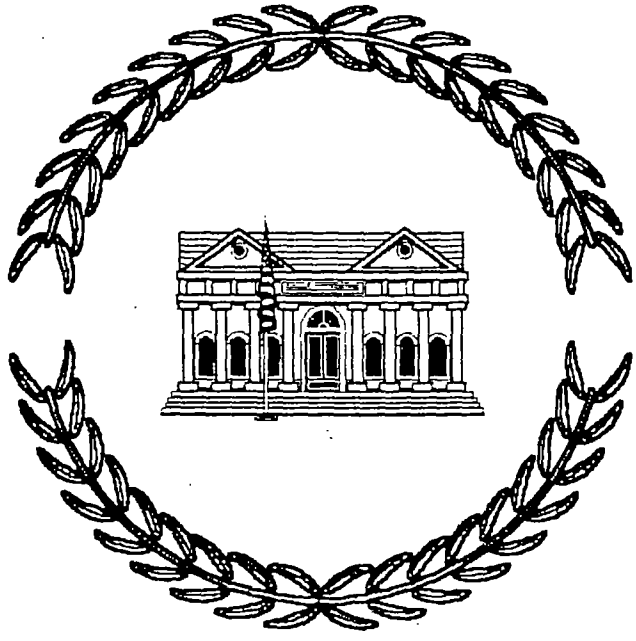
# Chapter Four



## Focus Group Reports

WASC 30984

## VISION, LEADERSHIP AND CULTURE

During the 1996-97 school year, the Oakland Tech community worked together to develop and adopt a new vision statement. The initial impetus for this project came from the teachers, who worked through several initial drafts. Then, groups of students, classified employees, and parents all worked on the final draft from the faculty to refine and approve the current vision statement. This new vision statement clearly describes the beliefs of the school community: that all students can achieve high standards and can be prepared upon graduation for career or continued education.

There is a high level of interest among teachers, administration, students, parents and community members in the ideals set out in the new vision statement. This interest now is being developed into support and commitment. At the present, during the WASC self-evaluation and action plan development process, key constituents are working together to develop ways that curriculum development and professional development can be tied to the vision statement. We expect that this process of collaboration will continue through the summer and the next school year, as faculty and administration meet together to develop new career paths in the curriculum according to the Academy model.

The vision statement was developed with a view to the vision statement of the school district. During the first days of the 1996-97 school year, we met with district officials during inservice meetings to learn the various goals and principles upon which the district's vision statement was developed. We are in the process of confirming the support of the school district for our particular vision statement in its present form. We expect that this will take the form of a letter of support and approval from the school board and the superintendent's office.

Understandably, there is a gap between the formal vision statement and the actual "working" vision of the community. An informal survey of the faculty indicates a number of ways in which the working vision needs to be brought in line with the adopted vision statement. However, the vision development process has been helpful in this regard because it has made it possible to identify and clarify these needs. Many of the faculty have expressed willingness to make an effort to help meet these needs.

The working vision of what Oakland Tech can and should be seems fragmented because there are various subgroups of the school community that each have their own working vision. Some of these working visions conflict with each

other, but it is evident that teachers expect that the ongoing process of developing the new career paths will help bring these different visions together. Much of the PTSA's energy during the first semester was devoted to working with the faculty and administration to assure that classes had adequate space, textbooks and teachers. Its members continue to work for positive change in the school community through goal-setting and follow-up.

Oakland Tech has also developed expected schoolwide learning results this year for the first time. In order to integrate the ESLRs into the curriculum and school program, we expect that the teachers will have inservice workshops that will allow us to develop methods and instruments for assessing and reviewing student achievement of the ESLRs. We also expect to develop materials that will introduce the ESLRs to students and help them use the ESLRs as a guide to academic success.

Several teachers have expressed a need and desire for more cooperation within their departments, and in response to those concerns, department chairs have focused--and will focus--their meetings on developing more department-wide standards of achievement. The ESLRs can be used to help guide that process. The school administration also has committed resources to this process, in order to make extra meeting time available for interested staff. Such meetings may take place in connection with the development of the school's grant proposals for the Bay Area School Reform Collaborative and the Healthy Start program.

The energies of the faculty and administration have been stretched over the past fourteen months, so that some goals and activities have taken longer to implement than was originally hoped. For example, during January 1996, the administration and school coordinating council developed a set of focus groups for the school and devoted inservice resources to helping these focus groups implement significant change in the school program and culture. These focus groups addressed areas of the school program such as staff development and assessment, among other things. A series of workshops of teachers teaching teachers was developed, and five or six volunteers from the faculty agreed to demonstrate their best practices in a particular area. However, the fruits of these efforts were delayed as a result of the extended teachers' strike in the Oakland School District. The energy demands of the WASC accreditation process this year has required that we further delay full implementation of the focus group program. We expect that we will have the opportunity to revitalize it, in perhaps a different configuration, during the next school year. We also expect that as a result of the efforts of the staff development focus group, each teacher will have the opportunity to write an individual professional development



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plan that is tied to the teacher's personal goals, the vision of the school, and the ESLRs.

Virtually all of the faculty surveyed in the fall of 1996 reported that the safety, cleanliness and orderliness of the school needed significant improvement. Of these, safety appeared to be the primary concern. During the first months of the school year, there were about 10 fires in the school that were set by students, one teacher's car was burned, and several teachers' cars were broken into, the fires stopped when the arsonist was apprehended in the Fall 1996 semester. In response to this situation, the administration implemented new procedures : to assure that students are in class during class time, and keep outsiders off the school grounds. The administration persuaded the district to obtain additional security personnel for the large building and grounds. The site administration also worked with the PTSA to develop the idea of parent participation in monitoring the hallways. As of January 1997, an effective student management plan has been completed and implemented that includes tardy sweeps, student I.D. badge requirements, increased security, and parent patrol volunteers. This plan has been presented to the PTSA so that the parents can be aware of the improvements.

Another major safety weakness at the school is the current telephone system. The staff and administration have devoted much energy and resources to improving the system, but many unforeseen delays have slowed the process. At times, this is only an inconvenience, but sometimes the staff in the school office are not able to answer calls from the classroom, and the teacher is left without any way to communicate with other school or emergency personnel. We expect that a completely new telephone system will be installed before fall 1997.

The cleanliness of the school deteriorated somewhat at the beginning of the school year, due perhaps in part to a four-month vacancy of one administrator position; however, now efforts are underway to improve and repair the facilities. The administration has requested identification of building and equipment that need repair, and these repairs are underway. Custodial staff make regular efforts to remove graffiti. Moreover, a mural has been designed for the entrance to the school, and we expect that it will be completed in a few weeks.

The culture and climate at the school is continuing to improve. A watershed in staff collaboration for the purpose of working toward higher shared expectations for students occurred in the January 1996 focus groups; however, the fallout from the teachers' strike, the vacancy of one administrator position, a turnover of at least 12

faculty/staff members, and an increased initial enrollment of 200 students compared to 1995-96, all contributed to a sense of unease among the school community for several months of the 1996-97 school year. With the new focus on beginning two or three new career paths at the school, faculty and administration are regaining the sense of collaboration that was evident in the past. The opportunity to write two grant proposals has also provided an impetus for faculty and administration to discuss innovative goals and structures. Special faculty focus meetings are being held at lunch time and after school to address a wide variety of reform possibilities: a business career Academy; an education Academy; revised bell schedule, based on current research and practice; schoolwide standards that will complement the ESLRs. The results of this active collaboration among teachers bears fruit in the classroom, as the teachers feel that their ideas and contributions are valued and can be used to improve the school. The students in the Leadership Class, who plan schoolwide activities and special events, do a good job of showing positive role model behavior at their events. This also increases the sense of collegiality and good citizenship around the school.

The process of moving the focus of the school to a common vision can be a slow one, and it requires participation from the entire constituency to be effective. At Oakland Tech, we are well underway to implementing that vision, but we have quite a ways to go. Crucial to that process is that we have strategies in mind that will get us to where we want to be, and during the past fourteen months we have been working with focused effort on those strategies. We expect that the work that is done in the next fourteen months will give more definition to our efforts and that we will have tangible evidence of how we are achieving our new vision.



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## CURRICULAR PATHS

Question B1: Do all students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the ESLR's?

Summary-

Oakland Tech provides students with an opportunity to participate in rigorous, relevant and coherent curricula that are provided in the Health & Bioscience Academy, Communications and Computer Repair Academy, Engineering Academy, California History, InterLinks, Padeia and Advanced Placement classes. In addition, the regular mainstream classes provide students with exemplary academic training.

However, due to limited enrollment and space availability, approximately 1/2 of the students are afforded the opportunity to participate in the aforementioned specialized programs.

Other concerns are as follows: students not placed in appropriate classes, insufficient skills, poor attendance, low motivation, lack of self-esteem/confidence, family/personal problems, peer pressure, disciplinary problems and insufficient utilization of study time.

Evidence: (Please see additional materials)

We think the best evidence of the above is the implementation of comprehensive learning across the curriculum when applying the State Framework. The specific subject matter is linked to other curriculum areas to show intra-/inter-relationships.

In an effort to articulate with K-8 feeder schools and local colleges, middle schools visit Oakland Tech in order to become familiar with learning environment and expectations. Oakland Tech students visit other schools as guest speakers, and college students are utilized as mentors/tutors at Oakland Tech.

Oakland Tech is comprised of a diverse, multicultural student body which brings a unique richness to the classroom experience. In addition, students who need special assistance, as well as those who are in special education due to varying factors, are "mainstreamed" into the classroom. Tutoring, study hall sessions, ESL and modified curriculums are available as needed.

The curricular organization is comprised of specific requirements, credits, and policies which are overseen by administrators, department managers, counselors and other related staff/faculty members.



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Question B2:Do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?

Summary:
At Oakland Technical High School opportunities exist for students to explore electives, change to more rigorous classes, and receive tutoring as needed. All 9th graders are now required to take a Career Exploration/technology course in preparation for selecting an academy program in the 10th grade, beginning in 1997-98. Course/program selection is developed for each student in the following ways:

1. Counselor visits to feeder schools.
2. Tech Night, during which parents and staff members discuss the curriculum
3. Written materials such as the Oakland Tech Programmer in which each class is described.
4. Presentations by counselors at class and parent meetings in group or individual sessions.
5. Individual student consultations/reviews.

Graduation requirements are reviewed at orientations, class meetings, club meetings ( when requested), and parent meetings/ conferences. Counselors meet with all seniors at the status of each senior with regard to graduation, and the appropriate steps to be taken to complete the graduation requirements. Later in the school year, seniors who are in danger of not graduating are called in for individual consultation about the options available to complete the high school diploma. Wherever possible, parents are involved in that conference, but are always notified in writing of the status of the student.

Students are encouraged to plan for post-secondary options by pursuing courses leading to vocational training, college, immediate employment - or any combination thereof. The school offers a number of college related services: SAT preparatory sessions through the University of California ACCESS Program; College Application Workshops and Financial Aid Workshops ( for students and parents) through Educational Guidance Center (EGC); English teachers emphasizing essay writing including the college application essay; our scholarship counselor who works directly with all seniors; an out reach college advisor who is on campus two days a week, provided by EGC.

It is anticipated that as the school moves toward the total academy framework, more counseling time will be needed to guide the selection of curricular paths and post-secondary opportunities for all students. As the career pathway is

further developed, there will be increased articulation between student personal learning plans and career guidance.

Question B3:Are all students prepared upon graduation to continue their academic and occupational goals?

Summary

Students who graduate from Oakland Tech have taken rigorous courses which prepare them for continuing academic and occupational goals (See B1); required senior academic classes best illustrate the academic level expected of "all" graduates. This is true for students in the general school population and for those enrolled in the various special programs offered at Tech. The special programs-- academic, vocational and combined-- include a relatively high proportion (about 1/2) of the student population, and provide many students with exemplary training and skills. Information on occupational preparation and outcomes is not collected by the school or the district, so the available data is limited. Flexibility in student schedules is limited (see B2) by school schedule and graduation requirements, but all students can choose participation in one of the special programs. The number of students not graduating and the quality of these students' achievement while they are here continue to be issues for the school.

Academic preparation indicators

We think the best evidence of the academic achievement expected of graduates is the high academic level of the basic senior-level classes required of all students, English and American Government/Economics. Sample assignments from these classes are gathered in the evidence binders.

Average GPA is far too low, but is better than average GPA in most other district high schools at all grade levels, and rises from 9th grade to 12th grade.

SAT scores are above the district average (but below state and national averages), with a high proportion (44%) of students taking the test during junior or senior year. CTBS scores in language and math rise sharply from 9th grade to 10th, an indication that students are improving their academic skills while at Tech. Average GPA also rises with grade level, but it is harder to factor out the rise due to students with low achievement levels dropping out.

The proportion of students successfully completing AP classes and tests is very high, the highest in the district and one of the highest in the Bay Area, but this is obviously not an indicator which applies to all students. It does show the quality of classes and teaching at the upper class levels.

Last year, ____ of Oakland Tech graduates were accepted to some type of post-secondary training, many of these to four-year colleges.

Occupational readiness indicators



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The school does not collect occupational exit data (in contrast to college acceptances), so there is less data available. Employers who have summer interns from our academy programs report high levels of satisfaction with student performance in the workplace (see evidence binder) but this data is only about those students who are in the academy programs.

Students have a variety of programs for career preparation, including three existing academies and the three existing occupational programs, with three new career pathways being initiated in 97-98. Special education students are also given extensive work skills preparation in their resource classes. Most of these programs require students to assemble a career portfolio, develop job interview skills, and expose students to a wide variety of career choices. In addition, several private organizations (Home Savings, Rotary Club) provide occupational preparation programs at Tech for students not in these special school programs.

Role of special programs in preparing students.

