

Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to learn from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

<p><i>What are some implementation successes that you'd like to lift up and share with others?</i></p>	<p>Students are receiving increased supports inside and outside of classes. Student Support Specialists and the Community Office staff continue to assist with building the culture of Oakland Tech and assist students with making the needed changes to improve the educational standing. Teachers have had more time to collaborate and are working on vertical articulation and building common assessments. The Instructional Leadership is build their capacity to lead teams and continue to assist with planning and leading professional development during staff professional development. Time is needed to build their instructional coaching skills to support teachers in their departments.</p>
<p><i>How do you know you were successful (evidence, data)?</i></p>	<p>To reflect on the Student Support Specialist position, teachers were surveyed: 97% of teachers who partner with SSS report seeing the SSS work with students who really need support and supporting them in making progress. Some teacher comments include: "Students absences are reduced, work is being turned in, students advocate for themselves, and students overall feel they have someone on their side outside of a teacher." "A very defiant student's attitude is softening, a student who rarely turns in work has been more positive and been making up assignments, a student who failed last year has made up a great deal of work to get a grade change" "I have noticed a huge change in the social/emotional safety students feel in regards to the SSS. Students have someone to be accountable to, while also feeling like they have a safe person to express themselves with. I have heard all the SSS names used positively from their caseload students (and non caseload students)." Feedback provided after professional development continues to improve and teachers state the deffrentiated learnings offerings are meeting their needs.</p>

Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<p>Challenges include humanities placement within pathways since many families value Paideia, which is not in a pathway and determining where these students are placed with the mandate of 100% placement. Flexibility in the master schedule, which does not allow students musc space to remediate grades/classes if they need to repeat. Process for changing from 1 academy to the next must be built.</p> <p>In regards to the role of the SSS - there was not shared understanding among the school community about their role, which created some tension between academic counselors and administrators in the cases where the counselors and administrators do not work directly with pathways... as the SSS, working directly with teacher teams, began asking questions about what was being done to support specific students and there are not clear or consistent systems in place to share this information or clear channels to differentiate the support an administrator would provide, vs. an academic counselor, vs. an SSS.</p>
<p><i>How do you know these were challenges (evidence, data)?</i></p>	<p>2 divisive community meetings that resulted in many hurt relationships and feelings. Formation of the Equity Team to begin adressing systems of inequity. Remediation options are only APEX and summer school, which students do not have access to until after 11th grade in most cases. APEX failure rate is high. APEX completion data does not show that APEX is the best system to remediate failed courses, although it is all we have as a district.</p>

Learning and Moving Forward

<p><i>What did you learn?</i></p>	<p>Our teachers must be engaged in a conversation about block scheduling in the Fall of 2017 if we are moving forward with a different configuration for the 2018-19 sy. A process for Paideia to become a part of a pathway must be considered on a greater level, to allow the community to feel resolved with any resolution. Schedule needs to allow more flexibility for remediation and acceleration. Alignment withing courses must be strenghtened to allow us to have a common defination of rigor, aligned grading practices and engaging curriculum.</p>
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How are you revising your strategies and pathway development work going forward based on what you learned?

We have learned that the students who we have identified as needing specialized support also need us to engage with them and their families in ways that are not traditional. More outreach will be tailored to meet their needs and the act of engaging and educating parents must become a priority if we hope to see the achievement gap close. Engaging the community in the change process is important and being clear with our school vision, vision and trajectory is important. Parents must make informed decisions.

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL

Complete this by: December 16, 2016

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School:

Oakland Technical High School

School ID: 305

1A. School Description

All students at Oakland Technical High School (Oakland Tech or simply "Tech") will acquire the skills needed to be productive citizens and lifelong learners. Oakland Tech is located on two campuses, across 13 acres in North Oakland with a total of 86 classrooms, a library, four computer labs, and a health clinic. Oakland Tech has a long history of offering innovative, rigorous and supportive programming, with a mission of providing a school where all students, staff, and parents work cooperatively and communicate respectfully. We offer a wide array of pathways and specialized programs, including Health & Bioscience; Biotech; Computer Science; Fashion, Art & Design; Engineering; Paideia; and Performing Arts.

1B. School Mission and Vision

All members of the Oakland Tech community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided with enriching curriculum and substantial support.

All students at Oakland Tech will strive to meet high expectations of character and academics.

As a result of these commitments, all Tech students will graduate:

- With the academic and social skills to pursue their future goals with confidence, through college, career training/apprenticeship programs, or immediate meaningful employment.
- Feeling empowered and ready to be responsible citizens within their communities.

1C. School Multi-Year WASC Goals

<i>Length of WASC Accreditation:</i>	2 years	<i>Last WASC Self-Study:</i>	2014-15	<i>Next Full Self-Study:</i>	2017-18
SCHOOL WASC GOALS					LCAP Goal Category
1. Create a comprehensive action plan/single plan for student achievement that outlines the school's goals with clearly defined tasks, persons responsible, resources, assessment, and a timeline, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners while coordinating the valuable and passionate contributions of all stakeholders.					
2. Provide better access for all students to the college and career center					
3. Coordinate the many and varied student support services;					
4. Consider developing functioning Professional Learning Communities in all disciplines					
5. Develop targeted professional development with follow-through					
6. Implement the Focused Annual Plan (FAP)					
7. Clarify duties and responsibilities of Upper Campus personnel					
8. Increase the cognitive engagement of many students; revise course failure make up procedures					
9. Strengthen the implementation of school wide learning goals					
10. Update the school website					

11. Procure more technology resources	
12. Reduce student stratification in honors and advanced placement courses; insure equity and equal access to all honors and advanced placement courses	
13. Insure equity and equal access to all honors and advanced placement courses	
14. Create a certificated student activities director position and a class for all elected student body leaders in order to plan, implement, and coordinate a thorough program of student activities	
15. Review the tardy process to make it more efficient	

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	49.8%	50.2%	TBD	TBD	5.6%	TBD	TBD	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	29.6%	0.2%	20.6%	16.8%	1.5%	0.3%	0.231	5.7%	TBD

1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	33.2%	33.5%	48.8%	53.7%	0.533	41.8%
Linked Learning Pathways (Grade 10)	44.3%	44.8%	51.4%	66.8%	0.57	58.1%
Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	86.1%	88.7%			TBD	TBD
Four-Year Cohort Dropout (All Students)	11.0%	8.8%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	32.4%	21.2%			TBD	TBD
Four-Year Cohort Dropout (SPED)	18.8%	9.8%			TBD	TBD
Percent of Students Leaving	4.8%	4.3%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	62.1%	68.8%	77.2%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	60.3%	51.0%	62.5%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	47.0%	53.9%	51.9%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	63.2%	63.5%	56.1%	44.8%	TBD
A-G Completion (Grade C or Better)	62.7%	65.3%	63.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	43.6%	44.4%	42.5%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	9.7%	26.7%	14.7%	TBD	15.6%	TBD
A-G Completion (English Learners)	21.7%	0.0%	21.4%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	40.0%	50.0%	TBD	20.8%	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	27.3%	28.2%	28.6%	TBD	25.7%	TBD
AP Course Access (African American Students)	10.9%	10.4%	11.9%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	72.4%	73.8%	19.0%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	32.7%	36.4%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	0.0%	48.1%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD

Dual Enrollment with Community College	----	13.5%	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	44.5%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	38.3%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	11.8%	10.9%	8.6%	6.3%	11.2%	TBD
Chronic Absence (Special Education Students)	24.5%	27.1%	23.5%	15.3%	18.7%	TBD
Chronic Absence (Foster Youth)	47.0%	42.9%	14.3%	16.7%	19.2%	TBD
Suspension Rate	4.7%	3.1%	2.3%	1.1%	TBD	TBD
No Suspensions (African American Males)	87.8%	91.8%	94.0%	97.4%	91.2%	TBD
No Suspensions (Foster Youth)	66.7%	90.5%	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	24.1%	31.4%	31.4%	36.9%	TBD	TBD
Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	6.0%	29.1%	23.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	5.7%	34.2%	21.1%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	47.3%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	30.9%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	0.5%	58.3%	19.1%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by: December 16, 2016

2A. Schoolwide Strengths and Challenges

Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	Graduation rates far above the district average. The A-G completion rate for the student body is 12 percentage points over the state average. Four year dropout rate is reducing for all subgroups. The four-year dropout rate for ELLs reduced by 11 percentage points, which is the greatest of all sub groups. The percent of students leaving the school continues to decrease. Increasingly more 9th grade students are on track to graduate each year.	A-G completion rate for AA , ELLs and SPED students are below the district rates and need to increase. On track to graduate rates for 10th, 11th and 12th graders are higher than the district averages but stagnant. 75% of students go onto college, but only 20% to 4 year colleges	A-G completion rates for AA males and ELL students is low.

Post-Secondary Readiness	AP course access is greater than the district average. AP pass rate is greater than district average. Students have access to ECCO internships, career speakers, industry experiences, career exploration visits. Students receive ECCO curriculum through their CTE course. College readiness dual enrollment course offerings are increasing in response to student demand. High AP access rate.	23% of all students are gaining access to AP courses, but only 13% of African-American students are. Only 40% of students enrolled in AP courses are passing them.	Only 40% of students enrolled in AP courses are passing them.
Climate and Culture	Chronic absence rates of all students is decreasing and is below the district average. Suspension rate continues to decrease. The suspension rates for AA males and foster youth are below the district average. Parent participation in the California Healthy Kids Survey is increasing yearly. Students report great satisfaction with their pathway courses as well as their content courses. Student engagement is increasing through observation data. Increased systems of support are available to students. Campus is calm. Continued development of positive social and academic student interactions.	Chronic absence rates of SPED and foster students are lower than the district averages, but double the rate for the entire student body. Through observations, discord among staff is evident. Greater than 300 students earned below a 2.0 GPA. Many students (especially girls) struggling with depression, feelings of lack of self-worth, and low confidence.	Chronic absence rates of SPED and foster students are lower than the district averages, but double the rate for the entire student body.
Rigorous Academics	The reclassification of ELLs is greater than the district average. SBAC proficiency is greater than the district average in both math and ELA. Individual teachers have strong curriculum. AP English class added this year.	not enough students A-G ready (38% meet A-G requirements at C or better/ 53% complete A-G) 40% of students are 2 or more grade levels below on the SRI a lack of differentiation in classrooms teachers too isolated testing culture interrupts engaging curriculum for students; not enough time to dive into engaging instruction	A-G completion rates for AA males and ELL students is low.
Pathway Development	Providing small learning communities where admin, group of teachers and community are aligned have provided more experiences and engagement opportunities for students. Our targeted pathway outreach plan has provided students with clear information about pathways and has created a positive culture surrounding student options.	Diversity of pathways and programs is challenging. Engineering is the least diverse pathway and math plays an important role in this challenge. Academy growth has lead to increased teachers participating in pathways, thus our need to support their growth. The expansion of one program impacts others in regards to master scheduling and student selection. Paideia role in the school has been a challenge as they hold onto a role that is neither a pathway or program that adheres to the expectations of the school or district. Additionally, our plan to allow students to change academies will be developed. This is challenging with our current master schedule.	Master scheduling on a 6 period day
2B. Schoolwide Root Cause Analysis from Measure N Design			

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;">Root Cause Analysis Primer.</p>		
Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	A-G completion rates for AA males and ELL students is low.	Graduation rates for Latino and English language learning students were impacted by the CAHSEE, although this is not a current measure used to determine graduation. Many students fail classes early in their educational career, and there are not many options to recover credits. Many students are entering high school without the needed prerequisite skills. Latino students and English language learners are not engaged. We need to address whether or not our English language learners are in classes where they are getting time and attention. English language learners have greater language needs that are not being addressed consistently across all grades and subjects. Greater structures are needed by English language learners and English language learners. Students may not be getting the same high expectations from adults inside and outside of school. Students are not working hard and will settle for an alternative education diploma. Large class sizes. Some students are experiencing economic pressures that require them to work outside of school, which impacts their ability to access tutoring and meet with teachers. Legal issues with citizenship may be causing stress or adding difficulties.	Equity/Access/ Achievement
Post-Secondary Readiness	Only 40% of students enrolled in AP courses are passing them.	Students that fail classes early in their educational careers do not have many options to recover credits and accelerate learning. Many students are entering high school without the needed prerequisite skills. More education is needed around A-G for all. Some students have experienced much trauma which impacts their ability to focus. Some teachers lack the cultural competency to address students' needs and behavioral issues and/or the cultural knowledge to engage all students. Strong learning partnerships between students and teachers are not being formed throughout the school, although they do exist. Teachers lack of strategies to address behavioral issues or time to address them on the spot. African-American students feel less trust in their teachers. There are not enough adults on campus to support students behavioral choices. Students have many needs that need to be addressed. Low self esteem.	Building a Rigorous Academic Core: Student Conditions
Climate and Culture	Chronic absence rates of SPED and foster students are lower than the district averages, but double the rate for the entire student body.	SPED students need more support in college prep classes and around responding properly, and making choices so that they do not become overwhelmed with the challenging curriculum. SPED students and foster youth need to feel that their absence is noticed by adults and a consistent plan to remediate learning for all students needs to be developed schoolwide. Some students have experienced much trauma and need support on campus to neutralize these instances and provide greater stability for students and families. Some teachers lack the cultural competency to address the needs students. TGDS will be used by all administrators to provide teachers with effective feedback to improve instruction for all students. Through the use of TGDS, teachers will gain a knowledge of effective strategies. Strong learning partnerships between students and teachers are not being formed. African-American students feel less trust in their teachers and less connection to school. Adults on campus are needed to provide greater support to students	Building a Rigorous Academic Core: Teacher Conditions

Rigorous Academics	A-G completion rates for AA males and ELL students is low.	Grading policies do not reflect student standards mastery. There is great disparity from classroom to classroom re: expectations for work and accountability for demonstrating mastery of standards. Students have not been provided the appropriate academic interventions in middle school and enter high school. Students and families do not understand course options or support needed. ELD courses are not A-G, Students are not receiving the instruction needed to learn because they must first understand the language then the learning. Students of color report feeling isolated in high academic track classes. They report not entering them because they don't see students who look like them. The workload, especially homework, is overwhelming for some students who have a lot of responsibilities at home. TGDS will be used by administrators to systematically provide feedback to teachers about their instruction to improve outcomes for all students. No bilingual family liaison this year. Need more academic supports for EL's.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Master scheduling on a 6 period day	Our current 6th period does not allow enough flexibility in student programing. Many students need support, course remediation, acceleration and choice can not be accommodated. Pathway demographic and equity challenges are being addressed. Engineering continues to be the pathway with the least demographic diversity. Math abilities of incoming 9th grade students must be addressed. The pathway requires students to have strong math skills to be able to be competitive in the pathway. Paideia is a very popular program that has been at Tech for 20+ years and has a great population within the community. Many affluent parents have chosen to forgo private school to attend Tech to be a part of this program. The challenge of incorporating this program and academies is challenging to pathways who need a degree of student purity to maintain funding. Diversity within the program is also an issue that is being addressed.	Program of Study & Master Scheduling

2C. Current Strategy Analysis

Instructions: *Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy: Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing, by increasing teachers' capacity to differentiate and meet learning needs of students.	Not Yet	Yes	Differentiation professional development for teachers had not been implemented

<p>Culture & Climate Improvement Strategy:</p>	<p>An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely, and assigned academic interventions. Homeless and Foster youth will be supported by Student Support Specialists and be provided with SEL support from the Community Schools Office team.</p>	<p>Yes</p>	<p>Not Yet</p>	<p>SSS are supporting identified students. Academic tutors are providing support for Algebra and Geometry. Counselors arranging SST meetings for students in 10-12.</p> <p>97% of teachers who partner with SSS report seeing the SSS work with students who really need support and supporting them in making progress. Some teacher comments include: "Students absences are reduced, work is being turned in, students advocate for themselves, and students overall feel they have someone on their side outside of a teacher." "A very defiant student's attitude is softening, a student who rarely turns in work has been more positive and been making up assignments, a student who failed last year has made up a great deal of work to get a grade change" "I have noticed a huge change in the social/emotional safety students feel in regards to the SSS. Students have someone to be accountable to, while also feeling like they have a safe person to express themselves with. I have heard all the SSS names used positively from their caseload students (and non caseload students)."</p> <p>Some challenges include that the SSS role was not clearly established and, in the cases where counselors and admin do not work directly with pathways, there was confusion as SSS work directly with teacher teams to provide student supports and had a difficult time coordinating with counselors and APs who do not. There also were few options for intensive academic supports/ credit recovery for the SSS caseload students.</p>
<p>Pathway Development Strategy:</p>	<p>Pathway cohorts will grow and reflect the diversity of the school population. Students not in a pathway will be taught by teachers who will collaborate to increase student achievement through participating in cycles of inquiry while developing cross curricular lessons and conferring about the best instructional strategies to support students.</p>	<p>Not Yet</p>	<p>Yes</p>	<p>Due to Master schedule issues, pathways are not pure, thus not allowing collaboration to be maximized. Teachers are focusing on interventions. Cross curricular lesson planning for teachers not in pathways has not happened, however pathway teams are building their toolkits of shared best instructional strategies and working to align unit planning elements and soft-skills learning progressions and assessments across their team in preparation for cross-curricular planning.</p> <p>The number of students in pathways historically has been about 60%. The intent is to raise this participation rate to 80% or more. The strategy has been to encourage 9th grade students to rank their first 3 choices for pathway in February through an Academy Fair and visits to classrooms. This year, the assignment of student advocates from the pathway to talk with potentially interested students was added. In addition to these time and facility resources, paper handouts were produced. The planning has been effective. There were barriers in the sense that the school provides special programs for students, and the programs are not part of a pathway. This creates a disincentive for some students to choose a pathway, or creates an apparent conflict between two opportunities. Some research was done into ways that a special program could replace a portion of pathway curriculum in some grades. Pathway selection participation was over 80% for next year. This is effective. The school has capacity to produce further change. This would require some policy decisions about curriculum and teacher training.</p>
<p>Design Feature #1 (New/Emerging):</p>	<p>Increasing the utility of 0 period to allow an increase in the number of dual enrollment classes available to serve students</p>	<p>Not Yet</p>	<p>Yes</p>	<p>0 period classes have been implemented. Dual enrollment classes are currently during the school day or after school. The number of dual enrollment classes have increased. Singletons may be moved to 0 period to allow more flexibility in the master schedule.</p> <p>The major problem with zero period this year is not having enough courses for PEC students and siblings of 9th grade. DE would help to eliminate the problem of not taking a class but we could also offer grade level study halls (for credit). We need to research the possibility of adults Sped aides taking a course on campus where they could earn a certificate in order to offer more for SH students zero period. A DE course on counseling is needed to give students info on college. More need to be done for Sped students. Whatever is offered for reg ed students, should also be available for Sped students. There NEEDS to be a data dive into how effective zero period was for 9th. If it is going to cause them to fail, it needs to be revamped or deleted.</p>