Our [illegible] programs are not yet "all students", but they do [illegible] a high proportion of the students (about 1/2). Because these programs have been so successful, we will be expanding them over the next few years so that they will inclued all students. Students enter these special programs primarily in the 10th grade, although some 11th grade students are accepted on a space-available basis. All students receive information about these programs and can apply. Most are open to students at any academic level; some have academic pre-requisites (e.g. math level for pre-engi[illegible] We are in the process of adding additional career [illegible]rograms (business, hospitality, human services, [illegible]at they will be able to include all students at Oakland Tech.

We have two Academy programs (Health and Bioscience, Engineering) that have existed for more than ten years, two academic special programs (Paidea and Interlinks) which have existed for similar periods, one new Academy program (Computers), and vocational programs of long standing in Culinary Arts, health occupations, and business. Because of the success of the Academy programs, we will be adding several new career pathways beginning in 97-98. These will include only 10th grade students in 97-98, and will advance to full 3-year programs by 99-00.

The two long-standing academies are nationally recognized as models of integrating academic and vocational curricula. We are in the process of extending this type of program to all students.



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# POWERFUL TEACHING AND LEARNING

## THE STRUCTURE AND PROCESS OF THE FOCUS GROUP

The Powerful Teaching and Learning Focus Group consists of 18 members: seventeen classroom teachers and one classified employee The certificated staff includes representatives from each of the academic areas as well as the art, special education, and counseling departments. The one classified member is the special support staff Outreach consultant.

The group first met in September 1994 to respond to the previous WASC recommendations. The response was to form a school-wide restructuring committee with emphasis on school climate, 9th grade house, and a vision statement. There was no specific focus on powerful teaching and learning. This focus came in the fall of 1996.

The majority of the focus groups' work has occurred throughout the year on two Wednesdays per month for two hours. The WASC coordinators generated all the focus groups' work. ESLR's were proposed and reviewed by focus groups, departments, parent committees, and refined by the originating focus groups. The focus group work was completed through the consensus process.

In meeting with our focus groups we responded to the questions generated by the WASC coordinators as they applied to the focus group. The original responses were refined as needed during the meetings. Each group member observed two classes, one in their department and one in another department. We discussed the positive teaching practices and noted areas that seemed to be lacking.

The group used discussion and survey questions and responded through dialogue. Survey questions were generated for both parents and students. We reviewed and revised our preliminary information as a group.

## VARIETY OF STRATEGIES IN A CHALLENGING ENVIRONMENT (C1)

### Learning is Challenging and Engaging for all Students:

Oakland Technical High School, as part of the Oakland Unified School District, studies its various subject areas to update curricula so as to reach all students and be in line with California State Frameworks. Textbooks are selected every seven years by those members of each department who choose to be in the selection process. In addition, teachers choose and use supplementary materials which, when funds are available, may be purchased more often.

Since our academies have been among the most successful programs here at Tech, we are in the process of incorporating new ones, e.g., the Computer Academy The academies

prioritize interdisciplinary studies (Interlinks, Paideia), and school-to-career coursework (Health Academy, Engineering Academy and Computer Academy).

Curriculum writing and revision takes place at a variety of rates from department to department and from teacher to teacher. Some departments work together to maximize articulated courses (Foreign Language, ESL); some teachers work in partnership with each other to bring "academia" into the "real world" through the eyes and ears of their students (see the above-mentioned academies and inter-disciplinary courses).

Much research, thought and preliminary planning has gone into the greater questions underlying curriculum revision. Restructuring the entire school in our dreams-being-brought-into-reality means grappling with philosophies underlying exactly which curricula we are to work with, and why. Some great minds keep working, and some changes are actually effected.

Though each class may vary widely, the following are some typical examples of student output and teaching strategies used at Tech:

Integrative Academies
Interlinks
Paideia
CA History
Computer Academy

Foreign Language
Collaborative Teaching
Study Groups
Field Trips
Oral Presentations (testing)
Poetry/Short Story Writing
Cultural Studies
EPH and AP Classes

Social Studies
Close-Up Trip to Wash DC
AP classes
Group Projects

Arts
Set Design & Construction
School Site Artwork
Photography Projects
Dance/Drama/Choral Perf.

English
Mystery Writers
Theater/Playwrights
MLK Oratory Fest
Advanced Plcmnt Classes

Mathematics
Thought-provoking questions at beginning of class
Outdoor Measurements
AP Classes

Sciences
Labs
Work shadowing
AP classes
Research Projects

Special ED
Field Trips
IEP
Art/Science Labs
Inside/Outside Classes
Challnging "red herrings"



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PE
Anatomy Studies
Fitness Testing
Numerous Extra-Curricular
Team Opportunities

Problems:
In regards to attrition and drop-out rates, all elements of school community need to find effective solutions to this on-going problem. An increasingly active PTSA is one example of progress in this area.

**Strategies Most Often Used in the School:**

In order to determine the amount and variety of strategies used at our site our focus group conducted interviews of a cross-section of teachers from each department, sent out a questionnaire to all teachers and students, and looked at written observations completed by administration and certificated staff as well as evidence of student work that was collected. We found that some of our students are experiencing a wide variety of teaching strategies: projects related to their actual lives, research, interactive strategies, Higher Order Thinking Skills (HOTS), critical thinking, and discovery. However, students are also involved in rote learning, memorizing, and skill and drill (although these are sometimes fun and involving for the students due to the use of rhyme, rhythm, song and game elements. Textbook guide questions were more often used as a starting point to take off from than as the crux of a lesson. HOTS were more frequently used in mid- to higher-level courses. Selection of teaching strategy is based upon content, class size, teacher training and comfort with strategy, past successes, and sometimes subject being taught.

We are in the planning stages of implementing an All-Academies structure at Tech which will facilitate teaching that employs a variety of strategies at all levels on a regular basis.

**How Teachers See Their Role:**

Teachers at Oakland Tech see their role from a variety or perspectives, including content experts, guides, facilitators, managers, models, lecturers, demonstrators and coaches. The role of content area expert is a role that nearly every teacher assumes. Many teachers are moving towards a student-centered curriculum, where students take a more active role in the learning process, rather than passively receiving information. Teachers also see themselves as guides who set up learning pathways for the students to follow, such as in cooperative learning groups. Some teachers see themselves as learners, collaborating with the students in project development, class discussions, and evaluation of student work, through the use of rubrics, critiques and peer feedback. Many teachers use staff development opportunities (BASTEC, for example), college course work and team teaching or planning to increase their skills.

In the Paideia program, teachers act as coaches or facilitators, using the Socratic method to elicit student analysis of world issues, written material and other information presented in class. Oakland Tech presently has three academy programs which lend themselves to discovery, exploration, long-term projects, student collaboration, and depth of knowledge. The academy model creates opportunities for teachers to work collaboratively and develop interdisciplinary coursework to establish links between the four major content areas. As the school moves towards an academy model, more teachers will have the opportunity to teach, plan and evaluate students as a team.

**How Technology is Used at the School:**

Tech is fairly-well supplied with the usual multimedia resources found in most urban high schools, such as VCR's, overhead projectors, video cameras and copier machines. The good news, technologically speaking, here at Tech is the advancement of our computer programs and acquisition of computer equipment. The Technology Committee was formed at Tech in 1995. Through the efforts of the committee members and a great deal of community support and volunteerism, our computer network at Tech has grown increasingly in the past two years.

The Computer Writing Center and the Media Center contain enough computers to comfortably hold a full class of students. Individual students also have access to the Computer Writing Center. Teachers from all departments sign up to schedule their classes to use the Writing Center for computer training or special class projects. The Media Center itself contains several other banks of computers for general students use. These resources are always growing and being updated. The effort to equip every classroom in the school with at least one computer, and many with multiple computers, has been going on over this time as well. All teachers who have requested computers and printers have been provided with them at this point. The site also has a local area network (LAN), TECHNET, by which all the computers on site are connected, including the classroom computers. Internet access is available on many of the Media Center computers, and connections for classroom access is in progress.
As an outgrowth of the work of the Technology Committee, plans for a new Academy at Tech, the Communications and Computer Repair Academy, were undertaken, and it became a reality this school year (1996-1997). The Academy teaches computer usage skills, repair, and programming. Students begin participation in the academy in the tenth grade, and continue through their high school career. By graduation, they are prepared to continue in higher level computer education at college, or to begin a career in computers at an entry level.

## STUDENTS EXPERIENCE RELEVANT COURSES (C2)

**Students are Encouraged to do Challenging Work - Performance Standards:**

Our focus group discussed "challenging work", as trying to bring out the highest potentials of all students by gearing the work done in all disciplines to the level of the



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students being taught. Students are routinely informed of what performance standards are expected of them through syllabi, course outlines or curriculum guides. The teachers are facilitators or guides, and strategies are student centered - collaborative, long-term, and real-world based. Students know what goals and objectives they are striving for in each class because expectations such as assignments, tests, mid-terms and final exams, homework, term projects, etc., were acknowledged and discussed, and grading systems clearly explained

In order to stimulate and encourage students to meet high performance standards certain minimum conditions must be met first. Among these is providing a permanent teacher for each class. Since this has not come about at Tech in recent years, it is difficult for each department to boast of students' achievements across the board. When this does happen, teachers do wonders in helping our students to make the most of their talents and interests.

At Tech, we need to have enough courses available to meet entrance levels of individual students in September and then again, very importantly, at the beginning of second semester for the students who have not met the first semester standards. Thus, teachers can maintain a high standard in second semester, and not have to dilute the coursework. This is true in courses where a strong foundation is essential in order to continue successfully. for example, Math, Science, ESL and Foreign Language.

**HOTS - Skills Used in the Majority of Student Learning Experiences:**

The majority of students who are exposed to HOTS find themselves in such arenas as science labs; on teams in projects involving multiple components, one being problem solving; writing lengthy interpretive essays in English classes and some social studies classes; researching cultural issues in social studies or foreign language classes; writing and staging dramatic presentations in drama, English or foreign language classes; problem solving or evaluation in culinary arts classes, life skills classes, fine arts and performance arts classes, and physical education classes.

Academy students, because of their inter-related classes, and students in accelerated, honors, higher-level and AP classes all practice the full range of thinking skills daily and are expected to use interpretive, analytic, synthesizing, and evaluating skills on a regular basis. Their test scores clearly indicate successful, practice and application of these skills.

**Real World Connections Experienced in the Classroom:**

We have evidence of correlation between classroom activities and the real world within the school-wide curriculum (workability). For example:

Many Special Ed students are placed in jobs by Mary Green (Job Coordinator) for the purpose of enhancing their skills as future working citizens as well as developing better work habits in the classroom.



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Health Academy students are also placed in jobs for the purpose of enhancing their skills as future working citizens in the health field.

Scheduled Career Awareness Field Trips to the Oakland International Airport. Students from a variety of classrooms were exposed to presentations in regards to possible job opportunities available to them after graduation.

Annual Career Day: All students are exposed to a variety of job opportunities after graduation from high school and/or college.

Project of the Bay area Youth VOTE Alliance: A school-wide project. On Tuesday, October 15, 1996, students were encouraged to participate in the 1996 Election. there was a 25% turn out of students voicing their opinion about current political issues that affect them.

We also do an excellent job of providing information and preparation for students whose immediate goal is to attend college.

**Collaborative/Cooperative Efforts - Teacher to Teacher, Teacher to Student, Student to Student**:

Teachers work collaboratively through programs such as Inter-Links, Careers and Technology, and Paideia, as well as in departmental groups. There is evidence of student collaboration on long-term projects in English, history and science All science labs are done in collaborative student groups. Music, dance and drama often collaborate on projects and presentations throughout the school year. There is an outside work experience coordinator and a school-to-career coordinator who work collaboratively counseling and assisting students with actual and future career interests and placement.

There is evidence of teachers working with students in small groups or with individuals. Many teachers offer tutorials before school, at lunch, and after school that are both formal and informal. Teachers, administrators, and counselors write letters of support and recommendation for students applying for scholarships as evidenced by the many scholarships awarded by diverse institutions. Teachers attend students' various after-school and extra-curricular activities such as: sports events, performing arts, dances and fund raisers.

The Oakland Technical staff has collaborative efforts in small clusters for specific projects that are usually short term. Collaboration between teachers produces curriculum changes and new courses. Our teachers also work together to review textbooks, to learn software applications, to write grants, to give input into budget development, to shape school vision, to problem solve, and to provide mutual support.

## THERE ARE RESOURCES AVAILABLE BEYOND THE TEXT AND CLASSROOM (C3):

### Resources Available to Enhance Student Learning:

There are a variety of resources used to engage all students in learning experiences. The resources available for students at Oakland Technical fall into three categories: academic advancement, personal growth, and special services.

resources available for academic advancement of all our students include those which aid our diverse student body. there currently exist three Academies or schools within our school which offer specialized in their field of focus. More such programs are to begin next year, which will strengthen the school-to-work connection for each student. Other academic resources include Special Education as well as CTAP and ESL programs, each offering specialized courses for students who need them. Tutoring is offered for all our students at various sites and times. Students also have access to the Media Center and Computer Lab for their academic success. Librarians and lab assistants are present to coach computer use and software utilization, including on-line information retrieval. A college advisor is also available to assist with applying to colleges, completing scholarship applications, meeting class requirements, and to encourage life-long learning.

Resources available for personal growth include various student organizations. Opportunities for academic, cultural, and personal growth are available through participation in any of our many student groups. An active student government, leadership class, award winning JROTC, and sports teams are only some examples of extracurricular possibilities. Other examples of student groups include Close-Up, NOW, Mock Court, African-American Students Union, Latino Club, Asian Awareness Club, International Club, Trails Club, and the Rainbow Alliance. School functions and assemblies also offer students many opportunities to learn beyond the classroom. Participation in the PTSA and the bilingual Advisory Committee offers students the opportunity to learn along with their parents and guardians. Peer counseling through Techniclinic (school site medical clinic) promotes self-awareness and personal growth.

Tech also offers many services for special needs. Betty McGee, Special Services Specialist offers an abundance of resources in areas such as parenting skills, community organization services, and intervention support. Students also have counselors, a school psychologist, interpreters, and medical service providers (Techniclinic and referral services) to support their physical and mental well-being.

The various support services offered at Tech address the whole child; body, mind, and spirit. Each of the three areas addresses the academic success, personal growth and special needs of all of our students.



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**Community Resources Utilized at the School:**

At Oakland Tech there are a variety of resources that are used to help students and their families:

Children's' Protective Services, Rape Crisis, Suicide Prevention, Parental Stress Talkline, child Care Information, Information and Referral and Homeless Assistance, and Immigrant Assistance.

Also, special academic programs for students who are not doing well (potential dropouts), but who would like to succeed in completing their basic education with dignity. We use the GED and California High School Proficiency Exam as a resource.

Finally, we use several different agencies for teen and family counseling.

**Real World Applications which Occur in the Classroom:**

At Oakland Tech, there are many activities which bring real world experiences into the classroom. For example:

Engineering Academy: Students practice building model houses, bridges; students do technical drawings, engineering graphics, Bechtel internships, and County Fair drawings, students participate in a combined academic and job-oriented program.

Health Academy: Students practice first aid, CPR, lab techniques; students are exposed to health-related experiences through guest-speakers, observations, and a combined academic-job program, students learn to prepare resumes.

Computer Academy: Students learn word processing, data base applications, spreadsheets, telecommunications, graphics and programming; students learn hardware repair.

Other Departments: Students interview staff members and other students on job-related topics; students participate in Career Week activities, and Job Fair; students do research on economics, sciences and social studies as they relate to careers.

## SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

**Question D1:**
Oakland Technical High School offers a variety of services to attempt to meet the academic needs of all students. These services include counseling, tutoring, Upward Bound, MESA, Special Education, Technology Exchange, Educational Guidance Center, the OaklandWorks-to-School-to-Career Partnership and ESL.

The counseling department offers an array of services to ensure academic success. The counseling department helps students to plan their academic futures. Counselors assist students in the development of their class schedules. Counselors refer students to agencies and programs to ensure academic growth. Students have access to the counseling department throughout the school day. Counselors also perform follow-up activities to ensure that the needs of students have been met.

Tech's students can also take advantage of tutorial services. The tutoring program consists of the Mathematics tutoring program. Math tutoring occurs Monday, Tuesday, and Thursday during lunch. Monday, Tuesday, Wednesday, and Thursday, students can receive math tutoring after school. Oakland Tech offers another tutoring program which focuses on math, science, English, and Social Studies. Known as Tech's After School Academic Coaching Program, students have access to the program every Monday, Tuesday, and Thursday from 3:30 p.m. to 5:00 p.m.. Regardless of grade level or academic standing, all students are welcomed.

Oakland Technical High School has a partnership with Upward Bound and the University of California, Berkeley, and Mills College. Upward Bound is a program designed to give academic support to ethnic minorities who will be the first in their families to attend college. Upward Bound offers unique activities during their Saturday and after school programs to prepare students for college. Upward Bound provides tutoring for all academic disciplines.

Oakland Tech also incorporates the MESA program. This program is designed for underrepresented ethnic students in the areas of math and science. The program lends academic support to students with above average to excellent aptitudes in these subjects. Summer enrichment and Saturday classes in math and science, continue to encourage students to further their educational goals in those fields.

Oakland Tech's Technology Exchange program provides students of all backgrounds a chance to become literate in the world of technology. Students learn valuable skills related to the repair of obsolete computers. Students then learn how to operate the computers, while working with the Computer Communications and Repair Academy. Students can also earn a used computer and take it home for personal and academic use.

Oakland Tech's students also utilize the important programs of the Special Education department. The Special Education programs offer in-class assistance to students who

need help. Students also receive additional tutoring, one-to-one counseling and mentoring. Some students attend both general education and special education classes with the Resource Specialists. The Resource Specialists provide students with learning disabilities access to core curriculum. Students who need more support can take advantage of Special Day classes. Special Education students who participate in the full inclusion program also receive additional counseling, tutoring, modified lessons, and support.

Tech's students also have a chance to participate in the Educational Guidance Center (EGC). This support service assists low income and educationally disadvantaged youth to achieve their college goals. EGC provides workshops, tutoring, career guidance, college campus fieldtrips. EGC also helps students with college admission and scholarships.

Oakland Technical High School also participates in the OaklandWorks: A School-to-Career program. Students receive academic support from a strong project based curriculum, businesses, and the community. The Health, Computer, and Engineering academics help students of diverse socioeconomic, linguistic, and ethnic backgrounds, to achieve academic and career success. Students are provided with the critical tutoring, mentoring, and academic advising.

The ESL program provides academic support to students with limited English proficiency (LEP). The program provides four levels of language acquisition. The ESL department provides instruction for students in the first stage of English language acquisition, seeing them through to fluency in English. Students are supported with sheltered content instruction, cross-cultural language development, tutoring, mentoring and extra-curricular activities.

In addition to all these programs, students also receive support from their individual teachers. These teachers provide the students with peer tutors, after school, and lunch time tutoring. Teachers also assist students with one-on-one counseling and mentoring.

Thus, Oakland Technical High School offers all of their students an array of academic support services. These services enable students to accomplish their academic, social, and career goals.

**Question D2:**

D2 To what extent do students have access to a system of support services, activities, and opportunities at the school and within the community?

What support services are available to students?
All students have access to a health clinic, the Techniclinic, on the school campus. Services provided by the Techniclinic include counseling, diagnosis and treatment of minor illnesses and injuries, immunizations, STD prevention, and AIDS prevention education.



WASC 31002

Oakland Tech has a college advisor from the Educational Guidance Center(EGC) on campus two days a week. The college advisor provides students with information on college entrance requirements and with assistance in filling out applications for college admission, financial aid, and scholarships. EGC also conducts workshops and takes students on campus visits and other field trips

Oakland Tech has five full-time counselors to assist students with academic and career planning, and course scheduling.
Counselors also provide students with personal and academic counseling. In addition, Oakland Tech has a full-time career counselor working on developing our school to careers program which will eventually involve all students.

Tutorial assistance in mathematics, provided by mathematics department faculty, is available to all students Monday through Thursday from 3:30 to 4:30 p.m. Tutorial assistance in mathematics, science, English, and the social sciences is available to all students Monday, Tuesday, and Thursday from 3:30 to 5:00 p.m.

Tutoring is also provided to students by a variety of community groups and University programs, including Upward Bound programs at UC Berkeley and Mills College in Oakland.

What activities are available to students?
There are over twenty different clubs active on the Oakland Tech campus. Each club has at least one faculty sponsor and most meet on a weekly basis. The clubs vary in purpose, including cultural, career and recreational interests. Examples of clubs on campus and their purposes are the International club, to allow students to learn about other cultures; the Engineering club, to promote engineering as a profession; and the Swim club, to teach students to swim.

Oakland Tech also has varsity and junior varsity teams for both male and female athletes in many sports.

What opportunities are available to students?
Students are provided with a wide range of opportunities through the various academies on the Oakland Tech campus. Students participate in state wide competitions, internships, and job shadowing programs. Students also travel to Washington D.C. each year with the Close-Up program.

**Question D3:**

The Oakland Technical High School Leadership employs a wide range of strategies to encourage parental and community involvement.

There is a highly active and involved PTSA which has a monthly newsletter of its own. Parents play vibrant roles in many school activities and there are a variety of opportunities

for parents to participate in the life of the school. For example, parents serve as members of the Healthy Start Planning Consortium, Health Center/Health Clinic Advisory Board, the various Academy (Engineering, Health & Bioscience, Computer & Technology) Advisory Boards, the School Site Council, the SB65 Advisory Board. Not only do parents fundraise for the school, but they help to plan and implement solutions and enhancements which benefit students and the school as a whole. This year the parents sponsor a Parent Patrol, Parent Recognition of Student Success, Parent Work Days, Student Advocacy, a Safety Task Force. Administrators, Faculty, Staff, and students also participate in the PTSA. All PTSA efforts have full support of and involvement by School Leadership.

There are frequent newsletters home, including the Principal's Newsletter, Academy Newsletters, Healthy Start Newsletters, Techniclinic News. The Tech Scribe reaches many homes.

Communication is routinely conducted in home languages. The District provides translators to help with home communications and several of the Tech faculty speak the home languages of many of our students.

Parents are called both regarding concerns such as absenteeism, but also regarding student successes. The Academies each have their own Action Plans for Home-School Partnerships.

The attendance offices has an automatic phone system which can be used to call and remind parents about special school events and also which can call home with concerns regarding student attendance problems.

The Oakland Technical High School Alumnae Association supports the school in a variety of ways and is actively involved in the expansion of the school library services.

Oakland Tech has a Healthy Start Planning Grant and the school is actively working to foster and strengthen a Healthy Start Collaborative which includes students, parents, and community partners making up a majority of the leadership team. Already, parents/students/faculty/staff/community members have worked together on a visioning process, survey and focus groups, and plans to improve the academic success, health of students and families, and safety at Tech and in the surrounding community. Part of the emerging Healthy Start Plan is to develop a Parent/Community Center on site and to deepen the participation of parents, families, and community members/partners in the school.

Tech offers workshops for parents on parenting, multicultural approaches to reducing violence. Community partners such as Kaiser Permanente provide speakers for these workshops. They also provide training for Tech faculty in leadership skills, teaching violence prevention. Parents and student participate together in Parent-Teen Communication skills workshops sponsored by SB65.

Groups such as Omega Boys Club, Simba, Oakland Men's Project, Kiwanis work with students (and sometimes families) at Tech to build capacity for positive changes in school culture and to engage students in a variety of service projects.

Postsecondary and community partners such as the Labor Occupational Health Project at UC Berkeley work with students, teachers, and parents at Tech to improve student and parent knowledge of workplace health and safety issues. Tech is involved in a special Young Workers' Project which serves as a national model for Peer Education around workplace Health & Safety Issues. The American Lung Association works to improve knowledge about health issues, especially anti-tobacco education, and includes students in leadership roles in their annual Flu Shot Clinic.

The Sierra Club helps to sponsor Trails Club. The Kiwanis Club sponsors the Kiwin Service Club. Students Who Care works with many community partners. Close UP is supported by many community partners. Parents and the YMCA help to sponsor and coordinate the Youth in Government Club.

The SB65 Coordinator and the Academy Directors work closely with parents to support student success. Parents help with classroom projects, field trips, as writing coaches, and as classroom presenters.

There are special monthly meetings for parents of ESL and limited English speaking students. There is an ESL Parent Advisory Council.

There are powerful school-business-postsecondary-community partnerships in place. For example:

Bechtel provides financial support, student mentors, and internships for the Engineering Academy. Bechtel provided a grant of $300,000 to support the inclusion and success of more underrepresented students in the Engineering Academy.

Kaiser Permanente, Samuel Merritt College, Children's Hospital, Summit Hospital, and other health care partners support the School based Health Center, the Health Education & Resource Center, and the Oakland Health & Bioscience Academy.

The City of Oakland provides funding to support the Academies, the Health Center, and the development of student-run School Based Enterprises.

The Health & Bioscience Academy has a long term (since 1987) academic partnership with Samuel Merritt College/St. Mary's College. The Academy also has Tech Prep partnerships with Merritt College in Health and Vista College in Bio Tech.

The Health & Bioscience Academy has been awarded several national awards based on the strength of its academic and industry partnerships, including a Pioneer in Partnerships Award from the American Association of Higher Education, an Outstanding Partnership Award at the National Leadership Forum sponsored by Jobs for the Future, and a Marcus Foster Outstanding Partnership.

Several health professionals and community partners have put in many, many hours on the planning and implementation of Tech's School based Health Center/Techniclinic.

The Computer & Technology Academy partners with IBM and others. IBM alone has donated two full networked labs and hundreds of stand-alone computers. New and used computers are networked throughout the school and are also provided for student home use in some cases.

Additional business and community partners are involved in supporting the newly emerging Academies at Oakland Technical High School (Business, Education, Hospitality and Tourism, Social & Human Services). Each Academy has or will soon have its own Industry-Postsecondary-Community-Parent Advisory Board.

All students in the Academies have opportunities for student internships and mentoring relationships as part of the Academy program. The school has a roll-out strategy so that every student at Tech will have the opportunity to participate in an Academy program. Almost all tenth graders will be enrolled in an Academy next year.

Industry partners provide frequent classroom speakers, field trip sites, and coaches for major student projects.

Over 200 businesses and community members have donated used computers to the Oakland Technology Exchange. Many retired business people donate their time to work her at Tech to support students and teachers, especially with expanding the use of technology. One volunteer, Bruce Buckelew, has put in thousands of hours working with students and teachers, facilitating community partnerships, and developing the Oakland Technology Exchange. The school supports his participation by providing space for the Technology Exchange and, as Bruce proudly points out, "a bathroom key of his own".

Industry and community partners support the participation of students and teachers in summer internship programs.

Over 35 UC Graduate students volunteer and work with Seniors at Oakland Tech on the annual Urban Plan project. They spend six weeks working with/coaching students as the learn to map their community and develop and present their ideas for a major Redevelopment Project. (For example, this year students are designing a transit village for the MacArthur BART Station.) The Academy Director involves meets with the UC Students to provide collaborative planning and site support for this project.

Johnson & Johnson helps to sponsor HealthWorks: the Health Education & Resource Center and provides some specific funding to increase the participation of parents community partners in the ongoing operations of the Center. Johnson & Johnson also helps to sponsor the annual Health Fest which the Health Academy coordinates schoolwide each May. This involves the participation of many parents, families, and community partners.