<p>Design Feature #2 (New/Emerging):</p>	<p>Pilot 9th grade Computer Science class. Cultural competency training for staff.</p>	<p>Yes</p>	<p>Yes</p>	<p>9th grade students are enrolled in Computer Science classes. CS teachers are reluctant to teach advisory. Teachers are not engaged in Advisory lessons. Staff professional development has focused on trauma responsiveness and strategies.</p> <p>These are 2 separate design features... 9th Grade CS Cultural Competency Training</p> <p>With the support of Intel, the CS pilot class was intended to support the growth of our Computer Academy pathway while giving students a baseline entry point into the world of Computer Science. Effectiveness of the program is debateable for a myriad of reasons. 1) because of the issues with attendance for many 9th graders zero period (which we had to create to allow for room on the Master Schedule and placing students into the classes). 2) the rigor of the CS curriculum was too easy for some of our higher level students. 3) the CS teachers did not have CBs initially as the CB orders were delayed. This meant CS teachers had to take four CB carts out of general circulation and impacted classes across the board. 4) Additionally the CS instructors were not informed for properly prepared to teach the Advisory component, which they have since embraced. The CS teachers love teaching the subject and are intent upon making the course more rigorous and more challenging next year.</p>
<p>Design Feature #3 (New/Emerging):</p>	<p>Creating a culture and attendance team that proactively engages students and families in efforts to improve attendance and school performance, while implementing effective systems to prevent students from slipping through the cracks.</p>	<p>Yes</p>	<p>Yes</p>	<p>Tardy sweeps being implemented. Follow up needs to be strengthened. Bulldog Bucks store opening 2nd semester. Research and implement home visit campaign. Resources include: Website: The Parent Teacher Home Visit Project http://www.pthvp.org Video: "Teacher Home Visits Can Lead to School Transformation" https://www.youtube.com/watch?v=G72S3dgtJ2E Articles: "Teacher Home Visits Transform Learning" http://chicago.suntimes.com/other-views/7/7/1/184751/teacher-home-visits-transform-learning</p>
<p>Signature Element #1 (Established):</p>	<p>9th grade families</p>	<p>Yes</p>	<p>Yes</p>	<p>house meeting agendas/data (see 9th grade tab)</p> <p>9th Grade SRI data - more improvement than any other grade</p> <p>This will be the 5th year of the 9th grade model being implemented. With so many of our students coming from a variety of backgrounds and experiences, it is important to establish a program that allows entry points for all students to access engaging curriculum and be supported. We have had to change the structure slightly since it's inception in order to decrease the chance of tracking. In the last few years, teachers have been taking on more leadership roles in a distributed leadership model that is intended to keep the houses aligned. Making sure that the houses have the same conference period is key but challenging when constructing the master schedule.</p>

<p>Signature Element #2 (Established):</p>	<p>Student supports that begin during the Summer Bridge program for Incoming 9th grade students and continue throughout a student's educational career at Tech.</p>	<p>Yes</p>	<p>Yes</p>	<p>roughly 50% of incoming 9th grade students attended Summer Bridge. Senior mentors were trained to facilitate discussions and culture work. PASS 2 class provides workshops inside of 9th grade classrooms. Tutoring is available for students in language arts, biology and math. Math push in support is being provided in algebra classes.</p> <p>There were several reasons why we created the Summer Bridge program for incoming 9th graders. For one, we know that many students have questions or anxieties around the transition to HS from MS and we see it as an effective way to introduce them to the culture of the school, as well as the physical layout of our campus. Additionally, we know that many of our 9th grade students come from different schools and backgrounds (traditional feeder schools, small private and charters, etc.) and the bridge program gives us an opportunity to bring those students together so that they can meet new people and get the fear of meeting new people out of the way so that they can focus on learning.</p> <p>To facilitate the program, we generally hire one administrator to run the administrative day to day tasks of the school. In the past we have hired four teachers to teach subjects that range from Math and English as well as classes that focus on SEL and RJ practices. That being the case, we utilize four different classrooms and we also invite some of our community partners I-VISIONARY academy and SLICE to run community building activities each day.</p> <p>Overall, I believe that the summer program was effectively planned. That is not to say that there is no room for improvement, but all in all, it was effectively planned and implemented with fidelity. The only barriers to implementation were the fact that space was limited and demand was high so not all students that desired to participate had the opportunity to enroll. Overall, I would say the program was effective. Attendance rates were high. Students reported to me informally that they enjoyed it and many of them still maintain friendships with those people they met during that time. Additionally, I observed students engaged in the classes and was pleased to see students building relationships and expressing themselves positively. As a result, I believe that the program has a great capacity for change and is effective as far as incorporating the students into the positive aspects of Oakland Tech while getting them oriented to the social and academic aspects of the school.</p>
<p>Signature Element #3 (Established):</p>	<p>Non-pathway cohorts and all other pathways, supported by a minimum of two lead teachers with paid collaboration time, an administrator, student support provider, a counselor and a set of individualized student supports.</p>	<p>Not Yet</p>	<p>Not Yet</p>	<p>Pathways have 2 directors/lead teachers. Pathways receive 1 minimum day to meet and have funds to meet additionally. Pathways have taken retreats. NonPathway teachers are identifying the areas of interest for their work for the remainder of the year. A new pathway is being formed. Teachers will have the ability to vet their interest to work on the pathways and develop the focus.</p> <p>This structure of cohorting administrative pods (counselor, admin, SSS with pathway teacher teams) was not an established practice, but was intended as a design feature this year. This cohort or pod model was designed and articulated, but only partially implemented. Each large pathway (Health, 9th grade, Computer, FADA) had a student support provider acting as both a case manager and a WBL support person within the pathway. The principals met with counselors and the wider administration at the end of last year to discuss each of them working to support pathways, however the shift wasn't made this year and counselors continued with their regular caseloads (ie. A-K) while administrators continued with their division of tasks as per previous years with 2 exceptions. 9th grade has an administrator, a counselor, and a support provider.</p> <p>The co-lead model for pathways was continued for Computer Academy and FADA this year. Health Academy trained 2 new leads for co-leadership.</p> <p>Each pathway developed and/or refined their sets of individualized student supports in collaboration with their student support specialist. This resulted in the identification and alignment of tier 1 and 2 interventions within pathways. This including the piloting of a 3-1 model math tutoring program (9th grade), a piloting of case management/ academic mentoring for 20 students within each pathway identified by teacher teams looking at D & F lists, credits, test scores, and student behavior/ demeanor across classes, a piloting of Student Led Academic Conferences, and a piloting of teacher protocols for students of concern which allow pattern analysis and record keeping to track progress, identify strategies that work, and refine teacher collaboration practice in support of students. All of these strategies implemented in the 9th grade required administrative and counselor support. The pathways struggled with implementation because they lack the same type of administrative and counselor support.</p> <p>Challenges to Implementation: It is incredibly difficult for counselors and admin to take on pathways while they are still doing all the existing tasks they have. Restructuring is a gradual process. APs and Counselors are being engaged in PD by the district that is disconnected from pathway development which makes it difficult for them to devote the time needed to learning about pathways and integrating their work into pathways while they are constantly being asked to do competing things.</p>

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
- 9th grade students 2 or more (reading levels below) will accelerate more than 1 year in their 1st year at Tech	- students and staff need to be supported in learning communities that reflect the demographics of the school - an increase of 10th grade on track to graduation interrupt the historical patterns of structural racism that create opportunity gaps for low income students of color

4. ANNUAL SCHOOL GOALS Complete this by: **December 16, 2016**

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	On Track to Graduate	English Learners	59.5 %	69.5%	79.5%	1. Create a comprehensive action plan/single plan for student achievement that outlines the school's goals with clearly defined tasks, persons responsible, resources, assessment, and a timeline, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners while coordinating the valuable and passionate contributions of all stakeholders.
Post-Secondary Readiness	All students (focus on AA/Latin@) will be enrolled in a minimum of 2 or a combination of 2 college/career ready experiences by the end of their 12th grade (Dual Enrollment, AP , Internship)	Pathway Participation	All Students		50.6%	55.0 %	2. Provide better access for all students to the college and career center
Climate and Culture	All Teachers work towards developing culturally responsive practices as measured by student survey data re: engagement. Parent education increases to support parents in understanding options available to students and how to support them through credit recovery and staying on-track to graduate.	Social Emotional Learning	All Students				5. Develop targeted professional development with follow-through
Rigorous Academics	Align the school around a more shared definition of "rigor" using graduate capstone work (focus on argumentation) as well as aligning grading around a set of agreed-upon, performance-based standards	A-G Completion	All Students				5. Develop targeted professional development with follow-through
Pathway Development	By 2020 80%-100% of students will be enrolled in a pathway	Pathway Participation	All Students		80% of 10th graders		4. Consider developing functioning Professional Learning Communities in all disciplines

5. STRATEGIES Complete this by: **February 28, 2017**

Focused Annual Plan (FAP) Major Improvement Strategies		
Identify five major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria

Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Culture & Climate/SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support.	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Development/ Implementation Strategy:	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

Measure N Design Features

Identify up to three Measure N design features that support your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Student support specialists work directly with students and teachers to provide increased student supports	Personalized Student Support	School Leadership & School Vision
Measure N Design Feature #2:	Tutoring and peer tutoring opportunities are increasing	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3	WBL learning coordinator to coordinate opportunities for students within and outside of pathways.	Work-Based Learning	Personalized Student Support

Signature Elements (Established Practices)

Identify up to three established signature elements that support your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	BOOST tutoring	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Signature Element #2 (Established):	Student Support Specialists that provide Tier 1 support to neediest students	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	Differentiated professional development for teachers and school staff	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by: February 28, 2017

Instructions:	<p>Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.</p> <p>Target Student Group: For each action, choose a primary student group that you expect to benefit.</p> <p>Title I Requirements: If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).</p> <p>REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.</p>
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Schoolwide Language & Literacy Improvement Strategy: Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.							
Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
English Intervention for students that are entering the 9th grade and reading 2 or more grade levels below.	A4.1: English Learner Reclassification	English Learners	LCFF Supplemental	.4FTE	1105	Focus on academic discussion that with targeted literacy supports for 9th grade students.	Differentiation for Low-Performing Students
1.0 FTE for a teacher dedicated to support English Language Development for or EL students and reduce class size	A4.1: English Learner Reclassification	English Learners	LCFF Supplemental	1.0 FTE	1105	Student Support Specialists that provide Tier 1 support to neediest students	Targeted Support for English Learners
Invest in Reading Libraries in 9th grade California Studies	A3.2: Reading Intervention	Low-Income Students	Title I: Basic	\$12,000.00	4200	Student Support Specialists that provide Tier 1 support to neediest students	Targeted Support for Low-Income Students
Mills Teachers Scholars program and inquiry around English Language Learners	A2.9: Targeted School Improvement Support	English Learners	Title I: Basic	\$28,000.00	5825	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Targeted Support for English Learners

Library Clerk to provide research and literacy assistance to students in need	A3.2: Reading Intervention	All Students	General Purpose Discretionary			Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Targeted Support for English Learners
Extended day for GATE students to provide mastery and receive additional credits	A3.1: Blended Learning	Other	PTO/PTA				
Increased tutoring and mentoring for males of color	A1.6: After School Programs	African-American Males	Grant			Tutoring and peer tutoring opportunities are increasing	Extended Learning Time

ILT plans and implements Professional Development for teachers to improve quality instruction	A2.10: Extended Time for Teachers	All Students	Measure N	\$12.00	1105	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Teacher PD
Continued outreach to parents in East Oakland neighborhoods	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff						
AASAP parent group will provide educational opportunities to parents during weekly meetings	A3.3: Family Engagement focused on Literacy Development	African-American Students	PTO/PTA	\$0.00			Family Engagement

Schoolwide Mathematics Improvement Strategy: Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
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Pathway Development/Implementation Strategy: Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Allocation to Computer Pathway	A1.1: Pathway Programs		Measure N	\$60,000.00	4399		
Allocation to Fashion, Arts & Design Pathway	A1.1: Pathway Programs		Measure N	\$50,000.00	4399		
Allocation to Health Pathway	A1.1: Pathway Programs		Measure N	\$70,000.00	4399		
Allocation to Engineering Pathway	A1.1: Pathway Programs		Measure N	\$30,000.00	4399		
Allocation to Biotech Program	A1.1: Pathway Programs		Measure N	\$20,000.00	4399		
International Studies for Race, Law and Public Policy	A1.1: Pathway Programs		Measure N	\$100,000.00	4399		
Allocation to 9th grade	A1.1: Pathway Programs		Measure N	\$106,000.00	4399		
FTE for development of the International Studies pathway teacher team.	A1.1: Pathway Programs		Measure N	.8 FTE	4399		
Pathway Coach for Oakland Tech	A1.1: Pathway Programs		Measure N	\$65,935.26	5708		
Pathway Lead Conference Period for Health Academy Academy	A1.1: Pathway Programs		California Partnership Academy	.20 FTE	1105		
Pathway Lead Conference Period for Computer Academy	A1.1: Pathway Programs		California Partnership Academy	.20 FTE	1105		
Pathway Lead Conference Period for FADA	A1.1: Pathway Programs		Measure N	.20 FTE	1105		
Pathway Lead Conference Period for Engineering Academy	A1.1: Pathway Programs		Measure N	.20 FTE	1105		
Pathway Lead Conference Period for Race,Policy and Law Academy	A1.1: Pathway Programs		Measure N	.20 FTE	1105		
Pathway Lead Conference Period for Race,Policy and Law Academy (curriculum support)	A1.1: Pathway Programs		Measure N	.20 FTE	1105		
Pathway Lead Conference Period for 9th grade Academy (curriculum support)	A1.1: Pathway Programs		Measure N	.20 FTE	1105		
Staffing for class size reduction in pathways to keep pathways pure							
4.0 FTE Student support specialist (4 positions)	A1.1: Pathway Programs		Measure N				
1.0 FTE College and Career Readiness Specialist to provide direct support for the site	A1.3: A-G Completion	Low-Income Students	Measure N				
.2 FTE for College and Career Readiness Specialist to have 1.0 dedicated to the sites	A1.1: Pathway Programs	Low-Income Students	Measure N	\$18,460.00			
Student Support Specialist positions for each pathway	A1.1: Pathway Programs	Low-Income Students	Measure N	\$230,000.00	5825	Student Support Specialists that provide Tier 1 support to neediest students	