Many community/industry partners provide mentors for ninth grade students as part of the SB65 support services.

Oakland Tech hosts several Open Houses and Report card nights each year and attendance is high. The Academies and other classes and programs also have Parent/Family events.

Oakland Tech does it best to schedule meetings at times which are convenient for parents and families. For example, the Healthy Start meetings were scheduled at 6 - 8 PM and included dinner; some of the Restructuring Meetings have been scheduled on Saturday

mornings. Parent Outreach Meetings are held in the evenings. Some events to which parents and community members are invited are held during breakfast time and breakfast is provided. Parents who participated in the Young Workers' Project Focus groups received stipends. In some cases child care is provided.

Students and faculty from University of San Francisco participated in an E-mail dialogue on American politics with Oakland Tech seniors the Fall. They also invited Tech Seniors and teachers to visit the USF campus. Students in some English classes work with outside theater and fine arts groups/colleges on collaborative projects. Students and teachers in science classes work with outside groups on biological and environmental projects. Many community partners are involved in student service learning projects. School leadership is supportive of all these efforts and helps to facilitate their success.

AREAS FOR IMPROVEMENT: Suggestions for ways to further improve the participation of parents and community members in the school, include: improving the phone system. At present, it is difficult to call into Tech and the person called does not always receive messages until later in the day. There are plans to put in a new phone system over the Spring break. Voice mail would enable students and parents to call in to check on homework, for example. This will greatly improve school-home and school-business-community communication. We also need to increase access to E-mail at the site as this, too, will greatly enhance open and frequent communications with community/industry partners.

Question D4:

Key Concept: Variety of resources
Question: Are there a variety of resources and facilities accessible to students in and beyond the classroom?

There are a variety of resources available to the students of Oakland Technical High School to expand their learning experience. However, many of these resources are being overextended due to age and the ever increasing population of students. The resources available fall into four categories: human, financial, material, as well as facilities.

Human resources include a full time staff of 85 teachers and five counselors, a health clinic, tutors, volunteers, an outreach consultant, several Instructional Assistants, college advisors, support staff and campus security. While we do have a variety of human resources, there is always a need for more as many people have multiple tasks and duties to fulfill.

The financial resources available to Tech are also quite sufficient. Each department has funds available for upgrading the learning environment which can be used at the discretion of the department heads. We also have access to Desegregation Funds provided by the state to sponsor such activities as field trips. For the 1996-1997 school year, Tech received a one time ADA account of several million dollars to spend on improving facilities and resources. We are also in the forefront of career academies. We have three: Health and Biosciences, Pre-Engineering and our new Computer Technologies and Repair

Academy. There are more academies proposed for the 1997-1998 school year with a stated goal by the school district to include every student in a school-to-career academy in the future. We also have a variety of corporate sponsors such as Kaiser, IBM, Children's Hospital, Johnson & Johnson and Bechtel which support many of our academies with funds and supplies. IBM for example, has donated several computers to the Computer Academy. Access to some of these resources, however, are antiquated and bureaucratic and could be revised in the future to each use.

Our material resources are not as sufficient as the previous two. While our school has experienced a vast improvement in textbooks, computers and duplicating abilities over the last several years, we are still deficient in several key categories such as classroom phones, keys, lockers and locks, classroom supplies, and adequate rooms for the teaching staff.

As for facilities we have classrooms, a pool, music room, auditorium, cafeteria, separate boy's and girl's gyms, shops, C-TAP (an area set aside for pregnant students), and an ROTC building. Like our material resources, some of these facilities are aging and showing the signs of wear and tear. Many of our classrooms receive little to no heat during the winter, there are leaking pipes in some of the halls, and the time between submitting a "Request for Repair" form and the beginning of actual work is drawn out.

While Oakland Technical High School has a mixed bag of resources available to its students, the staff are very creative in using the materials available to expand the learning experiences of our children. Many teachers spend hours of their own time and money expanding the school's resources. However, these efforts cannot mitigate the increasing age of the facilities and materials along with the stress of an ever growing student population.

A concerted effort is made to meet the special needs of all students. Educationally Disadvantaged Youth (EDY) are no longer funded directly at the secondary level, but many of our outreach programs target that particular group of students, such as Upward Bound and Educational Guidance Center. Special Education students receive services provided through the Individual Education Program (IEP) process. Limited English Speaking (LEP) receive services provided through bilingual funding in the form of English as a Second Language (ESL) classes and Sheltered English content courses. Honors and Advanced Placement courses are available to all students who are skill ready and/or motivated.

Additional programs include referral, by the Dean/AAP to continuation or alternative schools. Students out of school for short periods of time can arrange with the counseling secretary for class/homework assignments. Students out for an extended period of time due to illness can request Home Study through the district office or Independent Study through counselors. Oakland Tech is one of the school sites with a pregnant minors program (CTAPP). High school age girls are placed in regulars classes ( to ensure continuation of studies toward graduation) with a course in Life Skills emphasizing all aspects of a healthy pregnancy and successful child-parent relationship after birth. One of the regular school-site counselors acts as a liaison between the program coordinator, the district Student Services Offices, and the local community agencies.

Oakland Tech has the services of a part-time psychologist through the Special Education Department. Although her primary duty is to provided special testing services, she is available to all for emergency assistance. Students can be referred on a need basis to the Speech Therapist. We are also very fortunate to have established over the last two years a school-based health clinic known as the TECHNICLINIC, with the collaboration of Children's Hospital of Oakland and Kaiser Permanente. they provide the services of a nurse practitioner, two health education interns from U.C. Berkeley, some student interns from Oakland Tech, two MSW Interns from U.C. Berkeley, and a full-time clinic coordinator. A member of the counseling staff serves as a liaison with the Clinic and its Advisory Board.

The following pages provide a list of services from outside resources which are available to Oakland Tech Students and parents.

THUNDER ROAD provides confidential counseling for students who are directly and/or indirectly involved with substance abuse and a number of other adolescent concerns. They provide free and confidential assessment to Oakland Tech families at their facilities located a few blocks from Tech, or a pre-assessment conference at Tech.

UPWARD BOUND from U.C. Berkeley, Mills College, and the National Hispanic University provide college counseling, workshops, tutoring and bridge programs.

ACCELERATED HIGH SCHOOL STUDENTS offers high achieving students the chance to take additional courses at the various Peralta Colleges and to receive high school credit for high school or college. Many of these courses are given Honors credit on college applications.

ACCESS, from U.C. Berkeley, offers curriculum and instructional support in math, as well as tutoring service and SAT preparation.

EDUCATIONAL GUIDANCE CENTER provides a college advisor to assist students in selecting and processing college applications and financial aid forms, and provides information workshops for students and parents.

INROADS provides a mentorship program which follow students through their college years.

CAREER AWARENESS PROGRAM (CAP) through Home Savings and Loan offers a 15-week training program to the "world of work" and a $4000 scholarship to the outstanding student in the class.

U.C. BERKELEY TUTORS provides academic coached in a variety of subjects in an after school program.

MESA form U.C. Berkeley provides tutoring and a MESA Club for minority students interested in engineering and science careers.

PARTNERSHIP offers college bound students tutoring and counseling in preparing for college.

TECH PREP is a collaborative effort between the Peralta College and the Oakland Public Schools which provide simultaneous credit for both high and college, as well as the chance to earn technologies certification in a variety of fields upon graduation from high school.

ASIAN COMMUNITY MENTAL HEALTH SERVICES provides bilingual counseling assistance to students and their families.

OUTSIDE WORK EXPERIENCE (OWE) provides high school credit and employment skills to students who hold jobs.

REGIONAL OCCUPATIONAL PROGRAMS (ROC) provide job-training courses for high school students leading to positions in the work force or to advanced apprenticeship programs upon graduation from high school.

OAKLAND CHINESE COMMUNITY COUNCIL provides bilingual counseling assistance to students and their families.

SAT/PSAT PREP CLASSES are available to all interested students. All 10th grade students are now expected to take the PSAT which is now paid for by the district.

CTAPP provides an education program for pregnant students which permits them to continue their education during pregnancy and to re-enter their home school with the least amount of disruption to their scheduled graduation.

Bechtel PARTNERSHIP provides financial support to the Pre-Engineering Academy.

MINORITY HIGH SCHOOL PROGRAM through Cal State Hayward provides college advising services to minority students.

EAST BAY CONSORTIUM provides college information, workshop, and speakers for classrooms as requested.

CHILDREN'S HOSPITAL provides on site assistance and support for emergencies emanating from school or community. Their assistance for students, staff, and families. They are also in partnership with the Techniclinic.

KAISER PERMANENTE is partners with the Techniclinic and the Health & Bioscience Academy, providing services to the school and internships students.

OAKLAND ROTARY CLUB provides assistance to the Pre-engineering Academy and CAMP ENTERPRISE, a weekend camp to foster and nurture student interest and expertise in the world of business.

OAKLAND REDEVELOPMENT AGENCY provides financial assistance to all the Academy programs.

HEALTHWORKS provides our community-based Health Clinic with a strong health education component. It is a collaborative with the Health & Bioscience Academy, Kaiser Hospital, Children's Hospital, Summit Medical Center, and West Oakland Health Center.

INTERNSHIP PROGRAM is a summer job program through the district office.

PORT OF OAKLAND provides job training and internships to Tech students.

OAKLANDWORKS is a School-to Career Partnership in the developmental stage whose mission is to provide a skilled and educated multicultural workforce which will enable Oakland to be a thriving economic center while helping students to raise and meet their aspirations and to become successful, contributing members of society.

Report of Focus Group on Assessment and Accountability

E-1
A variety of assessment tools are selected to measure students' diverse strengths and abilities. Teachers employ a variety of assessment strategies to evaluate students and to supplement curricular and instructional practices.

E-2:
The School District regularly reviews student progress toward accomplishing the school-wide expected learning results. Results are sent to the school. Individual departments vary in how they use the information. The results of CTBS Tests and of the Golden State Exams are published in the local newspapers. The dissemination of the information to the school and to the departments needs improvement.

Report cards are distributed 6 times a year. They are mailed at the semester. The second one is mailed. The first one is given out at Back to School night. The other times, they are given out to the students or mailed.

We used to receive papers on CTBS and proficiency results, but there is now no paper trail. These results used to be mailed by the district. Now they are picked up, but have to be mailed at school expense. The counselor can call up the information, but there is an obvious flaw in the system. If the student missed the last test, a blank screen appears. The results of the previous test are not then displayed, so the information is lost. The scores we do get can be misleading. For example, what does "13" mean? What does it mean to be at the 12th grade level on an 8th grade test? Students don't get the printouts they used to get, so they now have no way of knowing what they did wrong. We have also been experiencing some strange and varying interpretations of numerical GPA's. A 1.7 GPA is being called a C-.

E-3:
The administration seems to make some effort to use the variety and assessment of school-wide learning results to drive the school's program development and resource allocation. Teachers who request a chance to try a new program get a fair hearing for their ideas. For example, the 9th grade house, Interlinks, and some math pilots have been set up in an attempt to solve some specific problems. There is good faith about this kind of thing. The problem is that resources are severely restricted. Also, the more students are locked in to combinations such as academy classes, Paideia classes, etc., the less wiggle room is available for scheduling anything innovated that might require blocking of classes.



WASC 31012

As wee look into new academies for next year, it is clear some parts will have to be phased in as we try to figure out how to make the master schedule work. We plan for program development. We need district support to make the serious changes we are confronting for next year. In order to make the school-wide learning results drive the program development, we need honesty, resources, and adequate planning time. All at once, we face the following changes: reconfiguration, 3 new academies, reduction in counselors, in math and language arts new state and district standards, and who knows what about Ebonics.

We have to take into account what career options are truly viable for our students. We will, of course, take advantage of the experience of the existing academies. We need to bring in industry to help as we assemble the new academies. We support the directions in which the district is moving, but we find ourselves still with groups of unmotivated students.

1. Feedback comes to parents and guardians, teachers and administrators, to our partners in the business community, and to groups like OCO. Standardized test results are published in the newspapers. Semester grades are mailed to parents and guardians. The PTSA sends newsletters home that include calendars and other special news from the school. The Tech Scribe reaches many homes. Parents and guardians are encouraged to visit. We hold Open House and Report Card Night. There is press coverage both from our internal journalism setup and from the outside newspapers. Some churches also maintain close connections.

2. Each teacher gets a copy of the GPA distribution analysis for his or her classes. We have support organizations, tutoring services, Academic Awards Night, posting of term honor rolls. Some teachers work with students before and after school, lunches, weekends, and evenings. This is the origin of the academies, Interlinks, and Paideia. Incoming groups have included Simba, the Omego Boys Club, the Health Clinic. We support mainstreaming and have worked on CTAPP integration. The most recent district wide attempt has been Efficacy Training (for which teachers have received the student materials, also). Departments work on how to place students for success. This includes testing for the right level of placement (such as in math). The district has also been changing the policies and procedures regarding truancy and other attendance matters. There is a factor of mobility and transience that affects Tech. When students are not succeeding, teachers and counselors explore motivation, work with them one-on-one. Some students are given short days or a negotiated schedule that improves their opportunity for success.

3. All of these main areas are things we have worked on in the past and that exist within the present academies. Creation of new academies and their programs and curricula will be impacted due to the ESLR's. There are students who do, in fact, accomplish these things, but there are a significant number who do not meet the goals. The attempts at new programs and strategies are attempts to find ways to make the ESLR's happen.

4. There are the Golden State Exams and the Uniform Curriculum Standards in subjects such as math. Within departments there are uniform exams and standards. The English department is currently piloting texts that have activities to address the ESLR's. There is also movement in that department toward portfolio assessment. Field trips and group projects are widespread among many departments.