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Semester Dual Enrollment-Staffing for Teacher of Record	A1.1: Pathway Programs	All Students	Measure N	\$4,000.00	1120		
Dual Enrollment-Teacher Hourly	A1.1: Pathway Programs	All Students	Measure N	\$7,200.00	1105		
Dual Enrollment Text books	A1.1: Pathway Programs	All Students	Measure N	\$4,500.00	4200		
Dual Enrollment Coordination activities	A1.1: Pathway Programs	All Students	Measure N	\$12,000.00	2205		
Peralta Payment for Underenrollment	A1.1: Pathway Programs	All Students	Measure N	\$0.00			
Dual Enrollment Supply Costs-Photography	A1.1: Pathway Programs	All Students	California Partnership Academy	\$2,000.00	4310		
Dual Enrollment Supply Costs-Fashion and Design	A1.1: Pathway Programs	All Students	California Partnership Academy	\$2,000.00	4310		
Department Head for SPED to coordinate supports for SPED students and integrate them into pathways and provide coherence across the school	A2.5: Teacher Professional Development for CCSS & NGSS	Students with Disabilities	LCFF Supplemental	\$1,200.00	1120		
2 stip subs to support teacher observations and inquiry cycles	A1.3: A-G Completion	All Students	Measure G: TGDS				
Lifeguard		All Students	General Purpose Discretionary				
WBL site liaison (1.0 FTE) to support pathways and coordinate the dual enrollment	A1.1: Pathway Programs	All Students	Measure N				
New hire (1.0 FTE) math intervention to support algebra and geometry students		Low-Income Students	LCFF Supplemental				
3.0 (FTE) Computer Science teachers to support target students			LCFF Supplemental				
1 ITL/11 month TSA (split funded by title 1, supplemental, Measure N) to focus on Literacy on 9th grade Intervention							
.2 FTE to provide A-G elective support for students who have failed Biology.	A1.3: A-G Completion	Low-Income Students	LCFF Supplemental	.2 FTE			
Site based business manager (supplement with Measure N) to coordinate pathway expenditures and to ensure efficient process of pathway spending	A1.1: Pathway Programs		Measure N	\$34,000.00			
Admin 1 bilingual			General Purpose: Unrestricted BASE				
Release days for departments/semester				\$37,500.00	1150		
1.0 FTE TSA to support culture and failing students			Title I: Basic				
1.21 FTE science positions			LCFF Supplemental				
1.48 FTE English for class size reduction							
1.0 math position to address needs of students							
Classroom supplies to support student needs							
Greater support structures for male students earning below a 2.5							
Honarariums			Measure N	\$65,000.00	5828		

Extended Contracts			Measure N	\$100,000.00	1120	Differentiated professional development for teachers and school staff	Targeted Support for English Learners
Substitutes			Measure N	\$37,500.00	1150	Differentiated professional development for teachers and school staff	Teacher PD
Supplies			Measure N	\$97,300.00	4310	Student Support Specialists that provide Tier 1 support to neediest students	Targeted Support for Low-Income Students
Meeting Refreshments			Measure N	\$11,000.00	4311	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Family Engagement
Surplus			Measure N	\$63,500.00	4399		
Computers			Measure N	\$25,000.00	4420		
Travel and Conferences			Measure N	\$89,500.00	5220		
Dues and Membership				\$4,500.00	5300		
Pathway Coach							

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:	KEY:
Please complete this self-assessment for your school.	1: Beginning & Designing
Click here for Measure N rubric the full	2: Developing & Approaching
	3: Meeting and Advancing
	4: Excelling and Sustaining

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	2	2+	Mission statement and Tech's Pillars are visible in all classrooms and through the school. The pillars are living documents that we work hard to keep on the forefront of all of our work with students.	Mission statement is long and teachers and students do not remember it.	Mission and vision statements were addressd in the Spring of 2012, where the staff contributed. Staff feedback was great, so it has remained.
Leadership Configuration	2	2	2			
Distributive Leadership	2-	2	2			

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	3	3	Most students who applied to pathways were admitted. There are English Language Learners and Special Education students are in the pathway.	More opportunities for students and families to learn about the pathways and speak to students about their experiences. Low income, foster youth, SPED students and students in need of extra support were personally engaged in the process through multiple means (class presentations, speed dates, pathway night etc.)	Students who did not show interest initially were better informed about the work students do in pathways. This is a result of our realization that students did not know much about the pathways, nor were their parents knowledgeable; students held many misconceptions.
Diverse Student Representation	2	2+	2+			
Closing the Opportunity Gap	3	3	3			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme		2	2+	Ranked-choice surveys for 9th graders; the Presence of Intel and Kaiser and other industry partners on campus.	Pathway Themes: Students were able to complete a ranked-choice survey of pathway options. Intel's presence (in CA) and Kaiser's presence (HA) is a recognition of the need to create a workforce with local community members that we have not of the interest.	pathway. In addition, non-pathway teacher teams have not traditionally met; even within pathways there is limited collaboration time.
Integrated Core		2	2+			
Cohort Scheduling		2	2			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning		2	2+	13 AP classes offered, all students have access.	13 AP classes offered, all students have access. 3 classes have been added in past years to include students who were recommended , but would need additional support.	Teachers do not have a peer at the site who teaches the same AP class, therefore there is no collaboration. AP classes are not diverse. Insustantial support systems to assist students
Collaborative Learning		2	2+			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice		2+	3	CTE Conference attendance in Sacramento; ILT Team presentations/agenda; 9th grade TAP project is a wonderful example of integrated projects. Departments and pathways have more dedicated meeting time. Professional development is differentiated for teachers and allows flexibility of choice monthly. ILT is instrumental in planning PD.	The ILT presented best practices earlier this year and encouraged the observation, shared lessons and resources in an effort to provide feedback and improve teaching. Collaboration time is and has been a challenge for years, but the schedule was changed to allow teams to meet each Wednesday. Members of the school community do regularly	pathway teachers feel no obligation to be observed or dont fell like they are part of a team and are not interested in getting better. There are some many PDs that occur across the district during minimum day, Wednesdays, that it is difficult to focus on PDs related to pathway development
Collaboration Time		1	2			
Professional Learning		2	2+			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences		2	3	WBL experiences are accessed primarily through pathways and therefore approximately 40% of upper grades (10th, 11th, 12th grade students do not have them.	Pathways provide industry-relevant opportunities. Non-pathway students have a limited structure to provide students with WBL opportunities. They do receive opportunities in the form of field trips , but	Pathways has worked for years to provide industry relevant experiences. Non-pathway teachers do not collaborate and have not been required to coordinate any WBL
Pathway Outcomes		1	2			
Pathway Evaluation		1	1+			

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3-	3-	3	There are many services provided to students. Our community Schools Team includes a Restorative Justice manager, two Brief Counselors	Through the school wide Coordinaiton Of Service Team struggling students are referred to services and intervention that address academic, social	Students experiencing a lot of trauma, and are severely stressed. The services are limited by the capacity of the adults. Lincoln
College & Career Plan	3-	3-	3-			

Oakland Technical High School

Preston Thomas

School Demographics 2015-16

2018 students	ELL: 6.1%	AA: 32.7%	ME: 4.8%
	SWD: 11.2%	A: 18.9%	NA: 0.2%
	LI: 47.9%	F: 1.9%	PI: 0.3%
		L: 16.7%	W: 24.6%

See below for abbreviation definitions & notes

Result Summary

Academic	Status	3.46
	Growth	3.78
Culture/Climate	Status	4.20
	Growth	4.31
Overall Tier		3.87



Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1



Academic Status	30%
Academic Growth	30%

3.46	Total Index Score
3.78	

All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	

Academic Domain

Academic Domain	status	Index Score	All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight	
			Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level		Points Earned
SBAC ELA (Smarter Balanced English/Language Arts)	3.92		61.0%	451	4	0.067 out of 0.083	AA	38.0%	144	3	0.017 out of 0.028		19		0.000 out of 0.000	0.15	41	1	0.006 out of 0.028	53.0%	202	4	0.022 out of 0.028	0.111 out of 0.167
	5.38		+13.0 pp	464	5	0.083 out of 0.083	AA	+6.0 pp	150	4	0.022 out of 0.028	n/a	25		0.000 out of 0.000	n/a	43	3	0.017 out of 0.028	+14.0 pp	241	5	0.028 out of 0.028	0.150 out of 0.167
SBAC Math (Smarter Balanced Mathematics)	4.44		32.0%	448	5	0.083 out of 0.083	AA	16.0%	143	3	0.013 out of 0.021	5.0%	20	1	0.004 out of 0.021	0.05	41	1	0.004 out of 0.021	29.0%	201	5	0.021 out of 0.021	0.125 out of 0.167
	4.75		+1.0 pp	455	5	0.083 out of 0.083	AA	+6.0 pp	147	4	0.017 out of 0.021	-3.0 pp	25	1	0.004 out of 0.021	n/a	40	2	0.008 out of 0.021	+7.0 pp	235	5	0.021 out of 0.021	0.133 out of 0.167
SRI (Scholastic Reading Inventory)	1.00		19.0%	1930	1	0.017 out of 0.083	AA	10.0%	591	1	0.004 out of 0.021	1.0%	96	1	0.004 out of 0.021	3.0%	209	1	0.004 out of 0.021	14.0%	896	1	0.004 out of 0.021	0.033 out of 0.167
	1.00		-39.0 pp	1931	1	0.017 out of 0.083	AA	-29.0 pp	639	1	0.004 out of 0.021	-8.0 pp	107	1	0.004 out of 0.021	-14.0 pp	210	1	0.004 out of 0.021	-33.0 pp	1030	1	0.004 out of 0.021	0.033 out of 0.167
Graduation*	4.13		89.0%	433	4	0.067 out of 0.083	AA	84.0%	149	3	0.013 out of 0.021	77.0%	52	3	0.013 out of 0.021	75.0%	61	2	0.008 out of 0.021	90.0%	238	4	0.017 out of 0.021	0.117 out of 0.167
	6.00		+3.0 pp	447	5	0.083 out of 0.083	AA	+3.0 pp	145	5	0.021 out of 0.021	+4.0 pp	56	5	0.021 out of 0.021	+13.0 pp	56	5	0.021 out of 0.021	+3.0 pp	239	5	0.021 out of 0.021	0.167 out of 0.167
A-G Completion*	3.19		65.0%	389	3	0.050 out of 0.083	AA	44.0%	126	2	0.017 out of 0.042	#VALUE!	6	n/a	0.000 out of 0.000	n/a	1	n/a	0.000 out of 0.000	58.0%	203	3	0.025 out of 0.042	0.092 out of 0.167
	3.50		+3.0 pp	389	3	0.050 out of 0.083	AA	+1.0 pp	117	2	0.017 out of 0.042	#VALUE!	23	n/a	0.000 out of 0.000	n/a	31	n/a	0.000 out of 0.000	+5.0 pp	209	4	0.033 out of 0.042	0.100 out of 0.167
Pathway Participation	1.94		49.0%	1421	2	0.033 out of 0.083	AA	40.0%	446	2	0.008 out of 0.021	17.0%	71	1	0.004 out of 0.021	26.0%	170	1	0.004 out of 0.021	44.0%	664	2	0.008 out of 0.021	0.058 out of 0.167
	3.34		+4.0 pp	1452	3	0.050 out of 0.083	AA	+5.0 pp	491	4	0.017 out of 0.021	-3.0 pp	77	1	0.004 out of 0.021	0.0 pp	167	2	0.008 out of 0.021	+5.0 pp	774	4	0.017 out of 0.021	0.096 out of 0.167
College Level Courses	4.44		33.0%	917	5	0.083 out of 0.083	AA	13.0%	296	3	0.013 out of 0.021	2.0%	42	1	0.004 out of 0.021	5.0%	103	2	0.008 out of 0.021	24.0%	409	4	0.017 out of 0.021	0.125 out of 0.167
	3.66		-1.0 pp	927	5	0.083 out of 0.083	AA	-5.0 pp	323	1	0.004 out of 0.021	-11.0 pp	38	1	0.004 out of 0.021	-3.0 pp	111	1	0.004 out of 0.021	0.0 pp	481	2	0.008 out of 0.021	0.104 out of 0.167
On Track 9th-10th Graders	3.81		75.0%	1036	4	0.067 out of 0.083	AA	52.0%	304	2	0.008 out of 0.021	58.0%	64	2	0.008 out of 0.021	60.0%	129	3	0.013 out of 0.021	65.0%	500	3	0.013 out of 0.021	0.108 out of 0.167
						0.033					0.004				0.013				0.004				0.008	0.063

On Track 11th-12th Graders	growth	2.09
	status	4.28
	growth	4.28

growth	2.09
status	4.28
growth	4.28

+1.0 pp	1011	2	out of 0.083	AA	-6.0 pp	329	1	out of 0.021	+2.0 pp	72	3	out of 0.021	-2.0 pp	116	1	out of 0.021	0.0 pp	555	2	out of 0.021	out of 0.167
85.0%	915	4	out of 0.083	AA	76.0%	295	3	out of 0.021	64.0%	42	3	out of 0.021	65.0%	99	3	out of 0.021	81.0%	410	4	out of 0.021	out of 0.167
+2.0 pp	923	3	out of 0.083	AA	+2.0 pp	312	3	out of 0.021	+12.0 pp	38	5	out of 0.021	+10.0 pp	60	5	out of 0.021	+5.0 pp	479	4	out of 0.021	out of 0.167

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

High School Network

School Performance Framework



See below for abbreviation definitions

Culture/Climate Status	20%
Culture/Climate Growth	20%

4.20	Total Index Score
4.31	

All Students				LPRG (lowest performing racial/ethnic group)					ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	

Culture/Climate Domain

Chronic Absence	status	4.75
	growth	5.06
Suspensions	status	4.91
	growth	4.28
Reclassification	status	3.50
	growth	1.00
Culture/Climate Survey Student	status	3.50
68.3% participation rate	growth	2.25
Culture/Climate Survey Parent	status	4.75
36.5% participation rate	growth	6.00
Culture/Climate Survey Staff	status	3.50
97% participation rate	growth	3.50
Social Emotional Learning Survey	status	3.50
68.3% participation rate	growth	6.00

status	4.75
growth	5.06
status	4.91
growth	4.28
status	3.50
growth	1.00
status	3.50
growth	2.25
status	4.75
growth	6.00
status	3.50
growth	3.50
status	3.50
growth	6.00

8.5%	1950	5	0.083 out of 0.083	AA	13.6%	598	4	0.017 out of 0.021	21.9%	105	2	0.008 out of 0.021	23.5%	234	2	0.008 out of 0.021	11.6%	906	4	0.017 out of 0.021	0.133 out of 0.167
-0.8 pp	1949	5	0.083 out of 0.083	AA	-1.3 pp	649	5	0.021 out of 0.021	+10.5 pp	114	1	0.004 out of 0.021	-2.0 pp	188	5	0.021 out of 0.021	-0.4 pp	1050	3	0.013 out of 0.021	0.142 out of 0.167
2.3%	2091	4	0.067 out of 0.083	AA	5.2%	668	4	0.017 out of 0.021	1.7%	117	5	0.021 out of 0.021	4.7%	256	4	0.017 out of 0.021	3.2%	990	4	0.017 out of 0.021	0.138 out of 0.167
-0.9 pp	2113	3	0.050 out of 0.083	AA	-0.8 pp	715	3	0.013 out of 0.021	-2.1 pp	132	5	0.021 out of 0.021	-5.7 pp	193	5	0.021 out of 0.021	-1.2 pp	1145	4	0.017 out of 0.021	0.121 out of 0.167
21.0%	57	3	0.100 out of 0.167	N/A																0.100 out of 0.167	
-12.0 pp	72	1	0.033 out of 0.167	N/A																0.033 out of 0.167	
60.0%	1361	3	0.025 out of 0.042	AA	54.0%	274	3	0.025 out of 0.042	N/A												0.050 out of 0.083
0.0 pp	703	2	0.017 out of 0.042	AA	0	170	2	0.017 out of 0.042	N/A												0.033 out of 0.083
83.0%	737	4	0.017 out of 0.021	ME	75.0%	84	4	0.017 out of 0.021	N/A												0.033 out of 0.042
+19.0 pp	634	5	0.021 out of 0.021	ME	+13.0 pp	97	5	0.021 out of 0.021	N/A												0.042 out of 0.042
67.0%	161	3	0.025 out of 0.042	N/A																0.025 out of 0.042	
+2.0 pp	105	3	0.025 out of 0.042	N/A																0.025 out of 0.042	
64.0%	1361	3	0.050 out of 0.083	AA	57.0%	274	3	0.050 out of 0.083	N/A												0.100 out of 0.167
+10.0 pp	703	5	0.083 out of 0.083	AA	0.12	170	5	0.083 out of 0.083	N/A												0.167 out of 0.167

Attendance Rate

status	4.75
growth	6.00

97.1%		4	0.133 out of 0.167	N/A
+1.3 pp		5	0.167 out of 0.167	N/A

0.133 out of 0.167
0.167 out of 0.167

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethnicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA =Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator.

Total Score = (total weight received/total weight out of)*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.

*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.

PATHWAY PLAN

1. ABOUT THE PATHWAY **Complete this by:**

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Oakland Technical High School	Pathway:	9th Grade	School ID: 305
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1A. Pathway Description

9th Grade-

Our 9th grade structure has been designed to assist all students (specifically Early Warning students) with the transition. The "House" system provides a cohort of students to be shared with a cohort of teachers. All students participate in Freshman Seminar; 18 lessons that have a focus of College/Career and Social Emotional Learning. Students are also provided with structured tutoring before and after school given by 9th grade teachers. Administration and teachers meet on a biweekly basis to discuss student interventions, support and alignment of curriculum. 9th grade also provides teachers of the same content with release days for curriculum planning/alignment as well as personal release days to conduct peer observation cycles.

Incoming first time freshmen are assigned to a house of 140 - 160 students. (A house is an organizational arrangement that assigns students and teachers to teams in a set of rooms). Self-contained special education students will continue with the same level of support. Mainstreamed students, supported by special education instructors, will be assigned to a house with the same team expectations.