5. The main next step is supplementing of curriculum to eliminate various deficiencies revealed by the assessment tools. Most teachers use diverse methods of assessment to identify and to find ways to improve curriculum to help students meet the standards.

6. Individual students and departments use course results to work on course improvements.

7. Teachers work together in academies and in such things as English/Social Studies combination cores. With the doubling of the academies more interdisciplinary work is in the offing.

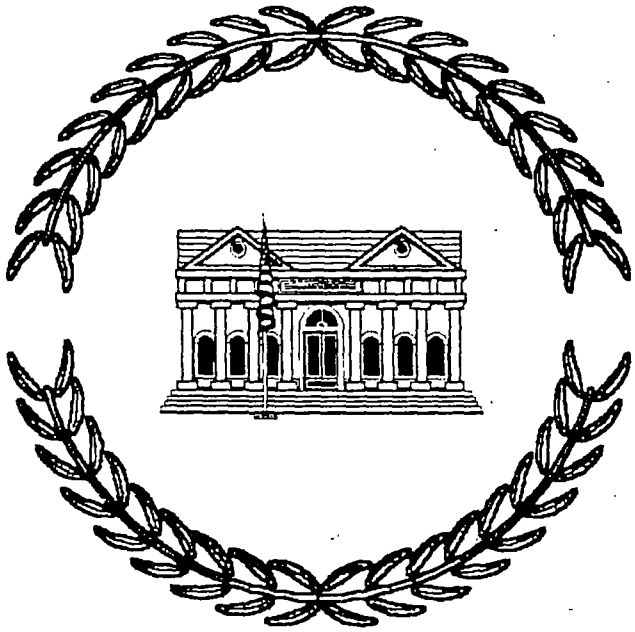
8. Teachers may review old material, develop supplementary materials, re-teach, give individual instruction, work on improving motivational qualities, search for materials "more relevant" to students, re-think goals. For example, an English teacher might decide to emphasize writing rather than diagramming sentences. The state standards are in the process of modification and the district has had task forces hard at work in devising local standards to match (and go beyond) the state standards. Quite a few Tech teachers have been involved in working on these standards. Some work has also been done at the national level as in ROTC working on national standards and English students working on the National Standards portfolios.

9. Every thing in the school is aligned with the idea of examining whether goals are being accomplished. Where that is not happening, the goal is to decide why and what can be done about it. People draw different conclusions about what the problems are and how to address them.

10. The general-purpose funds are so restricted that any allocation of resources involves stealing from Peter to pay Paul. We don't have any information about how the money is

allocated district-wide or within the school. It would be helpful if this information would be shared more. A lot of money that comes to this school is tied to special programs for academies, etc., and is not available for general purpose expenditures.
10.

# Chapter Five



## Schoolwide Action Plan

Action Plan

Area of Improvement

*Oakland Technical High School will plan and implement Career Pathways for every 10th grade student, Fall 1997. Each subsequent year another grade level will be added to complete the Pathway.*

Rationale

Based on the Academy model, students enrolled in such programs attend school regularly, graduate from high school, proceed to technical, 2-year, or 4-year colleges and furthermore they are prepared to enter the world of work with marketable skills.

ESLRs Addressed

1. Demonstrate Effective Communication Skills
2. Solve problems using thinking skills of application, analysis, synthesis and evaluation
3. Integrate the basic skills of reading, writing, mathematics, and the arts into a meaningful activity or project
4. Work effectively independently and collaboratively with others
5. Demonstrate awareness of the world's various cultures, histories, and belief systems
6. Demonstrate basic scientific and technological literacy
7. Demonstrate an understanding of basic living skills
8. Contribute to his or her community
9. Develop a road map for the high school years and beyond
10. Take responsibility for personal health - physical, mental, and social

Steps

1. Interest survey to all staff and students
   November 1996, responsible - IAP, STCL
   results - possible pathways
2. Submit site selections to the District
   December 1996, responsible - IAP, STCL
   results - district choices made
3. Survey staff for interest in 3 career pathways
   January 1997, responsible - IAP, STCL
   results - teacher choices made
4. Pathway meetings, Brown Bag lunch meetings (Counselors present)
   February 1997 - August 1997, responsible - Principal, IAP, STCL
   results - minutes of meetings, design pathway curriculum, master scheduling, design pathway academic plan
   funding - Desegregation
5. Observations of existing Pathways programs
   March/April 1997, responsible - Pathway teachers, IAP, STCL
   results - more information for implementation
   funding - Desegregation



WASC 31017

6. Selection of Pathway Coordinators
   April 1997, responsible - Principal, IAP, Teachers, Counselors, STCL
   results - 3 people selected
7. Recruitment/Placement of students into Career Pathways for Fall 1997
   April/May 1997, responsible - Counselors, Pathway Coordinators, Teachers, IAP, Principal
   results - 10th grade students programmed

Assessment

All minutes submitted to the Coordinating Council for monitoring progress of the Career Pathways.

Pathway programs have teachers, schedules, and students in place by June 1997.

Annual survey of students and staff within each academy and pathway, results shared on three different staff development days.

Reduction in drop out rate, better test scores, increased attendance, reduced number of suspensions, increased parental participation, career inventory, and graduate portfolios.

**Area of Improvement**

***All stakeholders of Oakland Technical High school need to continue creating an Action Plan.***

Rationale

Further discussion and plans must be put into place in order to bring the vision statement and ESLRs into the classroom.

There is a need to reexamine our Staff Development needs since this will be the first school year to have the 2-hour time block.

ESLRs

4. Work effectively independently and collaboratively with others
8. Contribute to his or her community
9. Develop a road map for the high years and beyond

Steps

1. Reconvening the Coordinating Council to lead the stakeholders in creating an Action Plan
   April 1997, responsible - CC members, IAP, Consultant, Principal
   results - 1 or 2 meetings with new members to complete the Council
2. Two ESLR questions answered by each discipline
   April 1997, responsible - Principal, Department Chair, WASC Chair
   results - plan by discipline to bring ESLRs into the classroom

3. Begin work towards a clean environment, (all stakeholders) as a follow-up from September 1996 staff development
   March - May 1997, responsible - AAP, Teachers
   results - cleaner environment with all stakeholders participating
   funding - Desegregation
4. Work on *Discipline Specific* questions and *Focus on Learning* rubrics
   September 1997, responsible - WASC Chair, Principal, Department Chair
   results - discussion and written plan to move up the rubric
5. Continue work on School Site Portfolio in order to apply for BASRC funding
   April 1997, responsible - Principal, Site BASRC Committee
   results - score of 2 or 3 on the portfolio
   Funding - Desegregation
6. Parent/Community continuous participation
   Ongoing, responsible - Principal
   results - more joint projects (Tech staff & Tech parents)
7. Continue Action planning meetings with all clerical staff
   Monthly meeting, responsible- Clerical staff, Principal
   results - movement closer to the vision and ESLRs as all clerical effect all students

Assessment

Frequency of planning sessions

Written reports

The number of Staff Development days

## Follow-Up Plan

The proposed follow-up plan to ensure Oakland Technical High Schools' Action Plans are implemented and monitored will be one of the prime responsibilities of the Coordinating Council. Prior to our "Focus on Learning" process the Coordinating Council was the group to help drive our staff development and our catalyst for change (restructuring).

At the beginning of each school year, we have two staff inservice days before instruction begins. The Coordinating Council will review the Action Plan drafted in this self evaluation and incorporate the necessary changes. Discipline specific and focus groups will review the Action Plans for the current year and beyond.

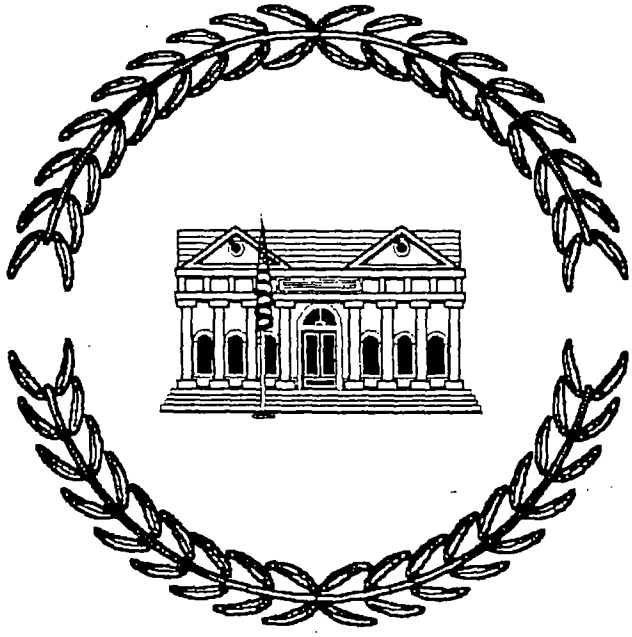
A committee of representatives from all the stakeholders will meet four times annually; November, January, March, and June to review our progress for that year as well as keeping records of our progress for future Accreditation Reports. This committee will devise a method to share this information with each stakeholder group.

The Action Plan addressing career pathways is well on its way and we will be ready for at least one grade level (10th) for the Fall of 1997. We have identified the pathways and its time to develop curriculum and match staff expertise with staff development. The Career Pathways decision has helped to light a spark of hope and excitement in many of Oakland Technical's veteran staff members.

One Staff Development day each spring will be set aside for our site research analyst to show graphic data about our site. It is our belief that this annual assessment tool reminds us that we do succeed in educating the students who stay in our school. By having the latest data on our students we will be able to base changes on student needs as opposed to our instincts and staff member desires.

Its important that one person be responsible for moving an Action Plan forward. One person should make sure that meetings and agendas are set to move these items forward. When the site Administrative Team meets during the summer, they will delegate and administrator to serve in this facilitator role.

# Appendix



WASC 31021

# WASC Student Questionnaire

## Section 1. Behavior Standards

***Circle one***

A. What grade are you in ? — *56%* 9th *55%* 10th *51%* 11th *35%* 12th

B. Gender: — *37%* Male *40%* Female

C. Do you have a Bulldog Folder ? (Tech Handbook) — *57%* yes *22%* no

D. If yes, are you aware of the rules and consequences listed within ? — *55%* yes *20%* no

E. Do you feel that the rules are being enforced ? — *10%* yes *47%* no

F. Have you ever been suspended ? — *19%* yes *47%* no

Comments_____

_____

_____

## Section 2. Personal Counseling Services

***Circle one***

A. If you are having personal problems, do you feel that there is an adult within the school you can talk to ? — *23%* yes *45%* no

If so, who ? _____

B. Have you ever been to the Techniclinic ? — *29%* yes *39%* no

C. Do you have a teacher that you feel will take your problems into consideration? — *40%* yes *27%* no

D. Do you know your counselor ? — *58%* yes *8%* no

Comments_____

_____

_____

## Section 3. Safety

***Circle one.***

A. Overall, how would you rate safety at Tech?

*16%* *16%* *28%* *6%* *2%*

1. Poor 2. Below Average 3 . Average 4. Good 5. Excellent

B. Do you feel safe when waking down the halls during passing period(s)? yes *42%* no *23%*

C. Do you feel safe at lunch time? yes *41%* no *24%*

D Do you feel closing Tech's campus would make it a safer place to be? yes *6%* no *57%*

E. Do Campus Supervisors perform their duties to help ensure your safety?

*5%* *13%* *40%* *9%*

1. Always 2. Often 3. Sometimes 4. Never

F. Do you follow the school rules to help ensure your safety?

*21%* *20%* *21%* *4%*

1. Always 2. Often 3. Sometimes 4. Never

Comments_____

_____

_____

**Vote on the school Vision.** _____ **yes** _____ **no**

**(Check One)** **(50 %)** **(17%)**

**Oakland Technical High School Vision Statement**

All members of the Tech community will work cooperatively, communicate respectfully in a peaceful, safe, and clean environment.

All Tech students will strive to achieve high expectations, meet solid academic standards. and have equal acess to an enriching curriculum that will enable them to reach their highest potential.

All Tech students will graduate with transferable skills in academic, vocational, and social development for quality jobs ,college, or career education

OAKLAND TECHN..AL HIGH SCHOOL
MASTER SCHEDULE
1996-97

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **Computer Academy** | | | | | | | |
| Gee | 229 | Conf. | See English | See English | English 2 | English 2 | See English |
| Sklar | 136 | Wld. Cult. | Wld. Cult. | See Paideia | Soc. Stu. Stu. | Resource | Conf. |
| Onyeador | 102 | See Comp Tech. | Resource | See Comp. Tech. | Resource | Conf. | See Comp. Tech |
| **Consumer Education** | | | | | | | |
| Jones | 132 | Culinary Arts/Adv. | Culinary Arts/Adv. | Surv. Skills | Conf. | Culinary Arts | Culinary Arts |
| Prescott | 134 | Life Manag. Skills | Life Manag. Skills | U.S. History | Conf. | See Comp. Tech. | See Comp. Tech. |
| **Computer Technology** | | | | | | | |
| Chappelle | 105 | Comp. Occ. | Comp. Occ. | Car/Tech | Conf. | Data Entry | Data Entry |
| Onyeador | 102 | Car/Tech | Resource | Comp. Awar. | See HA | Conf | Comp. Awar. |
| Phillips | 101 | Tech/Car. | Conf. | Tech/Car. | Typing I | Tech/Car | Tech/Car |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **Engineering Academy** | | | | | | | |
| Escobar | S-5 | A) Phys. Physics | Physics I | Conf. | Physics I | See Math | No Class |
| Merrill | S-3 | A) Desc Geom. Eng. Grap. | Drafting Adv. | Desc. Geom. | Resource | Architech Drafting | Conf. |
| **English** | | | | | | | |
| Chin | 141 | See ESL | Conf. | English I | See ESL | See ESL | See ESL |
| Cumby | 231 | English 2 | Conf. | English 4 | English 4 | English 2 | English 2 |
| Gee | 229 | Conf. | English 2 | English 2 | See CA | See CA | English 2 |
| Gordon | 228 | See HA | See HA | See HA | English 2 | Conf | English I |
| Lay | 225 | Conf. | English 4 | See Soc. St | See Soc. St | English 4 | English 4 |
| Matthews | 223 | English 3 | English I | English 3 | Conf. | English 3 | English 3 |
| Pyeatt | 226 | Yearbook | English I | Journalism | Resource | English I | Conf. |
| Taylor | 241 | English I | Conf. | English I | English I | English I | English I |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **ESL** | | | | | | | |
| Bailey | 144 | Conf. | ELD 5 | ESL 5 | ELD 3 | ELD 4 | Resource |
| Chin | 141 | ELD 3 | Conf. | See English | ELD 4 | English 1 | English 2 & 3 |
| Guerrero | | ELD 1 Rm. 144 | ELD 2 Rm. 148 | ELD 2 Rm. 137 | ELD 2 Rm. 134 | Spanish Rm. 129 | Conf. |
| Nguyen | 146 | U.S. Hist. | Am. Govt. | Wld. Cult. | Conf | U.S. Hist | Wld. Cult |
| Cassidy | | Conf. | Physical Science Rm. 141 | Biology Rm. 131 | Biology Rm. 146 | Study Hall | Biology Rm. 210 |
| Welsh | 203 | Algebra 1 | Geometry | Algebra 1 | Conf | Math A | Math A |
| **Fine Arts** | | | | | | | |
| Chan | 140 | Conf. | Art 1 | Art 1 | Art 1 Adv. Art | Art Adv. | Art 1 |
| Charles | Gym | Dance Int. | Dance Int. | Dance Int. | Dance Int | Conf. | Dance Adv. |
| Flowers | 137 | See For. Lang. | See For Lang. | Conf. | See For. Lang. | See For Lang. | Drama |
| Mayhew | 133 | Art 1 | Conf. | Photo. | Photo. | Art 1 | Art 1 |
| Napoleon | A-6 | Piano Beg. | Conf. | Choir Beg. | Choir Int | Choir Beg. | Music Lit. |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **Foreign Language** | | | | | | | |
| Back | 129 | Spanish 2 | Spanish 2 | Spanish 3 | Spanish 3 | Conf. | Spanish 2 |
| Flowers | 137 | Spanish 3 | Spanish 1 | Conf. | Spanish 1 | Spanish 3 | Drama |
| Hurka | 135 | Conf. | French 2 | Spanish 2 | Spanish 2 | Spanish 2 | Spanish 4 |
| Johnson | 139 | French 1 | Conf. | French 1 | French 2 | French 2 | French 3&4 |
| Nguyen, Y. | 148 | Spanish 2 | Conf. | Spanish 1 | Spanish 2 | Spanish 2 | Spanish 1 |
| Silkiss | 234 | Spanish 1 | Spanish 1 | Spanish 1 | Conf. | Spanish 2 | EPH 3 |
| **Health Academy** | | | | | | | |
| Brooks | 221 | Wld.Cult | Wld. Cult. | Conf. | Wld. Cult. | See Soc St. | See Soc St |
| Clark | 300 | A) Civics | | | | | B) Sociol. |
| Deleeuw | 217 | Physiol | Physiol. | Conf. | Biology Adv. | Physiol | Physiol Lab |
| Biology Teacher | 222 | See Science | See Science | Biology | Biology Lab | Biology | Conf. |
| Gordon | 228 | English 2 | English 2 | English 2 | See English | Conf. | See English |
| Larkins | C-1 | Am. Gov't | Am Gov't | U.S. Hist. | U S. Hist | Conf. | U S Hist. |
| LeCourt | 218 | Physiol. | Physiol. Lab | Conf | Biology Lab | Health Occ | Health Occ |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| Matlen | 131 | See Science | See Science | Conf. | See Science | See Science | Biology |
| Steele | A-3 | English 4 | English 4 | English 3 | English 3 | English 3 | Conf. |
| **Interlinks** | | | | | | | |
| Coleman | 233 | English 2 | English 2 | C | English 2 | English 3 | English 3 |
| Dunlap | 236 | Wld. Cult. | Wld. Cult. | Conf. | Wld. Cult. | U.S. Hist. | U.S. Hist. |
| **Mathematics** | S-5 | See Engi. Acad. | See Engi. Acad. | Conf. | See Engi Acad. | Adv. Alg. | No Class |
| Escobar | S-5 | See Engi. Acad. | See Engi. Acad | Conf | See Engi Acad | Adv. Alg. | No Class |
| Fairley | 216 | A)Chem Adv. Alg | Conf. | See Science | See Science | Adv. Alg. Alg. | See Science |
| Harris | A-5 | Conf | Math A | Math A | Calculus | Calculus | Pre-Cal |
| Hodges | 205 | Math A | Algebra I | Conf. | Math A | Algebra I | Algebra I |
| Hovanessian | 239 | Math A | Conf. | Math A | Math A | Math A | Math A |
| Jackson | 204 | Algebra I | Conf. | Geometry | Algebra I | Algebra I | Algebra I |
| Kurose | 202 | Geometry | Math A | Adv. Alg | Adv Alg | Conf. | Adv Alg |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Pe 16 |
|---|---|---|---|---|---|---|---|
| Palley | | Algebra I<br>A-5 | Algebra I<br>204 | Stu.Govt. Leadership<br>205 | Student Activities<br>207 | Student Activities<br>207 | Student Activities<br>207 |
| Smith | 206 | Conf. | Int. Alg. | Algebra I | Int. Alg | Algebra I | Int. Alg. |
| Chui | 237 | Conf | Geometry | Geometry | Geometry | Math A | Math A |
| **Paideia** | | | | | | | |
| Coleman | 233 | See English | See English | Conf. | English 2 | See English | See English |
| Joe | A-4 | English 4 | English 4 | Wld. Cult. | English 2 | English 3 | No Class |
| Lay | 225 | Conf. | See English | Cal. Hist. | English 1 | See English | See English |
| Sklar | 136 | See Comp. Acad. | See Comp. Acad. | Wld. Cult. | See Comp Acad. | Resource | Conf. |
| Wing | | U.S. Hist. 133 | English 3 133 | Conf. | See Soc. Stu | English 3 136 | U.S. Hist. 136 |
| Wolfe | 103 | Comp. Govt. | Govt. | Comp. Govt. | Govt. | Conf. | U.S. Hist. |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **Physical Education** | | | | | | | |
| Brown | Gym | Physical Ed. | Conf. | Physical Ed. | Physical Ed. | Physical Ed. | Physical Ed. |
| Cryer | Gym | Conf. | Physical Ed. | Physical Ed. | Physical Ed | Physical Ed | Physical Ed |
| Sherman | Gym | Physical Ed | Physical Ed. | Physical Ed. | Conf | Physical Ed | Physical Ed |
| Shurm | Gym | Physical Ed. | Physical Ed. | Conf. | Physical Ed. | Physical Ed. | Physical Ed. |
| **Resource Specialist Program** | | | | | | | |
| Greene | | Work Exper. | | | | | |
| Hall | 4 | Conf. | Resource | Resource | Math | Math | Math |
| Karch | | | | | | | |
| Kranci | 235 | Phy. Sci. Biology | Phy. Sci Biology | Resource | Wld. Cult. U.S. Hist. Govt. | Conf | Resource |
| Sims | S2-C | Resource | English | English | English | English | Conf |
| Ungar | 4 | English | Resource | Resource | Resource | Resource | Resource |
| Teacher SDC | S5-C | Car. Math | Wld. Cult. | Car. Math | Biology | Conf. | Car. Math |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **R.O.T.C.** | | | | | | | |
| Harris | Armory | Conf. | ROTC | ROTC | ROTC | ROTC | Resource |
| Jones | Armory | Conf | ROTC | ROTC | ROTC | Resource | Resource |
| **Science** | | | | | | | |
| Failey | 216 | See Math | Conf. | Chemistry | Chemistry | See Math | Chemistry |
| Keeran | 210 | Biology | Biology | Biology | Biology Adv. | Biology | Conf. |
| Key | 211 | Physiol. | Physiol. | Biology | Biology | Conf. | Physiol. |
| Matlin | 131 | Biology | Biology | Conf | Biology | Biology | See HA |
| Oloughlin | 238 | Physical Science | Chemistry | Physical Science | Conf. | Chemistry | Physical Science |
| Ris | A-1 | Conf. | Physical Science | Biology | Physical Science | Biology | Biology |
| Biology Teacher | 222 | Biology | Biology | See Health Academy | See Health Academy | See Health Academy | Conf |
| Evans | | Physical Science 237 | Conf. | Physical Science 218 | Physical Science 238 | Physical Science 211 | Physical Science 222 |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|---|
| **Social Science** | | | | | | | |
| Brooks | 221 | Wld. Cult. | Wld. Cult. | Conf. | Wld. Cult. | Wld. Cult. | Wld. Cult. |
| Dunlap | 236 | Wld. Cult. | Wld. Cult. | Conf. | Wld Cult | U.S. Hist. | U.S Hist. |
| King, T | 104 | Wld. Cult. | Wld. Cult. | Wld. Cult. | Conf. | Wld Cult. | Wld. Cult. |
| O'Keith | 219 | U.S. Hist. | U.S. Hist. | Afri Amer. Hist. | U.S. Hist. | U S. Hist. | Conf. |
| Palley | | See Math | See Math | Stu. Gov't Leadership 205 | Student Activities 207 | Student Activities 207 | Student Activities 207 |
| Prescott | 134 | Life Man. Skills | Life Man. Skills | U.S.Hist. | Conf. | Careers/ Tech. | Careers/ Tech. |
| Sklar | 136 | See Comp. Acad. | See Comp. Acad. | See Paideia | Wld. Cult. | Resource | Conf |
| Wasserman | 220 | Gov't | Conf. | Gov't | Gov't | Gov't | Gov't |
| Wing | | See Paideia | See Paideia | Conf. | Wld Cult. Room 138 | See Paideia | See Paideia |
| **Special Day Class** | | | | | | | |
| Johnson | S-2 | Math | Vocations | Lang. Arts | Comm. Training | Science | Conf |
| Luper-Johnson | 3 | English | Wld. Cult U.S Hist. Govt | English | Wld. Cult. U S. Hist. Govt. | English Wld Cult U S Hist. Govt. | Conf. |

| Teacher | Room | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Peri[illegible] |
|---|---|---|---|---|---|---|---|
| Olson | S-2 | English | Conf. | Domestic | Comm. Mob. | Vocations | Leis./Rec. |
| Provost | 224 | Wld Cult. U.S. Hist | English | Math/Hist. English/Govt. | Phy. Sci Biology | English Am. Govt | Conf. |
| Darett | S1-C | Math | Phy. Sci. Biology | Math | Phy Sci Biology | Conf | Math |

# Oakland Technical High School - 1996-97 Departmental Room Assignments

Administrative Staff
126 W. Darrell Ovid, Principal
120 JoAnn Jordan, IAP
122 Fulton Brinkley, AAP
113 Ronald Bolden, Dean

Counseling Department
118 Karen Bradley
116 Rose Lew
112 Willis Huges
114 Joanne Katka
110 June Zwerdling

Computer Academy
229 Dan Gee
102 Emmanuel Oyeador
101 Joseph Sklar

Computer Tech
105 Melne Chappelle
102 Emmanuel Oyeador
101 Mildred Phillips

Culinary Arts
132 Karen Jones

English Department
141 Gilbert Chin
233 Lee Colman
231 Linda Cumby
229 Dan Gee
228 Deborah Gordan
225 Elizabeth Lay
223 JoAnn Matthews
226 Madelyn Pyeatt
241 ALice Taylor

E.S.L. Department
144 Emma Bailey
131 Brendan Cassidy
141 Gilbert Chin
148 Maria Guerrero
146 Hy Nguyen
203 Connie Welsh

Engineering Academy
S-5 Julio Escobar
S-3 Parker Merrill

Family & Consumer Science
132 Karen Jones
134 Clara Prescott

Fine Arts Department
140 Ron Chan
GYM Chelsea Charles
137 P.J. Flowers
A-6 Mary Napoleon

Foreign Language Department
129 Michelle Back
137 P.J. Flowers
135 Mary Jo Hurka
139 Marie Johnson
234 Vicki Silkiss

Health Academy
221 Wayne Brooks
300 Patricia Clark
217 David Deeleuw
216 Richard Fairly
228 Deborah Gordan
C-1 Rhonda Larkins
218 Patrick LeCourt
131 Lawerence Matlin
A-3 Betyse Steele

Library
Dorohy Rogers

Mathematics Department
237 Cheryl Chiu
S-5 Julio Escobar
216 Richard Fairly
201 Karen Green
A-5 Clarence Hodges
205 Keith Hodges
239 Vaughn Hovanessian
204 Sharon Jackson
202 Paul Kurose
207 Beverly Palley
206 Theodore Smith
203 Connie Welsh

Paideia
A-4 Marietta Joe
225 Elizabeth Lay
136 Joseph Sklar
103 Maryann Wolfe

Physical Education Department
Gym James Brown
Gym Robert Cryer
Gym Aslee Sherman
Gym Najuma Shurn

R.O.T.C
Armory Randolph Harris
Armory Paul Jones

Science Department

217 David Deleeuw
237 Lawerence Evans
216 Richard Fairly
210 Kathy Keeran
211 Hello Key
131 Lawerence Matlin



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238 Masefield Oloughlin
A-1 Mor Ris

Social Science Department
241 Wayne Brooks
236 Michale Dunlap
104 Thaxton King
219 K.C. O'Keith
207 Beverly Palley
134 Clara Prescott
136 Joseph Sklar
220 Alexandra Wasserman
130 Joel Wing
103 Maryanne Wolfe