Each House:
 Consists of cross-curricular teams of English, science, and social studies teachers with one member serving as a team coordinator (Lead Teacher)(stipend should be provided due to involvement in school ILT)
 Has a common planning period for staff to meet.
 Students remain with the teachers in their houses the entire year.
 Engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skill to address real world projects and problems
 Academically rigorous education that maintains high expectations for each student
 Careful monitoring of student performance and attendance
 Data-driven decision making
 Modified Block Schedule
 Intensive literacy instruction delivered to students who are two grades or more below 9th grade level
 Frequent contact between school and parents
 Academic literacy infusion into all content areas
 Ongoing recognition of accomplishments
 Freshman course "Freshman Seminar"

1B. Pathway Mission and Vision

Mission: In order to support students' smooth transition to the structures and expectations of high school and build a foundation for future college and career choices, we will establish a continuity of expectations, teach essential tools across disciplines, provide both collaborative and individual tasks that engage and challenge students.

Vision: Individually and collectively, students will critically engage with questions to solve problems, build resilience, and advocate for their needs and the needs of their communities.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	50.9%	49.1%			4.8%		13.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	26.3%	0.40%	23.6%	16.4%	1.2%	0.60%	22.0%	7.2%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	N/A	N/A	N/A	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	N/A	N/A	N/A	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	N/A	N/A	N/A	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	N/A	N/A	N/A	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)				68.8%	46.7%	TBD
On Track to Graduate (Grade 10)	N/A	N/A	N/A	51.0%	33.6%	TBD
On Track to Graduate (Grade 11)	N/A	N/A	N/A	53.9%	35.4%	TBD
On Track to Graduate (Grade 12)	N/A	N/A	N/A	63.5%	44.8%	TBD
A-G Completion (Grade C or Better)	N/A	N/A	N/A	63.0%	51.2%	TBD
A-G Completion (African American Students)	N/A	N/A	N/A	42.5%	33.6%	TBD
A-G Completion (Special Education Students)	N/A	N/A	N/A	14.7%	15.6%	TBD
A-G Completion (English Learners)	N/A	N/A	N/A	21.4%	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	N/A	50.0%	20.8%	TBD
Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)				28.6%	25.7%	TBD
AP Course Access (African American Students)				11.9%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)				19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	N/A	N/A	N/A	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	N/A	N/A	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	N/A	N/A	TBD	TBD	TBD
Dual Enrollment with Community College				TBD	TBD	TBD
Dual Enrollment (Grade C or Better)				TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	N/A	N/A	N/A	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	N/A	N/A	N/A	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	8.5%			8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	20.3%			23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	0.0%			14.3%	19.2%	TBD
Suspension Rate	4.3%			2.3%	TBD	TBD
No Suspensions (African American Males)	89.8%			94.0%	91.2%	TBD
No Suspensions (Foster Youth)	66.7%			100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	7.0%			23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	12.0%			21.1%	17.1%	TBD
SBAC Proficiency (ELA)				TBD	19.5%	TBD
SBAC Proficiency (Math)				TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)				19.1%	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

2A. Pathway Strengths and Challenges

Instructions:

Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.

- What strengths and challenges do you see in your 16-17 SPF?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	Oakland Tech has a 86% graduation rate, compared to a 60% average district-wide.	After first semester of freshman year, only 78.3% of students are on track to graduate. Schoolwide, graduation rates for English language learners are roughly 30% below other demographics.	After first semester of freshman year, only 78.3% of students are on track to graduate.
Post-Secondary Readiness	Our goal for the year 2020 was to have 80% of students enrolled in a career-aligned pathway. We were able to meet that goal in the 2015-2016 school year and place 70% of our students in academies, showing that our outreach and exposure strategies have been successful.	While the number of 10th graders who are in career-aligned pathways will increase, 30% of them will not be entering an academy, meaning that those students are going into tenth grade without any formal college support. Most of these non-academy students are African-American.	While the number of 9th graders who are in career-aligned pathways has increased, 30% of them will not be entering an academy, meaning that those students are going into tenth grade without any formal college support.
Climate and Culture	Students report feeling supported by adults at the school, especially the dedicated 9th grade counselor. 9th grade house structure has created some alignment and allowed teachers to meet regularly. Some shared practices exist.	Operational differences between classrooms (different passes, different homework systems, grading methods, tardies) create challenges. Social capital-- if students are in a social group in which there is a "success in school culture," they are supported. Those who do not have that are being pulled down by their social group. Not many opportunities for those students to build self-esteem or get connected to sources of support other than those peers, are presented. Identity-- some students have internalized a culture of failure (exacerbated by the lack of consistency between classes).	Operational differences between classrooms (different passes, different homework systems, grading methods, tardies) create challenges.
Rigorous Academics	Students are maintaining their level of performance from 8th to 9th grade in ELA and, in many cases, are increasing their reading level as measured by the SRI.	Certain population of students, usually students of color, coming from certain OUSD middle schools (e.g. Westlake, Roosevelt, Bret Harte) arrive at least 1 to 2 years below grade level as measured by the SRI. Additionally, students coming from smaller charter middle schools arrive reading on grade level or above, but still struggle to keep pace in a large high school with upwards of 30 student classes.	Differentiation for such a wide range of students' experiences, levels, relationships to school, and needs.

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;">Root Cause Analysis Primer.</p>		
Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	After first semester of freshman year, only 78.3% of students are on track to graduate.	School assessments fail to take into account multiple knowledges and skills that students bring to school. Our pedagogy privileges certain students over others. As a result, we have a racial and class inequity in the grade breakdown. And because students don't have opportunities to make up a class that they failed in 9th grade, many students leave 9th grade not on track to graduate. Additionally, because students don't have opportunities to make up a class that they failed in 9th grade, many students leave 9th grade not on track to graduate.	
Post-Secondary Readiness	While the number of 9th graders who are in career-aligned pathways has increased, 30% of them will not be entering an academy, meaning that those students are going into tenth grade without any formal college support.	In our existing curriculum, we have no built-in structures or routines for discussing post-secondary options with students. This raises concern for our first generation college students because their families do not have the cultural and academic capital necessary to navigate the college process, so our school should step in to provide that support. While we try to expose all of our ninth graders to the career-aligned academies available at Tech, we want to reach more of our struggling students and their families.	
Climate and Culture	Operational differences between classrooms (different passes, different homework systems, grading methods, tardies) create challenges.	The greatest challenges that students face with respect to culture and climate have dimensions that exist primarily in the operational social space of the classroom, the emotional social space of their friend groups, as well as in their internalization of themselves as learners. Over the course of a single day every student will pass through six different classrooms. Of course each classroom has different content to interface with, and this means different skills and unique practices to access that content. This is known to teachers, admin, parents, and to some extent to students. What is often left unclear are the differences in protocols between classrooms. These are latent social rules that can greatly affect how students can be successful; everything from how to get materials, to when to get out of one's seat, to how to interact with a classmate. Every teacher will be using different participant structures, they will have different homework policies, and students may not be able to parse out the differences in a timely manner. Beyond the operational social space of the classroom, every student will be heavily immersed in the emotional social space of their friend groups. The challenge for some is that a group of friends may not have to shared social capital to support each other's learning goals. In other words, some friend groups may not share experiences that are beneficial for the academic success of the constituent members of the group. If a student's friend group build their rapport and emotional bonds over studying together and helping each other succeed, this will create a vastly different set of outcomes for that friend group versus a group that build connection over a different set of practices. In other words, some groups of students use their social existence as a way to integrate into the lifestyle of success in high school, while others have a social existence that detracts from a lifestyle of success -- forcing students to choose between friends, and school. These two dimensions of challenge for students are woven deeply into the third; namely, the internalization of student's perceptions of themselves as students and as friends. When a student does get lost in the bureaucratic noise of six classes and forgets to turn things in, there is a possibility that they will take those oversights to heart. Over time, these missteps could bud into an identity of failure. This would mean that students not only expect to fail, but that they definitely will because they are failures. They did not fail; they are failures. Similarly, if students have a friend group that does not integrate easily into the practices of success in this high school, they can come to view themselves as they perceive their friends to see them. They could perceive themselves more as a friend, comedian, user, gamer, than as an academic or successful student.	
Rigorous Academics	Differentiation for such a wide range of students' experiences, levels, relationships to school, and needs.	Because students have vastly different middle school experiences, students are not fully prepared for rigorous academics. The different expectations for grades, late work, etc, across their classes compounds this learning curve.	
2C. Current Strategy Analysis			

<p>Instructions:</p>	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>		
<p>Current 16-17 Strategies</p>	<p>Fully Implemented?</p>	<p>Evidence of Effectiveness?</p>	<p>Analysis of Strategy Implementation and Effectiveness</p>
<p>Pathway Instructional Improvement Strategy:</p>	<p>EL instruction - alignment of strategies. Engagement in ongoing cycle of inquiry/ lesson study</p>	<p>Not Yet</p>	<p>Intent: to build the capacity of all members of the team to engage in student work analysis and inquiry towards improved instruction. Partnered with Mills Teacher Scholars. Veered away from direct focus on EL instruction due to Mills advising that teachers should be welcomed to inquiry through a teaching dilemma that feels immediately relevant to their classes and that this would allow for more success in future work around shared inquiry.</p> <p>Barriers: It took many months to get Mills paid which caused stress on their part, however they stuck with us. Also, our PD calendar has been somewhat inconsistent which required Mills to be quite flexible. Having only 1 PD time per month for this work also contributed to it feeling somewhat disjointed.</p> <p>Effectiveness: Please see mid-year report</p>
<p>Pathway Design Feature #1 (New/Emerging):</p>	<p>Align expectations across classrooms of key systems (as determined by student input) Mid-year Report</p>	<p>Not Yet</p>	<p>This did not happen (mostly) We tried to take on the homework policy too late in the year We do seem to be aligned on a discipline policy We worked to get aligned on a cell phone policy to deal with certain regular issues with discipline We discussed how students are expected to keep track of their progress in classes Teachers felt systems were effective already and thus, reluctant to change We did not come up with a specific shared system however they are similar already Alignment of principles behind system or shared policy needs to occur at the end of the year or right before the beginning of the year</p>
<p>Pathway Design Feature #2 (New/Emerging):</p>	<p>Pilot case manager position and peer mentoring program</p>	<p>Yes</p>	<p>Students seem to be more invested in Tech itself meaning they are less likely to "check out" Some of the unknown difficulties with respect to the day-to-day minutiae in a large school are taken care of by the case manager meaning that these students are getting a level of support for issues that teachers do not have time for Less time talking to and thinking with the counselors Students seem to have an easier time advocating for themselves The current school structure limits the duration & frequency of when SSS can meet with students. There is a conflict of pulling students to provide this intervention when they are currently failing & need all instructional time. The SSS' do not have a supervisor -L.T</p>
<p>Pathway Design Feature #3 (New/Emerging):</p>	<p>Freshman Seminar/ Advisory class embedded in Exploring CS Principles class</p>	<p>Not Yet</p>	<p>The intent of this pilot was to offer the 9th grade class, with the goal of creating an equitable technology baseline for all students at Tech. This class exposes 9th graders to the fundamental concepts of computer science with the hope of promoting a greater number of underrepresented students choose to go on and participate in computer science. We also intended to create a comprehensive 9th grade advisory component. Three teaching staff were hired to form the 9th grade CS team. We joined the computer department. Intel provided funding for furniture. OUSD provided funding for computer equipment. OUSD provided oversight management for 9th grade computer teachers through Claire Shorall.</p> <p>ECS curriculum was well-planned and supported with continuous training. What is advisory was intended to support students in college prep, academic preparedness, academy application process and SEL. The absence of resources led to a lack of advisory opportunities and cohesion. The advisory components that did work were PASS-2 and REAL HARD, predominantly peer lead groups.</p> <p>Challenges occurred in implementation due to Oakland Tech's unique demographics and range of prior exposure. Challenges also came from student engagement due to heavy use of theoretical and paper based activities in the beginning of the curriculum. We began to encounter other goals for the class that were not part of the ECS curriculum, ie: Google suite use knowledge and website skills. There was also a lack of buy-in from teachers. Successes include: Portfolio of student projects. Feedback from other teachers regarding tech skills being supported in cross-curricular projects. Computer Academy incoming students accurately mirror the school's demographics.</p> <p>Capacity for change: Computer curriculum is being re-evaluated and re-designed with input from computer teachers, broader faculty, and administration. The space exists within our curriculum to support advisory. Our best recommendation is to support peer advisory. The advisory component of this class will be much more likely to be successful if ONE PERSON is in charge of the planning and implementation.</p> <p>Given that 8th grade students in OUSD are receiving ECS instruction, we are curious to see what this new baseline of tech proficiency will look like. We are curious to see what the new supported curriculum for 9th grade CS will look like given that ECS is being dropped to middle school. We are curious to see what a well planned advisory component could look like.</p>

Pathway Signature Element #1 (Established):	House collaboration meetings (move to weekly)	Yes	Yes	It is a trade off to meet weekly. We never seem to run out of important things to talk about however it is also useful to have more prep time As we spend more time together and notice how different teachers interact with different students each of us has the chance to change our own practice in order to better support those students In the beginning we had certain structures but none have stuck as being essential for these meetings. This is in part because the 9th grade board meetings have taken a turn to deal with other issues (necessarily) instead of planning the house meeting The meetings often begin 5 min late and end a little late, so that its hard to get back to class on time We ran into some trouble when we tried to figure out what was the best way to discuss student needs. The Student Needs Protocol didn't seem like the most effective way to keep track of student progress and teacher interventions. We are curious to learn from the pathway teams what has worked best in terms of student intervention. We are also curious to continue building projects and whole group experiences (ie. field trips/ exchanges) within our house teams... and to connect teacher-led inquiry work to our house meetings.
Pathway Signature Element #2 (Established):	Heterogeneous classes - California Studies - continue to develop curriculum and align expectations and practices	Yes	Yes	Intention was to increase the overall resource available to students in the class, and to avoid having students separated out by privilege level, without any resources added into the classroom environment. It was to build critical mass of students on task and with positive math experiences in the class. JL
Pathway Signature Element #3 (Established):	House events - build out (ie. add fall trip for community building)	Not Yet	Not Yet	How to make them academic? Do they serve a positive social purpose? House unity is central to the purpose of an academy; to create a strong fabric of social connection It's another thing that someone has to plan. Nobody has that kind of time The previous (now defunct) "Sol house council" required a lot of work on the advising teacher's part Trust within a group is the most important predictor of a successful working relationship. Is it possible that house events can create this sort of trusting relationship? Students do not recognize class time as a social activity in which they can build trusting relationships Perhaps what we need to do is have some sort of game or community building thing inside classes that focuses on building trust Maybe we should have community building certain times beyond August The SAT day was so awesome! I would love to have one for just neptune house, but again how to make it academic and who will plan it.

3. EQUITY IMPERATIVE FOR YOUR PATHWAY **Complete this by:**

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
We aim to recognize and respond with curriculum, policies, and teaching practices that our students come from a wide-range of backgrounds and previous experiences with school. We believe all students can achieve and aim to be a community of practice which is always getting better at meeting the learning needs of all of our students.	We will have a grade distribution that does not simply reflect or reproduce incoming racial/class/gender inequities.

4. ANNUAL PATHWAY GOALS **Complete this by:**

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Have a grade distribution that does not simply reflect or reproduce incoming racial/class/gender inequities. Reflect and revise assessments and pedagogy to move towards more equitable grade outcomes Provide opportunities for students to make up classes that is not punitive and does not require them to wait until junior year	On Track to Graduate	English Learners	15% early warning; 38% African American and Latino students below 2.0	10% early warning; 25% target groups below 2.0	5% early warning; 10% below 2.0	5. Develop targeted professional development with follow-through
Post-Secondary Readiness	In 9th grade, we should be broadening students' understandings of college and career options.	On Track to Graduate	Low-Income Students	no college and career exposure beyond required CA colleges workshop	4 Advisory lessons to begin college/ career exploration - especially connected to Academy outreach.	All students engage career assessment, intro to college and career, and begin a HS plan for postsecondary readiness via their Advisory/ ECS classes.	2. Provide better access for all students to the college and career center

Climate and Culture	We will align classroom practices: possibilities include -- white board configuration, hall passes, late work, grading, detention (we already have the progressive discipline policy but some might not follow it), notebooks/binders, rubrics, questioning practices (3 before me etc.), calling home practices, and any other high leverage practices. We will increase positive social bonding practices in student groups. We will help students to identify as successful people. We will help them to gain self esteem from the experience of high school academic endeavors.	Culture/Climate: Student	All Students	most students report lack of consistency in expectations between classes (student survey)	students report consistency within houses re: one policy	grading practices are equitable and feel consistent to students across core academic classes.	5. Develop targeted professional development with follow-through
Rigorous Academics	After 9th grade, every student reading below grade level will have grown one grade level on the SRI (or other better reading assessment). After 9th grade, every student will demonstrate proficiency with an organizational tool. Teachers will share and analyze their grading practices to come to consensus on the specific student habits that lead to failure or success. Every 9th grader will take Computer Science Principles (Exploration of Computer Science)	SRI	English Learners	22% below grade level	10% below	all move up 1 grade level by end of year	5. Develop targeted professional development with follow-through

5. STRATEGIES *Complete this by:*

Focused Annual Plan (FAP) Major Improvement Strategies

Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased fo	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Instructional Improvement Strategy:	EL instruction - alignment of strategies. Engagement in ongoing cycle of inquiry/ lesson study	Personalized Student Support	Rigorous Academics

Pathway Measure N Design Features

Identify up to three Measure N design features that support your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Measure N Design Feature #1:	Align expectations across classrooms of key systems (as determined by student input)	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Pathway Measure N Design Feature #2:	Pilot case manager position and peer mentoring program	Personalized Student Support	Equity/Access/ Achievement
Pathway Measure N Design Feature #3:	Freshman Seminar/ Advisory class embedded in Exploring CS Principles class	Personalized Student Support	Program of Study & Master Scheduling

Pathway Signature Elements (Established Practices)

Identify up to three established signature elements that support your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria

Pathway Signature Element #1 (Established):	House collaboration meetings (move to weekly)	School Leadership & School Vision	Personalized Student Support
Pathway Signature Element #2 (Established):	Heterogeneous classes - California Studies - continue to develop curriculum and align expectations and practices	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Pathway Signature Element #3 (Established):	House events - build out (ie. add fall trip for community building)	Program of Study & Master Scheduling	Equity/Access/ Achievement

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by:
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Instructions:	<p>Task: Document strategic actions to support the pathway's design features, signature elements, instructional improvement strategy, and other planned activities.</p> <p><i>Target Student Group:</i> For each action, choose a primary student group that you expect to benefit.</p>
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Pathway Measure N Design Feature #1: Align expectations across classrooms of key systems (as determined by student input)							
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Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Release Days - to be used for collaboration (e.g. aligned units, peer observation cycles, formative assessments) -9th Grade Cal Studies Team - 6 teachers x 3 days -9th Grade Math Team - 5 teachers x 3 days -9th Grade Computer Science Team - 3 teachers x 3 days -9th Grade Biology Team - 4 teachers x 3 days	A2.10: Extended Time for Teachers	All Students	Measure N	\$40,000.00	1120	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	305-9th Grade-1
-9th Grade Cal Studies Team - 6 teachers x 3 days -9th Grade Math Team - 5 teachers x 3 days -9th Grade Computer Science Team - 3 teachers x 3 days -9th Grade Biology Team - 4 teachers x 3 days	A4.4: Teacher Professional Development focused on English Learners	English Learners	Measure N	\$8,000.00	1150	Align expectations across classrooms of key systems (as determined by student input)	305-9th Grade-2
							305-9th Grade-3
							305-9th Grade-4
							305-9th Grade-5
							305-9th Grade-6
							305-9th Grade-7
							305-9th Grade-8
							305-9th Grade-9
							305-9th Grade-10
							305-9th Grade-11
							305-9th Grade-12
							305-9th Grade-13
							305-9th Grade-14
							305-9th Grade-15
							305-9th Grade-16

Pathway Measure N Design Feature #2: Pilot case manager position and peer mentoring program

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-9th Grade-17
3 tutors x \$20/hour x 5 hrs/day x 5 days per week x 35 weeks = \$52,500	A1.3: A-G Completion	Low-Income Students	Measure N	\$52,000.00	5,825	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	305-9th Grade-18
Math Intervention -3 to 1 tutoring program: one tutor coordinator (1000) (~\$20/hour @ 40 hours per week) and six tutors (~\$20/hour @ 10 hours	A1.3: A-G Completion	Low-Income Students	Measure N	\$3,000.00	5825	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	305-9th Grade-19
							305-9th Grade-20
							305-9th Grade-21
							305-9th Grade-22
							305-9th Grade-23
							305-9th Grade-24
							305-9th Grade-25
							305-9th Grade-26
							305-9th Grade-27
							305-9th Grade-28

							305-9th Grade-29
							305-9th Grade-30
							305-9th Grade-31
							305-9th Grade-32

Pathway Measure N Design Feature #3: Freshman Seminar/ Advisory class embedded in Exploring CS Principles class

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
College Trips (In order to increase knowledge about secondary education, we will provide college trips to target groups of students in the 9th grad.) College trips for students (especially spirit committee) (\$2000?)	A1.3: A-G Completion	All Students	Measure N	\$4,000.00	5826	Student support specialists work directly with students and teachers to provide increased student supports	305-9th Grade-33
Pathway Connected Curriculum (In order to expose students to pathways, we will provide time for a teacher to create curriculum designed to connect to the pathways of the school.) Time for Talley to align computer science curriculum with pathway options (100 hours)	A1.3: A-G Completion	All Students	Measure N	\$2,000.00	1120	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	305-9th Grade-34
							305-9th Grade-35
							305-9th Grade-36
							305-9th Grade-37
							305-9th Grade-38
							305-9th Grade-39
							305-9th Grade-40
							305-9th Grade-41
							305-9th Grade-42
							305-9th Grade-43
							305-9th Grade-44
							305-9th Grade-45
							305-9th Grade-46
							305-9th Grade-47
							305-9th Grade-48

Pathway Signature Element #1 (Established): House collaboration meetings (move to weekly)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Snacks for all PLC & SLC meetings (\$500)	A1.3: A-G Completion	All Students	Measure N			Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	305-9th Grade-49
House Meeting Funds (~20 teachers, 1 hour per week)	A1.3: A-G Completion	All Students	Measure N		\$1,120.00	House collaboration meetings (move to weekly)	305-9th Grade-50
							305-9th Grade-51
							305-9th Grade-52
							305-9th Grade-53
							305-9th Grade-54
							305-9th Grade-55
							305-9th Grade-56
							305-9th Grade-57
							305-9th Grade-58
							305-9th Grade-59
							305-9th Grade-60
							305-9th Grade-61
							305-9th Grade-62
							305-9th Grade-63
							305-9th Grade-64

Pathway Signature Element #2 (Established): Heterogeneous classes - California Studies - continue to develop curriculum and align expectations and practices

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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Curriculum Planning (In order to ensure a rigorous academic school year for ninth grade students, we will provide pay teachers to collaborate and plan during the summer.) -Teacher collaboration time to renovate curriculum (16 teachers, x40 hours) 8000 -Teacher collaboration time for Cal Studies House teams twice a week (2 teachers x 2 hours x 36 weeks) 5000 -Teacher collaboration time for Cal Studies teachers to meet weekly (6 teachers, x36 hours) -Teacher collaboration time for Algebra 1 (4 teachers, 36 hours) 3000 -Teacher collaboration time for Geometry (3 teachers, 36 hours)2000 -Time for standards based/skill based gradebook redesign (120 hours) = 2000	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$20,000.00	\$1,105.00	Differentiated professional development for teachers and school staff	305-9th Grade-65
Chromebook carts for Cal Studies teachers (\$20000)	A1.3: A-G Completion	All Students	Measure N	\$20,000.00		Heterogeneous classes - California Studies - continue to develop curriculum and align expectations and practices	305-9th Grade-66
							305-9th Grade-67
							305-9th Grade-68
							305-9th Grade-69
							305-9th Grade-70
							305-9th Grade-71
							305-9th Grade-72
							305-9th Grade-73
							305-9th Grade-74
							305-9th Grade-75
							305-9th Grade-76
							305-9th Grade-77
							305-9th Grade-78
							305-9th Grade-79
							305-9th Grade-80

Pathway Signature Element #3 (Established): House events - build out (ie. add fall trip for community building)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
House Retreats (In order to increase positive social bonding and promote house identity, we will plan and facilitate house retreats at the beginning of the year.) House Retreats 1 overnight trip per house, 3 houses, 160 students per house (\$30000)	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$30,000.00	\$5,825.00	WBL learning coordinator to coordinate opportunities for students within and outside of pathways.	305-9th Grade-81
House spirit supplies (academy shirts) (\$3000)	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$3,000.00	\$4,399.00	Freshman Seminar/ Advisory class embedded in Exploring CS Principles class	305-9th Grade-82
							305-9th Grade-83
							305-9th Grade-84

							305-9th Grade-85
							305-9th Grade-86
							305-9th Grade-87
							305-9th Grade-88
							305-9th Grade-89
							305-9th Grade-90
							305-9th Grade-91
							305-9th Grade-92
							305-9th Grade-93
							305-9th Grade-94
							305-9th Grade-95
							305-9th Grade-96

Strategic Actions for All Other Strategies

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Credit Recovery: need to identify and pilot credit recovery for Bio, Alg I, Eng	A1.3: A-G Completion	Low-Income Students	Measure N	\$5,000.00		Student Support Specialists that provide Tier 1 support to neediest students	305-9th Grade-97
							305-9th Grade-98
							305-9th Grade-99
							305-9th Grade-100
							305-9th Grade-101
							305-9th Grade-102
							305-9th Grade-103
							305-9th Grade-104
							305-9th Grade-105
							305-9th Grade-106
							305-9th Grade-107
							305-9th Grade-108
							305-9th Grade-109
							305-9th Grade-110
							305-9th Grade-111
							305-9th Grade-112
							305-9th Grade-113
							305-9th Grade-114
							305-9th Grade-115
							305-9th Grade-116
							305-9th Grade-117
							305-9th Grade-118
							305-9th Grade-119
							305-9th Grade-120
							305-9th Grade-121
							305-9th Grade-122

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:	KEY:
Please complete this self-assessment for your pathway.	1: Beginning & Designing
Click here for Measure N rubric the full	2: Developing & Approaching
	3: Meeting and Advancing
	4: Excelling and Sustaining

1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	3	3		new board taking leadership. teacher consensus.	Teacher leadership is strong, but structure is emerging to support collaboration across houses with minimal collaboration time.	Mission and vision are new - all parts of Mission and Vision haven't been backwards planned into curriculum.
Leadership Configuration	4	2+				
Distributive Leadership	2	3				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	4	4		Demographics/ grades/ SRI scores.	9th grade is diverse; it's the most diverse cohort in the school. 9th graders report feeling well supported (especially students of color who move into more advanced academic classes and those who don't go into pathways, but feel 9th grade was their most supportive year).	Teachers work very hard to collaborate to support all students. Effort has been disjointed. Lack of communication between all parties between teachers/ staff. Cause for wondering whether or not practices are culturally responsive. No case manager.
Diverse Student Representation	4	4				
Closing the Opportunity Gap	3	2				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	1		teacher anecdotal	Theme is transitioning from high school. Little input from parents (particularly those with fewer resources).	focus is shifting to pre-pathway development (ie... transitioning to high school AND thinking ahead/ gaining exposure to opportunities, etc).
Integrated Core	3	3				
Cohort Scheduling	4	3+				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	3	3		student survey (this year administered to current 10th graders)	Students report feeling challenged. Students collaborate frequently. Students do not regularly interact with industry, post secondary, or community partners.	9th grade was not considered a pre-pathway until this year and has spent the year looking at the structures and supports that would be required to incorporate more pre-pathway experiences into
Collaborative Learning	3	3				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	3	2		teacher/ anecdotal	Teachers in small teams and house meetings share best practices and collaborate on curriculum, but the entire 9th grade team only met two times this year as no build in collaboration time exists.	while weekly collaboration occurs at a subject and house level, there is no time for the whole 9th grade team to collaborate. What structures will support accountable outcomes in larger configurations? Lack of pay, time not built in; utter need more distributed leadership.
Collaboration Time	3	1				
Professional Learning	3	2				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	1			Possibility of addition of advisory/ CS class to 9th grade schedule. Teachers have incorporated some post-secondary readiness skills into seminar classes. Not yet incorporated into state learning	No work based learning outcome has been stated for 9th grade. Addition of pathway wheel in advisory class depends on advisory class structure and teachers added to 9th
Pathway Outcomes	2	1				
Pathway Evaluation	2	1				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3	3		student survey. Student needs protocol conducted and tracked in house meetings.	Lots of in classroom support. House meetings include discussion of highest needs students. 9th grade counselor is incredibly supportive and responsive to student and teacher needs. Too	COST referral procedure is murky. Teachers don't have time to do all the things in student needs protocol. No case manager yet. Lack of knowledge of intervention for
College & Career Plan	2	1				

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:		KEY:	
Please complete this self-assessment for your pathway.		1: Beginning & Designing	3: Meeting and Advancing
Click here for Measure N rubric the full		2: Developing & Approaching	4: Excelling and Sustaining

1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	3	2+		Mission/ Vision still in draft form. No team agreement about leadership roles, mission/ vision. Confusion about interplay between CPA and Measure N work.	We have a strong sense of pathway purpose and mission, yet there is some progress still to make on aligning them to other foundational aspects of our Pathway Design, and on our leadership structures and distributed leadership. Our planning in this area will be focused on alignment, and on enhancing the distributed	Extended contract, so whole team doesn't meet, some teachers don't teach any academy students, but have been placed on the team, and the whole team is not allowed to meet during school hours because of coverage challenges.
Leadership Configuration	2	2+				
Distributive Leadership	2	2				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	2	2+		FADA students are majority students of color. Graduation rates are higher than the district average. AP access and success can use improvement. SRI rates are also lower than the school average.	The academy supports students well to move towards graduation. We are piloting supports for AP success. We continue to attract a diverse group of students. Our classes have a higher percentage of struggling students than other academies on campus. We struggle to differentiate for the wide variety of needs.	The team hasn't been able to align best practices for differentiated instruction due to lack of collaboration time and lack of alignment of purpose/ mission/ vision. The team has worked this year towards a shared commitment to do this work. Also, need more data. Lack of SPAC data.
Diverse Student Representation	2	3				
Closing the Opportunity Gap	3	3				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	1		Last year's report was submitted without explanation about the differences between CPA and a Linked Learning pathway. The team has been working on developing a shared vision. They	The program of study has been pretty much the same since the inception of the pathway and needs to be reviewed with industry feedback and an analysis of labor market needs to ensure the relevancy of the courses. However, our community college partners have been	take sub days to collaborate as a team because of the number of SPED classrooms on campus and the fact that they can't all be left with subs on the same day.
Integrated Core	3	1				
Cohort Scheduling	3	2				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2-		Some classrooms engage in collaborative work. Others are run in more traditional, teacher directed ways.	While pathway students do participate in project based learning on a regular basis that are crossed subject content driven. While projects are engaging to students, pathway teachers feel that	Currently there is no time or budget set aside for teacher release time to observe one another's teaching practice. This limits the pathway team's ability to support instructional practice and build
Collaborative Learning	3	2+				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2+		Agendas	Many teachers invite industry into classrooms, but the speakers are not always connected to the industry theme of the pathway. Teachers share best practices, but not among the entire team, only in small groups. Teacher collaboration time is severely limited due to lack of shared planning time in the master schedule.	Teachers lack of collaboration time and lack of time/ support to build shared vision. No shared prep because many teachers teach self-contained SPED classes and cannot all be released at the same time.
Collaboration Time	2	2-				
Professional Learning	2	2				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	2		Only 2 students in ECCO this summer. Many students get work-based learning opportunities. The industry strands have clearly articulated outcomes.	Work -Based learning occurs as an add-on to pathway program of study and CTE theme. Students need to experience work based learning in a more integrated industry focused way. Rigor,	Lack of alignment of team. Clarity of CTE courses and teachers, but less collaboration among teacher team. Students very stressed out about needing credit recovery
Pathway Outcomes	3	3				
Pathway Evaluation	3	2				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3	3-		Parent attendance at Fashion/ Art events is excellent. Individualization happens within these classes as well. College and career plans are not	We do a good job of knowing and caring for most of our collective pathway students, we have systems to ensure that we	Although pathway team does not have established structures, the fashion and art courses assure students' individual skills
College & Career Plan	2					

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School: Oakland Technical High School

Pathway: Health

School ID: 305

1A. Pathway Description

The Oakland Tech Health Academy has been helping students prepare for college and careers in health since 1984. We have active partnerships with local hospitals, health service organizations, local colleges and professional schools that provide opportunities for field trips, guest speakers, an after-school Pre-EMT Club, internships, and health-related service projects. Our focus is on clinical and emergency medicine- from both science and personal caretaking aspects of health care.

In tenth grade, students will learn about human anatomy and physiology, take vital signs and conduct a health survey.

In eleventh grades, students will take Chemistry and Medical Chemistry learning about the chemicals and reactions of the human body, how medicines work. Students will become certified in First Aid and CPR. Our Health Academy English and Social Classes will integrate health topics in their curriculum.