Special Education Department
S-5 Barry Darett
S-5 Gail Karch
235 Kathleen Kranci
3 Tenneye Luper Johnson
S-2 Donna Olson
224 O'Neil Provost
S2- C Linda Sims
4 Claire Ungar

Resource Specialist Program
S-4 Mary Greene
4 Stephen Hall

Aide To The Handicapped
S-2 Virginia Diogo
S-2 Terrence Hands
S-5 Lavera Jermigan
S-5 Kapinga Katambwa
S-2 Alton Peoples
S-2 Rosetta Reeves
S-2 Ezra Teklemichael

Attendance Office
Marge Grodin
Myrtle Simmons
Dianne Thaxter

Cafeteria
Sally Corbin
Daniel Cornist
Stanley Gordon
Romona Owens
Margaret Phillips
Connie Smith

Campus Supervisors
James Gholar
Ross Sheffield
Rosemay Whisenton
Debra Williams-Holloway

Clerical Staff

Rochelle Brooks
Lilia Catacutan
Noma Collier
Gwendolyn Graham
Norris Lewis
Patricia Morton-Burkhardt
Pamela Murdock
Renee Vogel
Clara West

Custodial Staff
Joe Baptieste
Daryl Butler
Ernest Loera
Danny Neal
Manuel Odom
Ingrid Thoms

Instructional Assistants
Mildred Bellow
Betty Cole
Marie Ray-Kelsaw
Marcella Scruggs
Truong Tu
Velma Vaughn
Bu-Chang Yeh

Locker Room Attendants
Chris Dupree
Lucille Ward

Support Staff

Katherine Brown/ Clinic Intern
Bob Blades/ Speech Therapist
Bruce Buckelew/OTX
Angelique Casimiro/Computer Writing Center
Jane Chai/ Clinic Intern
Karen Collins/TSA
Richard Edwards/OWE
Estella Garcia/ Health Educator
Stephanie Gaw/ Clinic Intern
Donna Hall/Special Ed. Nurse
Genevieve Higgins/Clinic
Frank Lozier/ Computer Writing Center
Sandy Magan/Psychologist
Betty McGee/Outreach
Lynell Morris/ Clinic Intern
Ellis Ore/ STCL
Tony Snatangelo/ Clinic Coor.
Naomi Schapiro/Nurse Prac.
Rory Wilcove/OTX

Men's Athletic Director
James Brown

Women's Athletic Director
Karen Collins

Coaching Staff
Badminton, Ashlee Sherman
Baseball (V), Eugene Dennard
Baseball (JV), Nate Smith
Basketball (Men's V), Hodari McGavock
Basketball (Men's JV), Kevin Scott
Basketball (Women's V) Pam Williams
Basketball (Womens JV) Torrance Lindsey
Bowling, Torrance Lindsey
Cross Country, Willie Hyde
Football (V), Delton Edwards
Football (JV),K.C. O'Keith
Golf, Parker Merrill
Soccer, Hy Nguyen
Softball, Rosemary Whisenton and Bill Mags
Tennis, James Ray
Track, Willie Hyde and Margaret Dixon
Volleyball & Cheerleaders, Rosemary Whisenton
Wrestling, Ashlee Sherman



WASC 31035

# 1996-97 Calendar

## OAKLAND PUBLIC SCHOOLS

KEY
- First /Last Day of School
- Holiday
- Schools in Recess
- Districtwide Staff Training & Student Release Day
- Special schedule day — See information on reverse

- ■ Independence Day Holiday *(Schools/offices closed)* ... Thurs., July 4, 1996
  Teachers' Planning Days ... Thurs.-Fri., August 29, 30, 1996
- ■ Labor Day Holiday *(Schools/offices closed)* ... Mon., September 2, 1996
  Traditional Calendar School Year Begins* ... Tue., September 3, 1996
- — Staff Training Days - *Student Release Days - All District schools* ... September 3, 4, 5, 6, 1996
- ✸ **First day of classes for students** ... **Mon., September 9, 1996**
  Staff Training Days -*Student Release Days for selected schools* ... *(See schedule on reverse)*
- ■ Veterans' Day Holiday *(Schools/offices closed)* ... Mon, November 11, 1996
  American Education Week *(Schools in session)* ... November 18-22, 1996
- ■ Thanksgiving Day Holidays *(Schools/offices closed)* ... Thurs.-Fri. November 28-29, 1996
- — Winter Recess *(Schools closed)* ... December 23, 1996 - January 3, 1997
  *(Offices closed)* ... December 24, 25, 31 1996
  *(Offices closed)* ... January 1, 1997
- — Child Development Centers Winter Recess ... December 24, 1996 - January 1, 1997
  Schools Reopen ... Mon., January 6, 1997
- ■ Martin L. King, Jr. Day Holiday *(Schools/offices closed)* ... Mon., January 20, 1997
  End of First Semester *(Minimum Day)* ... Fri., January 24, 1997
  Beginning of Second Semester ... Mon., January 27, 1997
- — Staff Training Day - *Student Release Day - All District schools* ... February 7, 1997
- ■ Lincoln's Day Holiday *(Schools/offices closed)* ... Mon., February 10, 1997
- ■ Presidents' Day Holiday *(Schools/offices closed)* ... Mon., February 17, 1997
- — Spring Recess *(Schools closed - Child Development Centers open)* Mon.-Fri., March 24-28, 1997
  Public Schools Month *(Schools in session)* ... April, 1997
  Staff Training Day - *Student Release Day for selected schools* ... *(See schedule on reverse)*
  Day of the Teacher *(Schools in session)* ... Wed., May 7, 1997
  Classified Employees' Week *(Schools in session)* ... May 12-16, 1997
- — Staff Training Day - *Student Release Day - All District schools* ... May 16, 1997
- ■ In Lieu of Admission Day Holiday *(Schools/offices closed)* ... Fri., May 23, 1997
- ■ Memorial Day Holiday *(Schools/offices closed)* ... Mon, May 26, 1997
  Districtwide Minimum Days ... June 9, 10, 11, 1997
- ✸ **End of Regular School Year for Students** ... **Thurs., June 12, 1997**
  Teachers' Planning Day - End of Regular School Year for Teaching Staff ... Fri., June 13, 1997

* NOTE: Year-Round School calendars are available from the apropriate schools in July. The Master Calendar and the Testing Calendar are set during summer and published in September.

### REPORT CARD PERIODS (Ending Dates)

Individual student progress reports are sent to parents within one week of the following dates:

ELEMENTARY SCHOOLS **

| | |
|---|---|
| First | November 1, 1996 |
| Second | January 24, 1997 |
| Third | March 28, 1997 |
| Fourth | June 12, 1997 |

** NOTE: Year-Round schools have different instructional periods. Please request the appropriate calendar from school.

SECONDARY SCHOOLS

Fall Semester

| | |
|---|---|
| First | October 18, 1996 |
| Second | November 27, 1996 |
| Third | January 24, 1997 |

Spring Semester

| | |
|---|---|
| First | March 7, 1997 |
| Second | April 25, 1997 |
| Third | June 12, 1997 |

JULY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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Revised 5-4-96



WASC 31036

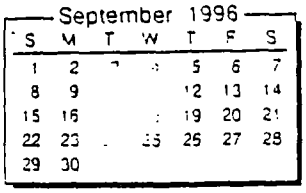
OAKLAND UNIFIED SCHOOL DISTRICT

1996-97 SCHOOL YEAR

# STAFF DEVELOPMENT & STUDENT RELEASE DAYS CALENDAR

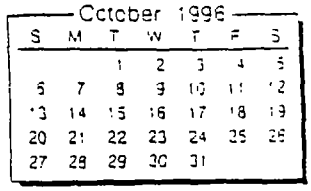
| 1996 | | | | | 1997 | | |
|---|---|---|---|---|---|---|---|
| SEPTEMBER 3, 4, 5, 6 | SEPT. 30 & OCTOBER 1 | OCTOBER 3, 4 | OCTOBER 7, 8 | NOVEMBER 6 | FEBRUARY 7 | APRIL 9 | MAY 16 |
| | | | | Regular class day for Group A, B, & C Schools | | Regular class day for Group A, B, & C Schools | |
| STUDENT RELEASE DAY FOR **ALL DISTRICT SCHOOLS** | STUDENT RELEASE DAY FOR **GROUP A SCHOOLS ONLY:** Brookfield, Burbank, Burckhalter, Emerson, Golden Gate, Grass Valley, M.L. King, Longfellow, Prescott, Sherman, Webster | STUDENT RELEASE DAY FOR **GROUP B SCHOOLS ONLY:** Garfield, Havenscourt, Highland, Hillcrest, Horace Mann, Kaiser, Lockwood | STUDENT RELEASE DAY FOR **GROUP C SCHOOLS ONLY:** Fremont, King Estates, OaklandTech., Skyline | STUDENT RELEASE DAY FOR **ALL OTHER SCHOOLS** | STUDENT RELEASE DAY FOR **ALL DISTRICT SCHOOLS** | STUDENT RELEASE DAY FOR **ALL OTHER SCHOOLS** | STUDENT RELEASE DAY FOR **ALL DISTRICT SCHOOLS** |

# 1996-1997
# OAKLAND TECHNICAL HIGH SCHOOL




## September

2 *Labor Day*
9 School Opens
3:45pm Staff Meeting
13 FB-Concord-T JV-5:00p.m. V-7:30 p.m.
18 Club Day (Lunch)
19 Army Cinema Van Educational History
21 FB-Franklin JV-11:00 V-1:00
22 *Autumn begins*
23 Senior Class Orientation (3rd Period)
PTSA Meeting
24 Senior Picnic
25 Class Orientation 11th-2nd Period
26 Class Orientation 10th-3rd Period
27 Class Orientation 9th-2nd Period
28 FB-Salesian JV-11:00 V-1:30
29 Class of 1954 Alumni Class A's Baseball Game




## October

VB-Jamboree
TN-Castlemont(Chabot)
All City Council
3 TN-Fremont
Soc-Jamboree
VB-Mack
4 FB-St. Elizabeth V-3:45
7 Staff Development (Students Do Not Come To School)
8 Staff Development (Students Do Not Come To School)
TN-McClymonds-Chabot
VB-Castlemont
Soc-McClymonds
10 TN-Skyline-Chabot
Soc-Castlemont(H)
VB-Oakland-T
14 *Columbus Day (Observed)*
3:40pm Staff Meeting
15 TN-Oakland-Chabot
Soc-Oakland
VB-Skyline
16 CC-Oakland
17 Soc-Fremont
TN-Castlemont-Elmhurst
FB-Castlemont-JV-T
VB-Fremont T
18 End Of 1st Marking Period
FB-Castlemont-H
19 PSAT
22 TN-Fremont-Laney
Soc-Skyline
VB-Skyline
23 CC-McClymonds
24 TN-McClymonds-Def
B-Castlemont
Soc-McClymonds-Raimondi
VB-Castlemont-T
FB-Oakland-T JV
25 FB-Oakland-H
Homecoming Rally/Dance
26 ACT-Tech
27 *Daylight Savings--set back 1 hour*
28 PTSA Meeting
29 TN-Skyline

## October

29 VB-Oakland
Back To School Report Card Pick-Up
30 CC-Castlemont
31 *Halloween*
TN-Oakland-Davies
B-Skyline
Soc-Oakland-H
VB-Skyline-H



WASC 31038

# 1996-1997
# OAKLAND TECHNICAL HIGH SCHOOL

**December 1996**

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**January 1997**

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**February 1997**

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**March 1997**

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**April 1997**

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**May 1997**

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Dates subject to change

## December

4 All City Council
5 FB-Transbay 7.00 p.m. Kezar Stadium
Student Senate
6 Fall Sports Banquet
9 Staff Meeting (Library)
10 GBB-Acalanes
11 YES Club Food Sale
14 ACT-Tech
19 BBB-Berkeley Tournament
*21 Winter begins*
23 Winter Break
24 Winter Break
*25 Christmas*
Winter Break
26 Winter Break
27 Winter Break
30 Winter Break
31 Winter Break

## January

*1 New Year's Day*
Winter Break
2 Winter Break
3 Winter Break
6 School Re-Opens
8 All City Council
11 OAL Jamboree
13 Staff Meeting (Library
14 BB-Oakland (B-T) G-H)
16 W-Castlemont (T)
17 BB-Skyline (B-H) G-T)
*20 Martin Luther King, Jr. School Closed*
24 Vietnamese New Year Luncheon
END OF 1ST SEMESTER/MINIMUM DAY
27 PTSA Meeting
28 BB-Fremont (V-T) (JV-H)
30 W-Oakland (H)
31 BB-McClymonds (B-T) G-H)

## February

5 All City Council
BB-Castlemont (B-T) (G-T)
6 Student Senate
W-Fremont (T)
7 Staff Development (Students Do Not Come To School)
8 ACT-Tech
10 Lincoln's Day Holiday/School Closed
11 Staff Meeting (Library)
12 Senior Activity
BB-Oakland (B-H) (G-T)
13 W-McClymonds (H)
14 BB-Skyline (B-T) (G-H)
Valentine Dance
*17 President's Day Holiday/School Closed*
19 BB-Fremont (V-H) (JV-T
20 W-Skyline
21 BB-McClymonds (B-H) (G-T)
*22 Washington's Birthday*
24 PTSA Meeting
26 BB-Castlemont (B-H) (G-T)
27 Lip Sync
28 Black History Assembly