1B. Pathway Mission and Vision

All Oakland Tech students interested in health and/or health careers

- Will learn about clinical medicine, emergency medicine and public health
- Will acquire skills in first aid, health education and basic clinical skills
- Will learn about and be exposed to a variety of health care careers
- Will contribute to our community's health
- Will become a supportive community for each other

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	36.8%	63.2%			8.4%			4.8%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	26.80%		20.0%	20.0%	1.2%		24.8%	5.6%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	----	100.0%	----	68.8%	46.7%	TBD
On Track to Graduate (Grade 10)	77.4%	64.7%	68.9%	51.0%	33.6%	TBD
On Track to Graduate (Grade 11)	51.2%	59.0%	65.8%	53.9%	35.4%	TBD
On Track to Graduate (Grade 12)	69.7%	62.2%	57.5%	63.5%	44.8%	TBD
A-G Completion (Grade C or Better)	67.7%	62.5%	TBD	63.0%	51.2%	TBD
A-G Completion (African American Students)	62.5%	41.7%	TBD	42.5%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	50.0%	TBD	14.7%	15.6%	TBD
A-G Completion (English Learners)	0.0%	----	TBD	21.4%	33.9%	TBD
A-G Completion (Foster Youth)	----	----	TBD	50.0%	20.8%	TBD
Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	21.4%	27.3%	27.6%	28.6%	25.7%	TBD
AP Course Access (African American Students)	8.5%	10.9%	13.4%	11.9%	14.3%	TBD

AP Exam Pass Rate (Score of 3 or Better)	15.8%	17.4%	TBD	19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	34.8%	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	57.1%	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	TBD	TBD	TBD	8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	14.3%	19.2%	TBD
Suspension Rate	1.7%	1.2%	0.4%	2.3%	TBD	TBD
No Suspensions (African American Males)	98.8%	100.0%	96.2%	94.0%	91.2%	TBD
No Suspensions (Foster Youth)	----	----	----	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	TBD	TBD	TBD	23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	21.1%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	65.4%	25.2%	TBD	19.1%	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

2A. Pathway Strengths and Challenges

Instructions:	Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.		
	<ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	The academy high school grad rate is far higher than the district average. The academy also has 73% of students meeting A-G requirements with a C or better. English Learners and African American students in Health Academy complete A-G requirements at higher rates than the schoolwide average.	27% of students are behind on A-G requirements. 3% not graduating. English Learners (50%) and African American (63%) students are further behind in A-G completion than their classmates.	27% of students are behind on A-G requirements. 3% not graduating. English Learners (50%) and African American (63%) students are further behind in A-G completion than their classmates.
Post-Secondary Readiness	AP pass-rate of pathway students far exceed the district average. Reading scores, as evidenced by the SRI are 10% higher than schoolwide average and 30% above the district.	Only 4 seniors are enrolled this year in community college classes	Few students in CC classes
Climate and Culture	The Health Academy students form a collaborative, open learning diverse community of learners. Group projects encourage students to learn to work together and communicate effectively in different modalities. Community service events and career exploration visits bring students together to meet health professionals and to support community health efforts.	Participation in career field trips related to health profession is limited.	Participation in career field trips related to health profession is limited.

Rigorous Academics	Our science classes are well-integrated with Academy lab classes.	Integration of science and with English and History exists, but is not yet extensive as it could be. Integration of soft skills and medical interpret and EMS skills into all of our classes.	Integration of science and with English and History exists, but is not yet extensive as it could be. Integration of soft skills and medical interpret and EMS skills into all of our classes.
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2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> For each priority, identify at least one root cause for a challenge you listed above. Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p>Root Cause Analysis Primer.</p> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
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Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	27% of students are behind on A-G requirements. 3% not graduating. English Learners (50%) and African American (63%) students are further behind in A-G completion than their classmates.	The students not meeting A-G requirements could be reduced with more personal support and follow up.	Personalized Student Support
Post-Secondary Readiness	Few students in CC classes	We think the strongest preparation for our students for postsecondary readiness would be enrollment in a non-high-school-based Community College class with community college students. We have tried to work with Peralta and OUSD to create opportunities	Program of Study & Master Scheduling
Climate and Culture	Participation in career field trips related to health profession is limited.	Some teachers outside of Health Academy are not supportive of our program's field trips. We need to promote to students the reasons they need to participate in WBL, and we may need to require participation as a condition of being in the Academy.	Work-Based Learning
Rigorous Academics	Integration of science and with English and History exists, but is not yet extensive as it could be. Integration of soft skills and medical interpret and EMS skills into all of our classes.	Students were not cohorted this year in English/ History classes, so it has been nearly impossible to develop or implement curriculum as our Eng/ History teachers do not actually have HA students in their classes.	Building a Rigorous Academic Core: Student Conditions

2C. Current Strategy Analysis

Instructions:	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>
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Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy: Soft-skills learning progression. Cross-curricular integration of Emergency Medicine. Conveying the relevance and necessity of career exploration visits to the students.	Not Yet	No	<p>We had great success in deciding which soft skills were imperative for our students to hone and planning how we would teach and reinforce them across our Health Academy classes. We chose resume and cover letter writing, interviewing, and professional email phone communication manner. We were able to come to an agreement on this because we had a retreat day in the fall where the whole pathway team met together for a full school day. We calendared out our various units and looked for places where teacher could reinforce the lessons that were taught in another class. Having this release time during the school day and early in the school year was particularly important.</p> <p>This year we had mixed results for cross-curricular integration of emergency medicine. Part of this was due to the absolutely heinous scheduling mistakes that were made in our classes. Academy pure classes are a requirement of our California Partnership Academy funding. While our classes have never been truly academy pure, this year was by far the worst it has ever been. Whole classes of Health Academy students were placed elsewhere. A teacher was tagged as a Health Academy teacher who was NOT in fact in the academy and mistakenly received over 60 of our students. Our special education students were taken out of our classes, which is particularly problematic because they had established bonds with many health academy students. One of the health academy leads was NOT given the extra prep period for meeting initially, which lead to an entire class of students having to be shifted to another class after an entire marking period. There was never any explanation of why these huge scheduling errors were made or how we can be sure they won't occur again.</p> <p>We did have a positive experience with having some of our seniors take the EMT class at Merritt College. They enjoyed the class, they performed better than any of the other high school students, and they learned a great deal. Still, there was a problem with our students not being given priority to register for the 2nd semester of the class, which caused them to all be placed on the waitlist. This was discouraging for them and confusing. They felt like they were told contradictory things from teachers and staff and this did erode a small level of trust.</p> <p>As for career exploration visits, we had good success lining up partners to host events. We have taken or scheduled 10+ of these visits thus far. In the future we would like to add more emphasis in classes, possibly incentives, as to the benefit career exploration visits can have.</p>

<p>Pathway Design Feature #1 (New/Emerging):</p>	<p>Case Manager position/ WBL Coordinator position</p>	<p>Yes</p>	<p>Yes</p>	<p>97% of teachers who partner with SSS report seeing the SSS work with students who really need support and supporting them in making progress. Some teacher comments include: "Students absences are reduced, work is being turned in, students advocate for themselves, and students overall feel they have someone on their side outside of a teacher." "A very defiant student's attitude is softening, a student who rarely turns in work has been more positive and been making up assignments, a student who failed last year has made up a great deal of work to get a grade change" "I have noticed a huge change in the social/emotional safety students feel in regards to the SSS. Students have someone to be accountable to, while also feeling like they have a safe person to express themselves with. I have heard all the SSS names used positively from their caseload students (and non caseload students)." In the 2016-17 school year, the Health Academy was able to adopt a Case Manager position, and a Student Support Specialist was brought on to work with our most underrepresented and academically challenged students. Our Support Specialist works closely with a caseload of about 35 students who are in need of academic and socio-emotional support. The Support Specialist has been able to coordinate with leads, teachers and school staff to develop support strategies, keep teachers informed, bridge relationships between teachers, students and parents, coordinate shadow visits and college tours for students, and get students involved in internships, as well as other resources that may not be easily accessible to this demographic of students.</p> <p>This year, those 35+ students have been able to receive the academic support that they need, in addition to building a community amongst one another, experiencing college tours, internships, career panels, having a one to one, weekly advising session, etc. The Health Academy Student Support Specialist, Vanessa, also serves as the internship and career exploration point person for all Health Academy students, not just those on her caseload. This is something that has increased the feeling of community amongst Health Academy students, and helped to integrate caseload students into the larger population, without feeling like they are outcasted for receiving additional support; moreover, boosting these students' confidence and self esteem that is necessary to achieving academic success.</p> <p>In terms of efficacy, the Health Academy Pathway Leads and Pathway Coach, Carlyn Adamson, are able to provide our Student Support Specialist with the direction, knowledge and support necessary to effectively build relationships with and support these students throughout their academic journey. With the guidance that the HA Pathway Leads provide, and their support in connecting Vanessa with the appropriate staff and students, Vanessa has been able to be integrated into the team almost seamlessly. They have made themselves easily accessible and are always excited to show Vanessa something new, train her, or simply give her a helping hand when necessary. The Health Academy Team has also been able to establish an understanding of Vanessa's role amongst one another, allowing teachers to support her in being able to meet with students, pull them for career exploration, as well as give her additional, useful information about students. This is important for students because they, consequently, feel a sense of wrap around support from the entire Health Academy team, making them more comfortable and encouraged to pursue academic success.</p> <p>Some systemic challenges that have arisen mainly come from a lack of communication, direction, competence and consistency from the administration and school site. Our Student Support Specialists lack a physical, on site Supervisor (although they are assigned one on paper) making it difficult to seek knowledge, support, and guidance outside of the Pathway Leads. It has also made the space arrangements/agreements a bit challenging amongst the Support Specialists because they do not have someone to mediate or provide direction. It is also difficult having an "on paper" supervisor because, although she is sometimes on site, she has not taken any initiative in terms of understanding our roles, learning about the demographic to which we provide support, or even observing us interacting with our students in the academic setting. Essentially, it has become hard to ask the person who is supposed to be our supervisor for direction or support because she does not know and is not interested in what we do throughout the day.</p> <p>Additionally, without the necessary communication and competence from the administration, there has been a lack of shared understanding and clarity around the roles of Student Support Specialists; furthermore, making it difficult for Vanessa to maximize her ability to engage and support students due to some resistance from ill-informed teachers or other support staff at Tech. At times it has also been increasingly difficult to disseminate information about internships and other opportunities to students because the information is either relayed last minute, partially, or after a deadline has passed. Often times, no one is held responsible for initially providing our Student Support Specialist with information about opportunities or events, unless they come from a direct Health Academy partnership. The administration is also extremely inconsistent with rules and disciplinary action. Only some students receive consequences for carrying out inappropriate actions, breaking classroom/school rules, fighting, breaking dress code, etc. while others are completely forgiven for these actions and there is no consequence whatsoever. This makes compliance scarce, and instilling good habits and values in students almost impossible since they recognize the inconsistency in administration and staff values. The administration has also failed to provide some promised resources for Student Support staff, including basic items such as a table, chairs, filing cabinets and even a confidential space for students to meet with support staff one to one. When support staff follow up or ask about resources/supplies promised, they are sometimes ignored and most times deferred (back and forth) between different administrators.</p> <p>Despite these challenges that Vanessa has faced, students have consistently expressed their relief and pleasure in having an added support person. Students are happy to be able to meet with someone regularly who has the flexibility and time to establish a lasting relationship with them. They are also learning self advocacy and becoming more confident in their academic abilities, demonstrated in their increased abilities to communicate with teachers, ask for help, improved attendance, etc.</p>
<p>Pathway Design Feature #2 (New/Emerging):</p>	<p>Develop Integrated curriculum units</p>	<p>Not Yet</p>	<p>No</p>	<p>The Health Academy team has spent two years developing curriculum dependent on academy pure classes. Through the district, a few of us have participated in teacher externships at hospitals to get a better understanding of the skills our students need in internships and beyond. However, in the 2016-2017 school year, we were unable to implement our curriculum due to lack of competence and accountability from our administration. The master schedule was created without any regard towards our academy which resulted in over 60 of our sophomores not having health academy humanities teachers and were instead assigned to a non-academy teacher. Class purity was only present in physiology classes which made community building, cross-curriculum, and supporting at risk students. Moving forward, we need administration to support our academy by being transparent and giving priority scheduling to academies.</p>
<p>Pathway Design Feature #3 (New/Emerging):</p>	<p>3rd teacher lead...</p>	<p>Yes</p>	<p>Yes</p>	<p>The co-lead model is really the only sustainable way to go. There is a great deal of work to be done in terms of administration and planning, and we feel it would be impossible to do as a solo lead. Our co-lead model allows us to bring our separate skills to the fore, for example, Livier has accounting experience and Katie has event planning and professional writing experience.</p>
<p>Pathway Signature Element #1 (Established):</p>	<p>CTE/Science integration</p>	<p>Not Yet</p>	<p>Yes</p>	<p>Our lab classes integrated with science (Physio and physio lab and Chem and medical chem) prepare our students very well. This year, when our students attended EMT class at Merritt, the teacher reported HA students being far better prepared than other students. We get similar feedback from internship sites our students work at. We do not have CTE teachers or CTE approved curriculum. Ms. Orle is working towards a CTE credential.</p>

Pathway Signature Element #2 (Established):	Work-based learning - Health Fair/ participation in annual Health events/ job shadows/ internships	Yes	Yes	Every year, each grade level HA students attend job shadows, health related field trips, and summer internships. We have initiated a new partnership this year with Highland hospital and with Samuel Merritt's Nursing school. Each year our partners and our students co-present at a Health Fair to which we invite all 9th grade students and members of the school community. Students take great pride in sharing their learning about public health issues and our health partners enjoy learning and teaching alongside students. This year's fair was also attended by the Measure N Commission. We are considering ways to integrate the health fair projects in our humanities classes to improve students writing and speaking. We are hoping the district's new process for job shadows will allow us to increase the number of job shadows students attend in the future.
Pathway Signature Element #3 (Established):	Personalized student supports - teacher collaboration and ongoing inquiry to connect students to the right resources	Yes	Yes	Health academy teachers have always met to discuss student needs and to ensure struggling students are connected to resources that might help them succeed. In the past, the team found it easier to connect to the school's Techniclinic to get immediate support for students struggling with health or mental health needs. In the past few years, this has become more difficult as the Techniclinic no longer accepts direct referrals from teachers. Rather, the referrals have to go through the COST team, which does not include teachers. Referrals to COST are often delayed in process and the follow-up is not always made transparent to teachers. This year, having the Student Support Specialist sit on COST and also connect back to the teacher team allowed more students to be connected to resources, but the process of COST is still a challenge, as the team doesn't currently hold a value on communicating with teachers or collaborating with teachers in support of students. The HA teacher team, as a result, spent a good deal of time this year, honing in on its own internal tier 1 and tier 2 interventions, to ensure that all teachers on the team were aware of the team's internal processes. They engaged a shared inquiry around students who have been successful This allows new teachers joining the team to learn from what works for students with different challenges.

3. EQUITY IMPERATIVE FOR YOUR PATHWAY

Complete this by:

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
HA strives to maintain representation which reflects the demographics of the district while demonstrating educational outcomes which are not predictive by students' incoming level of privilege or academic achievement level (ie. equity of outcomes).	HA will maintain or improve on it's graduation and college admission rates and increase the number of students receiving certifications so they might leave us career ready and able to work in the field while attending college.

4. ANNUAL PATHWAY GOALS

Complete this by:

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	At-risk students need more timely intervention with personal and academic difficulties	Graduation Rate	All Students	up to one-month turnaround for student-in-distress-and-needs-support through COST	Student referrals will get response within one school day. Students identified as in academic difficulties will have a check-in with Academy staff at least once a month	same	
Post-Secondary Readiness	More seniors take CC classes - increase in A-G completion for target population	Pathway Participation	All Students	44% A-G complete (AA and Latino Students)	20% increase	80% complete	
Climate and Culture	Higher percent go on WBL trips each year	Pathway Participation	All Students	60%	75%	100%	
Rigorous Academics	Integrate EMS and Medical Interpreting skills into academy courses	Social Emotional Learning	All Students	Humanities classes in the pathway have begun planning for soft skill integration, but not implemented.	Teacher PD re: medical interpreting. Curriculum planning by grade-level teams and vertical mapping of soft skills. No implementation.	Pilot curriculum in all health academy humanities classes and engage cycle of inquiry and revision.	

5. STRATEGIES

Complete this by:

Focused Annual Plan (FAP) Major Improvement Strategies

							305-Health-9
							305-Health-10
							305-Health-11
							305-Health-12
							305-Health-13
							305-Health-14
							305-Health-15
							305-Health-16

Pathway Measure N Design Feature #2: Develop Integrated curriculum units

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Curriculum days-- one day per staff member (8x 1 day) Physiology (2 teachers), Medical Chemistry (2), Sophomore humanities (2), Junior humanities Director visits to other academies (3 x 2 days)	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00	\$1,150.00	Differentiated professional development for teachers and school staff	305-Health-17
Extended contract for spring evening events (2) 8 teachers x 2 hrs x 2 events	A1.1: Pathway Programs	All Students	Measure N	\$4,000.00	\$1,120.00	Develop Integrated curriculum units	305-Health-18
3 whole day retreats (8 teachers) October, January buy-back, after school ends wrap-up	A1.1: Pathway Programs	All Students	Measure N	\$17,000.00	\$5,200.00	Develop Integrated curriculum units	305-Health-19
Food + Lunch for retreats Food + Lunch for meetings during the school year ~\$5000	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00	\$4,311.00	Personalized student supports - teacher collaboration and ongoing inquiry to connect students to the right resources	305-Health-20
CPA Conference	A1.1: Pathway Programs	All Students	California Partnership Academy			Develop Integrated curriculum units	305-Health-21
Paideia Conference	A3.4: Teacher Professional Development focused on Literacy	All Students	Measure N	\$2,000.00	\$5,825.00	Develop Integrated curriculum units	305-Health-22
Directors Meetings with other Health Academies	A1.1: Pathway Programs	All Students	California Partnership Academy			Expand College Readiness/ Awareness	305-Health-23
							305-Health-24
							305-Health-25
							305-Health-26
							305-Health-27
							305-Health-28
							305-Health-29
							305-Health-30
							305-Health-31
							305-Health-32

Pathway Measure N Design Feature #3: Expand College Readiness/ Awareness

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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15 Field Trips: Charter Busses (15 field trips) CSU Sonoma -1000 UC Santa Cruz -1000 UC Davis - 1000 SF State -900 CSU Monterey -1000 Exploratorium -900 CA Academy of Sciences - 900 American Conservatory Theater -900 Bay Street Cinema -900 SF MOMA -900 Monterey Bay Aquarium-1000 Garfield Center -Kaiser Innovation Labs-900 Oakland Police Crime Lab -800 ACLU Conference, Sacramento -1000				\$15,000.00			305-Health-33
Soft-skill curriculum integration							305-Health-34
							305-Health-35
							305-Health-36
							305-Health-37
							305-Health-38
							305-Health-39
							305-Health-40
							305-Health-41
							305-Health-42
							305-Health-43
							305-Health-44
							305-Health-45
							305-Health-46
							305-Health-47
							305-Health-48

Pathway Signature Element #1 (Established): CTE/Science integration

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Extended Contract for Biotech/ Health collaboration			Measure N	\$2,000.00	\$1,120.00	Student Support Specialists that provide Tier 1 support to neediest students	305-Health-49
Student Consumable Material for lab classes, etc.			California Partnership Academy	\$13,500.00	\$4,310.00	CTE/Science integration	305-Health-50
							305-Health-51
							305-Health-52
							305-Health-53
							305-Health-54
							305-Health-55
							305-Health-56
							305-Health-57
							305-Health-58
							305-Health-59
							305-Health-60
							305-Health-61
							305-Health-62
							305-Health-63
							305-Health-64

Pathway Signature Element #2 (Established): Work-based learning - Health Fair/ participation in annual Health events/ job shadows/ internships

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:		KEY:	
Please complete this self-assessment for your pathway.		1: <i>Beginning & Designing</i>	3: <i>Meeting and Advancing</i>
Click here for the full	Measure N rubric.	2: <i>Developing & Approaching</i>	4: <i>Excelling and Sustaining</i>

1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	3	3		Our mission and vision are more solid than ever. Our leadership configuration is now changing to include out new teacher for the 10th grade level and more collaboration vs. one person taking on	Strengths: passionate, talented teachers, well established mission and non-profit organization support. Challenges include a relatively quick expansion and an already over-extended group of	Not enough collaboration time, lack of historical guidance from admins/outside leadership
Leadership Configuration	1	2-				
Distributive Leadership	2-	2				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3-	3		We do well in recruiting and targeting underrepresented populations for our academy. This is our mission and closing the opportunity gap is what we have been doing.	Strengths: our diverse student population has always been one of our strengths and we are supported in this mission by our non-profit. Challenges: growing the number of students we can offer this to and catching more at-risk students	Reaching out to more students earlier, offering more personal support costs money, recruitment and outreach takes time and planning.
Diverse Student Representation	3+	3+				
Closing the Opportunity Gap	3	3				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2-	2-		Currently, Biotech courses are not integrated with Math classes. The benefit of this is that students are not tied to a particular Math class, but it limits the cross-curricular integration. Also, the English	Strengths: they have more choice in courses they can take. This increases the diversity of classes. Challenges: We could be intentional with repetitive skills by aligning with Math courses. This would be	Master schedule reorganization needs, teacher collaboration time with core teachers.
Integrated Core	1	1				
Cohort Scheduling	1	1				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2		The curriculum includes a Senior Project, which is a major student outcome of the program. We have curriculum that aligns with a summer internship and teaches relevant industry skills. Collaborative	Strengths: We meet with our program teachers from Berkeley high to align and increase rigor and student-centered curriculum. Their grade is very dependent on their ability to collaborate.	Collaboration time is needed to design and update curriculum.
Collaborative Learning	3-	3-				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2		We don't currently all have the same prep but 2 out of three of us do. We do share best practices and collaborate on labs and curriculum. We have attended one PD together and it was incredibly	Strengths: we all work very well together, are talented, and interested in growing our teaching practices with collaboration and PDs. Challenges: We don't have a common prep or dedicated paid	Dedicated, paid time for teachers to do work together.
Collaboration Time	1	2-				
Professional Learning	2-	2-				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	3	3		We provide training and internships, and a linked community college program as a next step. We have a 100% graduation rate currently and many of our students go on to a four year college, all start	Strengths: an already well established program of intentional WBL that is linked to a post-secondary program of the same design and goal. We have good outcomes due to personal attention.	A well-established non-profit has designed and supported our academy in the past and now, and designed our WBL integration and
Pathway Outcomes	3	3				
Pathway Evaluation	2+	2+				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2+	2+		We have many supports in place- a TA that does one-on-one tutoring and provides in-class support. A program coordinator that assesses needs related	Strengths: A non-profit that supports us and provides our TA, program coordinator, and other wrap-around support for students based on	Students need individual attention to succeed in the face of the challenges that face our young
College & Career Plan	2-	2-				

PATHWAY PLAN

1. ABOUT THE PATHWAY **Complete this by:**

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Oakland Technical High School	Pathway:	Fashion, Arts & Design	School ID: 305
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1A. Pathway Description

Pathway teachers and administration are proud of the ongoing work and continued development of integrated curriculum, embedding fashion and art related topics into an all core subjects. This inclusive approach engages learning and support in reading, writing, math, technology and other core skills. Our students represent a diverse population of talent in Oakland. Our instructional program ensures that all students experience fashion, arts and a rigorous college bound curriculum. The academy has a long term relationship with California College of the Arts (CCA) and has worked closely together to develop and implement CCA Exhibition and Performance Events that features academy student's creative body of work. The CCA – "ENGAGE" program utilizes teaching artists and mentors. ENGAGE provides academy students a venue for arts students to use their expertise in real-world projects. (The program's motto: "The Field as an Extension of the Studio.") Entire classes partner with community organizations and outside experts in creative endeavors.

1B. Pathway Mission and Vision

Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world experience in a post-secondary path in the fields of fashion, art, and design.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	31.1%	73.7%		59.8%	3.8%		19.5%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	39.8%		15.80%	16.5%	0.8%	0.8%	17.3%	6.00%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	0.0%	25.0%	0.0%	68.8%	46.7%	TBD
On Track to Graduate (Grade 10)	53.8%	52.4%	60.9%	51.0%	33.6%	TBD
On Track to Graduate (Grade 11)	29.4%	52.9%	41.5%	53.9%	35.4%	TBD
On Track to Graduate (Grade 12)	47.1%	51.4%	65.2%	63.5%	44.8%	TBD
A-G Completion (Grade C or Better)	53.3%	47.1%	TBD	63.0%	51.2%	TBD
A-G Completion (African American Students)	62.5%	52.6%	TBD	42.5%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	16.7%	TBD	14.7%	15.6%	TBD
A-G Completion (English Learners)	---	0.0%	TBD	21.4%	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	---	TBD	50.0%	20.8%	TBD

Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	7.7%	15.9%	15.7%	28.6%	25.7%	TBD
AP Course Access (African American Students)	4.7%	17.9%	7.5%	11.9%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	5.6%	5.3%	TBD	19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	11.8%	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	20.6%	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	TBD	TBD	TBD	8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	14.3%	19.2%	TBD
Suspension Rate	6.6%	---	---	2.3%	TBD	TBD
No Suspensions (African American Males)	90.7%	94.7%	92.9%	94.0%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	---	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	TBD	TBD	TBD	23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	21.1%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	35.2%	9.1%	TBD	19.1%	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)		Complete this by:	
2A. Pathway Strengths and Challenges			
Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</p> <p>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</p>		
	Focal Area	Strengths	Challenges (List all challenges impacting each focal area.)
Graduate Outcomes	Graduation rates far above the district average.	increase in outcomes and definite need to increase numbers??? 75% of students go onto college, but only 20% to 4 year colleges Senior project/ civic engagement/ work based learning scholarships for students	20% of students go to 4 year colleges

Post-Secondary Readiness	Students have access to ECCO internships, career speakers, industry experiences, career exploration visits. Students receive ECCO curriculum through their CTE course. College readiness dual enrollment course. High AP access rate.	senior project presentation lacks the impact and inspiration that was present at conception (presentations lack argumentation, analysis, use of data, ability to graph) Rhynes/ Clark class takes up an elective, students can leave early - this means they can't return for 7th 23% of all students are gaining access to AP courses, but only 13% of African-American students are. Only 40% of students enrolled in AP courses are passing them	13% of African American Students in AP classes and only 40% of students enrolled in AP are passing
Climate and Culture	Students report great satisfaction with their fashion/ art courses as well as their content courses. student engagement classroom vibe - interesting lessons/ caring teachers. systems of support - great support staff. not too many students out of class. diversity of positive social and academic student interactions. lots of friendly interactions observed.	observations of discord many students (especially girls) struggling with depression, feelings of lack of self-worth, low confidence lack of staff interaction	students struggling with social-emotional needs
Rigorous Academics	Individual teachers have strong curriculum. AP English class added this year.	not enough students A-G ready (38% meet A-G requirements at C or better/ 53% complete A-G) 40% of students are 2 or more grade levels below on the SRI a lack of differentiation in classrooms teachers too isolated testing culture interrupts engaging curriculum for students; not enough time to dive into engaging instruction	38% meet A-G requirements at C or better

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:

Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.

- For each priority, identify at least one root cause for a challenge you listed above.
- Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
- Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.

[Root Cause Analysis Primer.](#)

Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	20% of students go to 4 year colleges	Students may not be aware of opportunities for impactful community engagement that is long-lasting and meaningful with post-secondary benefits; students may not know about the SAT and ACT or have proper supports belief systems about what it takes to go to college/ beliefs that it is too hard outside challenges: financial constraints, family obligations	Equity/Access/ Achievement
Post-Secondary Readiness	13% of African American Students in AP classes and only 40% of students enrolled in AP are passing	academy not aligned with the structures and thinking that we want our students to be able to do - frameworks, etc. across content areas but across grades not enough support from a large group of advisors not enough time/ money	Equity/Access/ Achievement
Climate and Culture	students struggling with social-emotional needs	Many of our students come having prior trauma and need strong relationships and a lot of social-emotional support to help them navigate the stress of their lives while succeeding academically... While individual teachers on our team do a ton of student support, there is a lack of teacher team cohesion - master schedule did not allow for FADA students to be placed in FADA teachers' classes (except for CTE/ Arts), so teacher collaboration around intervention/ curriculum/ student experience has been impossible	School Leadership & School Vision

Rigorous Academics	38% meet A-G requirements at C or better	teachers lack a common understanding of what grade-level academic rigor looks like and in the absence of student cohorts, this cohesion is difficult to build among our teacher team; need to grow our honors and AP programs; there is a need for integrating literacy into other content areas to strengthen SRI outcomes	Building a Rigorous Academic Core: Student Conditions
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2C. Current Strategy Analysis

Instructions: *Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy: Identify and implement research-based literacy instructional practice, develop common rubrics and assessment, assess progress	Not Yet	Not Yet	Intent: to develop curricular cohesion in our Academy/Pathway programming What we've done this year: Used some department time to talk about portfolio assessment We are at the beginning stage to map out how claim and evidence emerge in our pathway We are at the beginning stage to develop shared rubrics, portfolio development, artist statements and a relevant senior project related to our academy theme (portfolio presentation and defense). Beginning to use Teaching for Understanding as a common curriculum-development framework We have been meeting as a team (Johnson, Arnold, Peter) at least twice a month to collaborate on all things Academy/Pathway We have visited the Arts and Humanities Academy at Berkeley High to learn about programming, interdisciplinary projects, to connect with teachers, to talk with admin about program structure Looking Forward: Would like to develop guidelines for student portfolio development across our Academy/Pathway Would like to implement Studio Habits of Mind and correlate them with our Advisory Board soft skills findings from last year Would like to ask Trena to do a Studio Habits of Mind workshop for our team Would like to look at/use AHA model in our academy as a pilot as a common language for our teachers to use in our practice Would like to develop one inquiry-based interdisciplinary project for our Academy at the 10th grade level that incorporates Fashion, Art, and Animation and English and History. Choose a theme (i.e. Immigration) - look at AHA Continue to ask Trena to mentor us
Pathway Design Feature #1 (New/Emerging): A-G credit offered for Fashion Course Sequence/ AP Art option	Not Yet	Yes	Effective September 2015 Fashion full sequence A-G Approval. Therefore, students no longer need to drop their pathway class senior year to fulfill A-G requirements elsewhere. AP Art Option was not pursued because A. Arnold already teaches 3 preps without the contractually-obligated stipend being given. In order to develop and implement an AP art option, there would have to be release time paid to develop the curriculum, visit other AP art programs, financial support to attend an AP workshop (paid work time, travel expenses, and workshop cost) as well as a MOU of paying the stipend for an additional prep, and an agreement to only teach the AP art course at the senior level (not a course combined with Advanced Art students). This would require some thinking around what happens when students who are seniors do not opt to take the AP art course. Can they take a beginner Animation or Fashion class as a senior, or perhaps another elective (Drama, Dance, Ceramics, etc).
Pathway Design Feature #2 (New/Emerging): Soft-skill learning progression across classes and grades around the Harvard Project Zero - Teach for Understanding model	Yes	Not Yet	Intent: to develop academy/pathway-wide structures and practices to support student learning and curriculum development across disciplines. What we've done this year: -Held one meeting "Pathway Wednesday" meeting with all Upper Campus teachers to analyze curriculum and take a look at the Teaching for Understanding model. This meeting was met with extreme resistance from 2 teachers and lack of support from our administrator. -We decided to ask for Trena's help with facilitation for the group; we decided to proceed with meetings with pathway leads -Pathway leads met in December 2016 for an all-day retreat to take a step back to analyze our academy and our redesign Looking Forward: -Would like to continue to have release days to plan for utilizing Teaching for Understanding model -Would need Trena's support to design and implement -need to have paid collaboration time among staff in an ongoing way to support this work -Would like to attend an Adobe Illustrator Certification Program as a Pathway Leads team to create an academy/pathway-wide

Pathway Design Feature #3 (New/Emerging):	Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team	Yes	Yes	<p>Intent: to build an academy identity, to build a supportive environment, and to support student achievement</p> <p>What we've done this year: -Co-directorship -Pathway Leads Team -Visit to Berkeley High to observe distributive leadership models -CPA conference -SSS and intervention meetings -Beginning to develop a parent leadership team to help with the Academy</p> <p>Looking Forward: -Would like to visit schools that have similar models -Would like to continue to meet with our SSS around intervention</p>
Pathway Signature Element #1 (Established):	WBL experiences: Visual Arts Showcase/ Fashion and Graphic Design Collaboration with Performing Arts Programs to develop performance productions	Yes	Yes	<p>Ai collaboration with Ai (Mikel Rosen, Fashion Director): FADA students design t-shirts for show FADA students models for show Leon Cole, senior fearedt design pieces at Ai show as new Ai student FADA Gala... Portfolio Day (art) FADA fashion students collaboration with OT performing arts (dance) created and develop designs for winter showcase FADA fashion students collaborate with OT performing arts (drama) research, design, costume creations, and backstage support for Fall production. Crucible field trip Crucible Gear Girls collaboration Crucible internship offer (Fuego Program) CEV visit with Fashion and Art</p> <p>Looking forward: -Create/establish Parent Group to help support academy functions -calendar out our program for CEVs, career speakers, workshops, portfolio day, etc</p>
Pathway Signature Element #2 (Established):	Post-Secondary Readiness Support - Visiting Artists, Job Shadows, Career Speakers, College Visits, Lifeskills workshops	Yes	Yes	<p>CCA Intern, Southern Exposure visiting Artist, Salesforce designer visit, illustrator visit, Ai college rep visit, Cogswell College visit, Crucible collaboration, portfolio day (art)</p> <p>The Art Institute of SF: College Outreach Speaker Fashion College Bound courses for FADA students WBL Presentation Project with Ai Alumni Elishes Cavness Articulation proposed by Ai: in progress TBD 2017-18 Peralta Articulation Opportunity - TDB for 2017-18</p> <p>Looking forward: -calendar out our program for CEVs, career speakers, workshops, portfolio day, etc</p>
Pathway Signature Element #3 (Established):	Civic Engagement (100 hrs) & Internships	Yes	Yes	<p>Jefferson students in Action remains in place for FADA students under the direction of M. Rhyne. BISA of ARC Youth Fest collaboration presents opportunities interns. ECCO - due to LLO restructure of ECCO student stipends no longer supported/CPA budgets in limbo due to governmental proposal</p> <p>Looking forward: -Study other academies' internship plans as well as AHA model to make a plan for our academy -research and build a civic engagement plan around the academy theme</p>

3. EQUITY IMPERATIVE FOR YOUR PATHWAY

Complete this by:

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSPA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
Equitably support all students to disrupt patterns of academic performance which are predictable by past academic performance, SES, race, and learning challenges.	We will engage a student population which reflects the demographics of our school and whose academic outcomes will not be predictable by previous academic performance or background (ie. we will have equity of academic outcomes and our graduation rates will far exceed those of the district as a whole).