**June 1997**

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**July 1997**

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**August 1997**

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**September 1997**

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**October 1997**

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**November 1997**

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10/10/1996



WASC 31039

# 1996-1997
# OAKLAND TECHNICAL HIGH SCHOOL

**December 1996**

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**January 1997**

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**February 1997**

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**March 1997**

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**April 1997**

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**May 1997**

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## March

1 W-OAL Finals
4 BB-OAL Playoffs
Filipino Food Sale
6 TN-Jamboree (Laney)
BB-OAL Playoffs
7 END OF 4TH MARKING PERIOD
S-Oakland (H)
10 Staff Meeting (Library)
11 Carter Visits
T-Castlemont
13 Westlake Visit
T-Fremont (Laney)
14 S-Skyline
*17 St. Patrick's*
18 T-Castlemont
T-McClymonds
SB-Fremont(H)
19 Claremont Visit
BSB-McClymonds
*20 Spring begins*
T-Skyline (Chabot)
SB-McClymonds (H)
21 S-McClymonds (T)
BSB-Castlemont (Bushrod)
B-CIF Championship (Anaheim)
31 PTSA Meeting

## April

1 SB-Oakland (H)
T-Oakland (Chabot)
Filipino Food Sale
G-Oakland
2 All City Council
BDM-Fremont (T)
3 Student Senate
T-Castlemont
SB-Skyline
4 BSB-Fremont (H)
*6 Daylight Savings—set ahead 1 hour*
8 SB-Castlemont
T-Fremont (Laney)
G-McClymonds
9 BDM-Skyline
10 Intramural Basketball Game
T-McClymonds
SB-Fremont
11 BSB-McClymonds (H)
S-Fremont
12 ACT-Tech
14 Staff Meeting (Library)
15 G-Fremont
T-Skyline
SB-McClymonds
16 BSB-Castlemont
BDM-Oakland
17 T-Oakland (Davies)
SB-Oakland

**June 1997**

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**July 1997**

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**August 1997**

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**September 1997**

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**October 1997**

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**November 1997**

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Dates subject to change

10/10/1996

WASC 31040

# 1996-1997
# OAKLAND TECHNICAL HIGH SCHOOL

**December 1996**

| S | M | T | W | T | F | S |
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**January 1997**

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**February 1997**

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**March 1997**

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**April 1997**

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**May 1997**

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## April

18 BSB-Oakland (H)
19 Filipino Cultural Nite
21 OAL-Tennis (Doubles/Singles
22 G-Castlemont
SB-Skyline
23 BDM-McClymonds (T)
TRK-Castlemont/Skyline
BSB-Fremont
24 SB-Castlemont
25 END OF 5TH MARKING PERIOD
BSB-Skyline (H)
OAL Swim Oakland
28 PTSA
29 G-Skyline
SB-Fremont (H)
30 BDM-Castlemont
TRK-Oakland/McClymonds

## May

1 ASB/Class Elections
SB-McClymonds
2 BSB-Castlemont (H)
5 OAL Golf Medal Play
6 Filipino Food Sale
SB-Oakland (H)
7 Day Of The Teacher
Health Academy Festival
All City Council
8 Health Academy Festival
TRK-Oakland/McClymonds
SB-Skyline
9 Health Academy Festival
BSB-Fremont (H)
Senior Ball/Junior Prom (Centennial Ball)
*11 Mother's Day*
12 Staff Meeting (Library)
13 Spring Concert Assembly
SB-Castlemont
14 TRK-Skyline/Fremont
Spring Concert
15 ASB/Class Officer
16 Staff Development (Student Do Not Come To School)
22 TRK-Fremont
23 Admission Day Holiday (School Closed)
26 Memorial Day Holiday (School Closed)
28 TRK-OAL Preliminary
29 TRK-OAL Finals

## June

6 TRK-CIF State Track Meet
9 Staff Meeting
12 Last Day Of School For Students
5:00pm Graduation
13 Teacher's Work Day
*14 Flag Day*
ACT-TECH
*15 Father's Day*
*21 Summer begins*

**June 1997**

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**July 1997**

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**August 1997**

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**September 1997**

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**October 1997**

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**November 1997**

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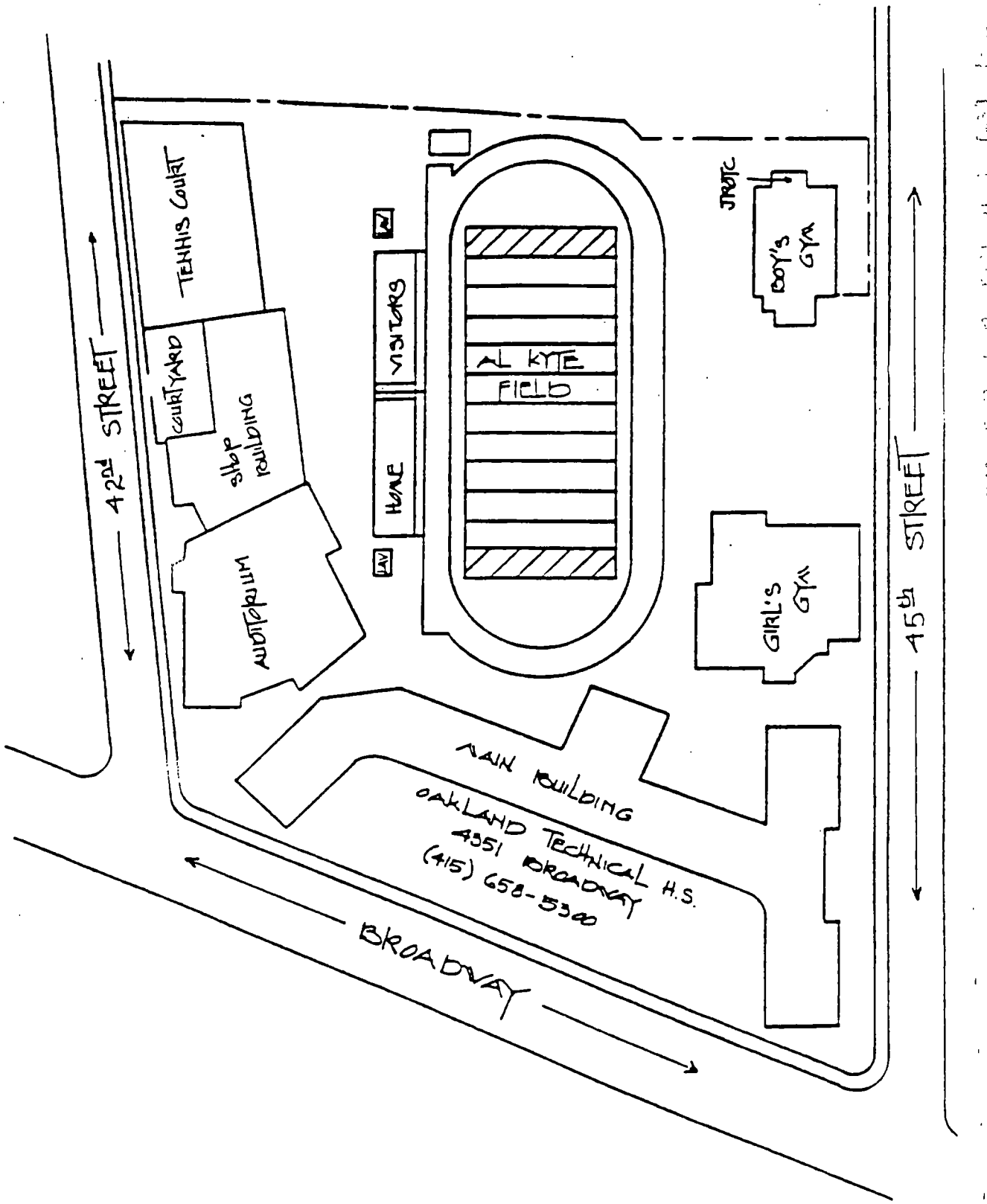
Dates subject to change

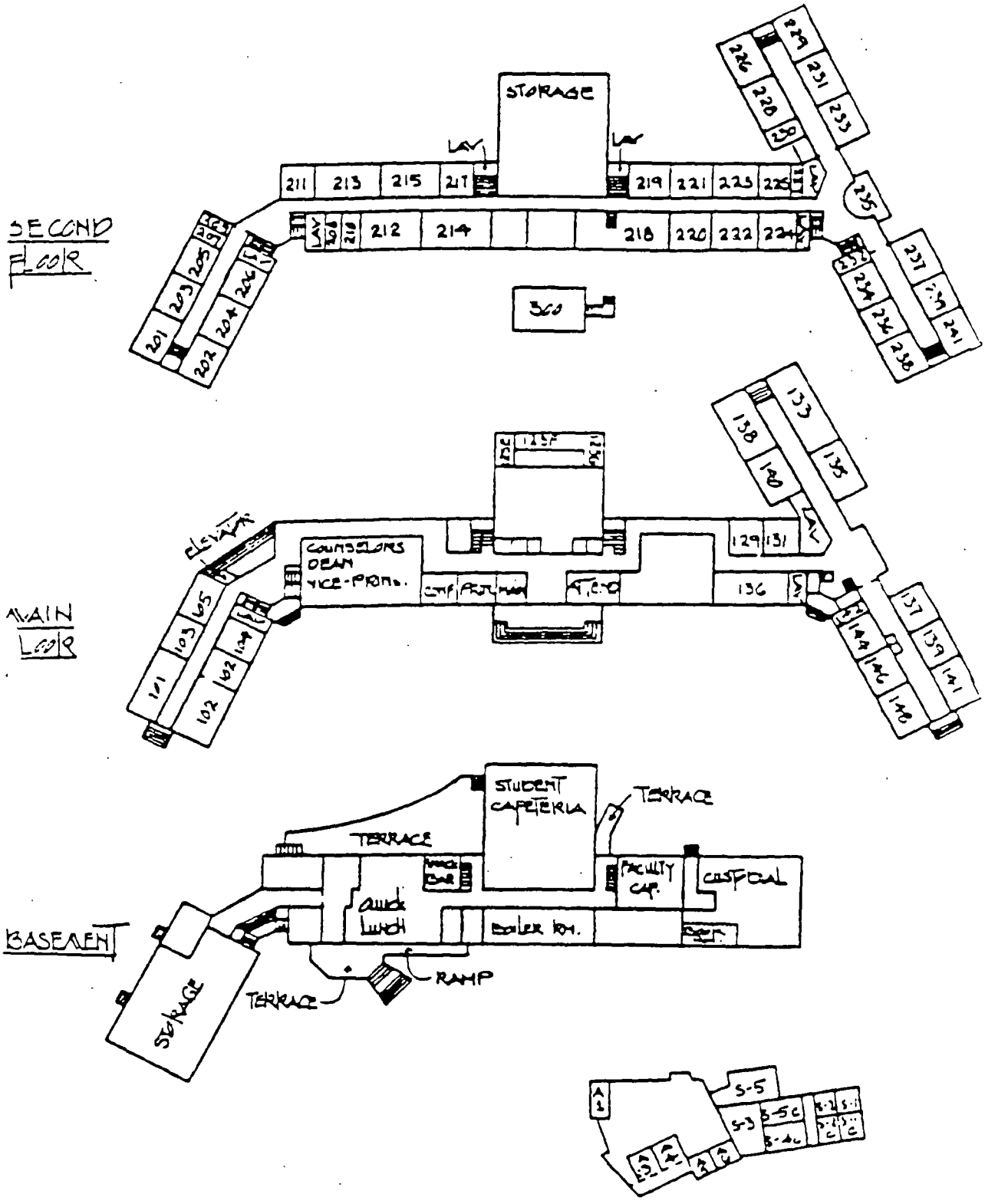
A-20 10/10/1996

**WASC 31041**


42nd STREET
TENNIS COURT
COURTYARD
SHOP BUILDING
AUDITORIUM
VISITORS
HOME
AL KYTE FIELD
JROTC
BOY'S GYM
GIRL'S GYM
45th STREET
MAIN BUILDING
OAKLAND TECHNICAL H.S.
4351 BROADWAY
(415) 658-5300
BROADWAY



WASC 31042


SECOND FLOOR
STORAGE
LAV
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MAIN FLOOR
ELEVATOR
COUNSELORS
DEAN
VICE-PRINS.
129
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BASEMENT
STUDENT CAFETERIA
TERRACE
FACULTY CAF.
CUSTODIAL
QUICK LUNCH
BOILER RM.
RAMP
STORAGE
S-5
S-3



WASC 31043

# Bell Schedule

## Monday, Tuesday, Thursday, and Friday

| | |
|---|---|
| Period A | 7:30- 8:25 |
| Period 1 | 8:30- 9:27 |
| Period 2 | 9:33-10:30 |
| Period 3 | 10:36-11:36 |
| Period 4 | 11:42-12:39 |
| LUNCH | 12:39-1:22 |
| Period 5 | 1:28-2:26 |
| Period 6 | 2:32-3:30 |



WASC 31044

# 2nd & 3rd Wednesday Bell Schedule

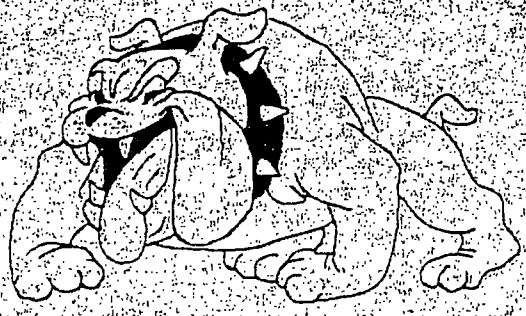
*(effective 9/11/96)*

| | |
|---|---|
| A Per | 7:30 - 8:24 |
| Per. 1 | 8:30 - 9:10 |
| Per. 2 | 9:15 - 9:55 |
| Per. 3 | 10:00 - 10:40 |
| Per. 4 | 10:45 - 11:25 |
| Per. 5 | 11:30 - 12:10 |
| Per. 6 | 12:15 - 12:55 |
| LUNCH | 12:55 - 1: 30 |

Oakland Technical

High School

WASC 31045



WASC 31046