4. ANNUAL PATHWAY GOALS

Complete this by:

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	A-G completion rate will match the school wide graduation rate.	A-G Completion	Low- Income Students	46.1% A-G Complete	5% increase	62%	3. Coordinate the many and varied student support services;
Post-Secondary Readiness	Support every student to develop a college and career plan.	On Track to Graduate	African- American Students	20% of students with post-secondary plan	50%	75%	2. Provide better access for all students to the college and career center

Climate and Culture	Develop a culture of teacher team collaboration - consistently. Build common practices around shared values.	Culture/Climate: Student	All Students	5 out of 10 teachers share a common vision for this pathway/ student learning outcomes.	7 out of 10	100%	4. Consider developing functioning Professional Learning Communities in all disciplines
Rigorous Academics	75% of 11th graders will be reading at grade level	SRI	English Learners	35% at or above grade level	50 % at or above	75% at or above	5. Develop targeted professional development with follow-through

5. STRATEGIES	Complete this by:
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Focused Annual Plan (FAP) Major Improvement Strategies			
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Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased fo	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Instructional Improvement Strategy	Identify and implement research-based literacy instructional practice, develop common rubrics and assessment, assess progress	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement

Pathway Measure N Design Features			
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Identify up to three Measure N design features that support your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Measure N Design Feature #1:	A-G credit offered for Fashion Course Sequence/ AP Art option	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Pathway Measure N Design Feature #2:	Soft-skill learning progression across classes and grades around the Harvard Project Zero - Teach for Understanding model	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Pathway Measure N Design Feature #3	Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team	Personalized Student Support	Equity/Access/ Achievement

Pathway Signature Elements (Established Practices)			
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Identify up to three established signature elements that support your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Signature Element #1 (Established):	WBL experiences: Visual Arts Showcase/ Fashion and Graphic Design Collaboration with Performing Arts Programs to develop performance productions	Work-Based Learning	Personalized Student Support
Pathway Signature Element #2 (Established):	Post-Secondary Readiness Support - Visiting Artists, Job Shadows, Career Speakers, College Visits, Lifeskills workshops	Work-Based Learning	Personalized Student Support
Pathway Signature Element #3 (Established):	Civic Engagement (100 hrs) & Internships	Work-Based Learning	Personalized Student Support

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by:
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Instructions: *Task: Document strategic actions to support the pathway's design features, signature elements, instructional improvement strategy, and other planned activities.*
Target Student Group: For each action, choose a primary student group that you expect to benefit.

Pathway Measure N Design Feature #1: A-G credit offered for Fashion Course Sequence/ AP Art option

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
1120- Stipends for staff – collaboration time	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N		1120	Differentiated professional development for teachers and school staff	305-Fashion, Arts & Design-1
5200 - Dept/Pathway retreats (local)	A1.1: Pathway Programs	All Students	Measure N	\$6,000.00	5200	A-G credit offered for Fashion Course Sequence/ AP Art option	305-Fashion, Arts & Design-2
5825 - Contracted Services	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00	5825	Identify and implement research-based literacy instructional practice, develop common rubrics and assessment, assess progress	305-Fashion, Arts & Design-3
							305-Fashion, Arts & Design-4
							305-Fashion, Arts & Design-5
							305-Fashion, Arts & Design-6
							305-Fashion, Arts & Design-7
							305-Fashion, Arts & Design-8
							305-Fashion, Arts & Design-9
							305-Fashion, Arts & Design-10
							305-Fashion, Arts & Design-11
							305-Fashion, Arts & Design-12
							305-Fashion, Arts & Design-13
							305-Fashion, Arts & Design-14
							305-Fashion, Arts & Design-15
							305-Fashion, Arts & Design-16

Pathway Measure N Design Feature #2: Soft-skill learning progression across classes and grades around the Harvard Project Zero - Teach for Understanding model							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Certification programs	A1.1: Pathway Programs	Low-Income Students	Measure N			WBL learning coordinator to coordinate opportunities for students within and outside of pathways.	305-Fashion, Arts & Design-17
							305-Fashion, Arts & Design-18
							305-Fashion, Arts & Design-19

							305-Fashion, Arts & Design-20
							305-Fashion, Arts & Design-21
							305-Fashion, Arts & Design-22
							305-Fashion, Arts & Design-23
							305-Fashion, Arts & Design-24
							305-Fashion, Arts & Design-25
							305-Fashion, Arts & Design-26
							305-Fashion, Arts & Design-27
							305-Fashion, Arts & Design-28
							305-Fashion, Arts & Design-29
							305-Fashion, Arts & Design-30
							305-Fashion, Arts & Design-31
							305-Fashion, Arts & Design-32

Pathway Measure N Design Feature #3: Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Teacher collaboration							305-Fashion, Arts & Design-33
							305-Fashion, Arts & Design-34
							305-Fashion, Arts & Design-35
							305-Fashion, Arts & Design-36
							305-Fashion, Arts & Design-37
							305-Fashion, Arts & Design-38
							305-Fashion, Arts & Design-39
							305-Fashion, Arts & Design-40
							305-Fashion, Arts & Design-41
							305-Fashion, Arts & Design-42
							305-Fashion, Arts & Design-43
							305-Fashion, Arts & Design-44
							305-Fashion, Arts & Design-45
							305-Fashion, Arts & Design-46

							305-Fashion, Arts & Design-47
							305-Fashion, Arts & Design-48

Pathway Signature Element #1 (Established): WBL experiences: Visual Arts Showcase/ Fashion and Graphic Design Collaboration with Performing Arts Programs to develop performance productions

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
5825 Student Field Trips	A1.3: A-G Completion	All Students	Measure N	\$4,000.00	\$5,825.00	WBL learning coordinator to coordinate opportunities for students within and outside of pathways.	305-Fashion, Arts & Design-49
4311 Meeting Refreshments	A5.2: Health and Wellness (Mental & Physical Health)	Other	Measure N	\$1,000.00	\$4,311.00	Identify and implement research-based literacy instructional practice, develop common rubrics and assessment, assess progress	305-Fashion, Arts & Design-50
							305-Fashion, Arts & Design-51
							305-Fashion, Arts & Design-52
							305-Fashion, Arts & Design-53
							305-Fashion, Arts & Design-54
							305-Fashion, Arts & Design-55
							305-Fashion, Arts & Design-56
							305-Fashion, Arts & Design-57
							305-Fashion, Arts & Design-58
							305-Fashion, Arts & Design-59
							305-Fashion, Arts & Design-60
							305-Fashion, Arts & Design-61
							305-Fashion, Arts & Design-62
							305-Fashion, Arts & Design-63
							305-Fashion, Arts & Design-64

Pathway Signature Element #2 (Established): Post-Secondary Readiness Support - Visiting Artists, Job Shadows, Career Speakers, College Visits, Lifeskills workshops

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Stipends for career speakers							305-Fashion, Arts & Design-65
Job Shadow visits							305-Fashion, Arts & Design-66

Ai collaboration with Ai (Mikel Rosen, Fashion Director): FADA students design t-shirts for show/ FADA students models for show Leon Cole, senior featured design pieces at Ai show as new Ai student FADA Gala Portfolio Day (art) FADA fashion students collaboration with OT performing arts (dance) created and develop designs for winter showcase FADA fashion students collaborate with OT performing arts (drama) research, design, costume creations, and backstage support for Fall production. Crucible field trip/ Crucible Gear Girls collaboration/ Crucible internship offer (Fuego Program) CEV visit with Fashion and Art							305-Fashion, Arts & Design-67
							305-Fashion, Arts & Design-68
							305-Fashion, Arts & Design-69
							305-Fashion, Arts & Design-70
							305-Fashion, Arts & Design-71
							305-Fashion, Arts & Design-72
							305-Fashion, Arts & Design-73
							305-Fashion, Arts & Design-74
							305-Fashion, Arts & Design-75
							305-Fashion, Arts & Design-76
							305-Fashion, Arts & Design-77
							305-Fashion, Arts & Design-78
							305-Fashion, Arts & Design-79
							305-Fashion, Arts & Design-80

Pathway Signature Element #3 (Established): Civic Engagement (100 hrs) & Internships

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Fashion, Arts & Design-81
							305-Fashion, Arts & Design-82
							305-Fashion, Arts & Design-83
							305-Fashion, Arts & Design-84
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							305-Fashion, Arts & Design-94
							305-Fashion, Arts & Design-95
							305-Fashion, Arts & Design-96

Strategic Actions for All Other Strategies

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
As far as we know, we've lost SB1070 funding. We will need to use Measure N monies to cover.							305-Fashion, Arts & Design-97
							305-Fashion, Arts & Design-98
							305-Fashion, Arts & Design-99
							305-Fashion, Arts & Design-100
							305-Fashion, Arts & Design-101
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							305-Fashion, Arts & Design-131
							305-Fashion, Arts & Design-132

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:	KEY:
Please complete this self-assessment for your pathway.	1: Beginning & Designing
Click here for Measure N rubric . the full	2: Developing & Approaching
	3: Meeting and Advancing
	4: Excelling and Sustaining

1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	3	3+		Mission Statement/Vision could be posted in all classrooms, to be clear to all teachers old and new. For Distributive Leadership : Pathways have requested support from district on designing small job shadows for legal purposes, and as of April 2016 had no success. No CTE support this year.	We have been in operation for many years, and our basic pathway concept/scope has been refined and is stable. Most Academy business is organized by the two directors, who have a one-period release. Other teachers mostly do not teach only academy classes and have no time allocated for academy business. Master schedule	We have a higher percentage of students with IEP's than the school as a whole. We have high retention rates in all demographics, and work particularly hard at supporting students at risk.
Leadership Configuration	2	3				
Distributive Leadership	2	1+				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	4		Open access: Mentoring in Medicine targeted ninth grade males of color and met with them for 3 months 2 days after school. This resulted in ten young men joining the Health Academy, 5 Computer Academy, 3 Fada and 1 engineering.	Recruitment efforts make a point to reach every ninth grader, including sped, ELL, and low performing groups. Interview questions are designed to assess student interest in health and demonstrated experience in health related activities. Part of our screening ensures that our accepted students mirror the ethnic makeup of the ninth	Despite efforts to reach every student, there are always some students who are not organized or motivated to apply.
Diverse Student Representation	4	4				
Closing the Opportunity Gap	3	3				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	3	4		Our theme, HEALTH, is emphasized in every class, across the curriculum. Our community service allows students to explore various community health organizations. Cohort	Our science and CTE course content has been developed over many years, and specific portions have been worked on with industry and community college partners. Courses are well-aligned to student interest and to some basic industry standards. The science and	common prep period; because we run our Physiology/Physiology Lab class during all 6 periods, not every teacher can have this conference.
Integrated Core	2	2+				
Cohort Scheduling	3	4				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	3-		The majority of our time is not spent on projects and public defense of their research and argument. Students collaborate regularly with each other, are not regularly reflecting on their collaboration, but do	Our science and CTE courses have many hands-on, student-based and collaborative activities, as do our English and Social Studies courses. Our sequence of student projects (group and individual)	The science and CTE courses heavily integrate academic and technical content and are seen by students and the school as both relatively rigorous and as accessible/possible for a wide
Collaborative Learning	2	3				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	3		Sharing Best Practice-we share and resources. However we can't observe each other because we have a common prep period.	Now that we (finally) have grade-alike cohorts, we are gradually coordinating the English and Social Studies classes with these where possible (coordination of units, CTE units taught in these classes, health specific content developed for these classes .)	hold before or after-the-school year PD/planning sessions (although we have managed a day or two almost every year) because of conflicts with other District PD sessions required for teacher participation in a variety of programs.
Collaboration Time	1	3+				
Professional Learning	2	4				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2+	2		We have WBL learning plan but we don't have enough WBL opportunities to get our students to.	Students job shadow in 10th and 11th grades; most students job-shadow once, while a few go on several job-shadow trips.	Finding and coordinating enough job shadows, particularly in clinical facilities, is one of our central difficulties as an academy. Our internship participation rate dropped
Pathway Outcomes	3	3-				
Pathway Evaluation	1	3				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3	4		We meet regularly to discuss students, provide support and refer to community support providers. We have students write resumes, research college	Our staff meets monthly and most of our time is usually spent talking about the students who need support. Each marking period we review student	Personalization in class projects (e.g. discussion about why you chose this topic) help all health academy students to be
College & Career Plan	2	2				

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Oakland Technical High School	Pathway:	Engineering	School ID: 305
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1A. Pathway Description

Curriculum:

Traditional and Computer-Aided Drafting; Design a house and build a model for the Oakland Rotary Club Annual Design Contest; Use advanced CAD software to construct 3-D models; College level statics and dynamics

The Engineering Academy is a rigorous academy that focuses on mechanical engineering. Starting in 10th grade, the students in this academy study engineering, physics (focused on mechanics), drafting, etc.

1B. Pathway Mission and Vision

To successfully teach students physics mechanics through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in civil and mechanical engineering.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	48.5%	51.5%			5.5%		0		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	3.0%		24.2%	3.6%	0.60%		55.2%	8.5%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	----	100.0%	----	68.8%	46.7%	TBD
On Track to Graduate (Grade 10)	94.6%	83.3%	73.8%	51.0%	33.6%	TBD
On Track to Graduate (Grade 11)	98.2%	94.1%	98.0%	53.9%	35.4%	TBD
On Track to Graduate (Grade 12)	97.7%	100.0%	94.2%	63.5%	44.8%	TBD
A-G Completion (Grade C or Better)	97.7%	98.1%	TBD	63.0%	51.2%	TBD

A-G Completion (African American Students)	----	100.0%	TBD	42.5%	33.6%	TBD
A-G Completion (Special Education Students)	----	----	TBD	14.7%	15.6%	TBD
A-G Completion (English Learners)	----	----	TBD	21.4%	33.9%	TBD
A-G Completion (Foster Youth)	----	----	TBD	50.0%	20.8%	TBD
Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	69.2%	60.4%	58.8%	28.6%	25.7%	TBD
AP Course Access (African American Students)	75.0%	50.0%	80.0%	11.9%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	62.8%	54.1%	TBD	19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	TBD	TBD	TBD	8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	14.3%	19.2%	TBD
Suspension Rate	TBD	TBD	TBD	2.3%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	100.0%	94.0%	91.2%	TBD
No Suspensions (Foster Youth)	----	----	----	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	TBD	TBD	TBD	23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	21.1%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	91.7%	42.1%	TBD	19.1%	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*

Complete this by:

2A. Pathway Strengths and Challenges

Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	Focal Area	Strengths	<p>Challenges <i>(List all challenges impacting each focal area.)</i></p>

Graduate Outcomes	100% graduation rates	struggling students drop out or don't enter	struggling students drop out or don't enter
Post-Secondary Readiness	AP course access much higher than schoolwide rate. SRI performance much higher than schoolwide rate.	13% of students not reading at grade level according to SRI	13% of students not reading at grade level according to SRI
Climate and Culture	Students report loving the program and feeling very well prepared.	Students of color report feeling marginalized and unsupported in the program/ unwelcome.	Students of color report feeling marginalized and unsupported in the program/ unwelcome.
Rigorous Academics	Students outperform students in the rest of the school. The program is widely regarded as one of the most rigorous in the district.	struggling students or students below grade level in math do not have access to the program and, if admitted students struggle, there isn't in-school support provided them.	struggling students or students below grade level in math do not have access to the program and, if admitted students struggle, there isn't in-school support provided them.

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p>Root Cause Analysis Primer.</p> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
	Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge

Graduate Outcomes	struggling students drop out or don't enter	Stigma/ reputation that engineering is hard which discourages many students from applying.	
Post-Secondary Readiness	13% of students not reading at grade level according to SRI	Overtesting/ ELL/ knowing too much about which tests matter for them.	
Climate and Culture	Students of color report feeling marginalized and unsupported in the program/ unwelcome.	Because there is a lack of diversity, and high school students are often drawn to their peer groups, many students of color feel isolated in classes. Many students who are drawn to the academy have pre-existing networks of students who have been in the academy who know they can ask others for help. This exacerbates the challenge of students outside of these networks feeling like they will be supported here.	
Rigorous Academics	struggling students or students below grade level in math do not have access to the program and, if admitted students struggle, there isn't in-school support provided them.	Entrance exam has been a math exam which, while shifted to an algebra test this year (from a geometry test in previous years) still requires students to be strong in math. Only 15 algebra 1 students applied most likely because they had little math instruction in middle school and struggled in math... If students were in public schools Common Core math had no curriculum for a couple of years - many struggling students from district middle schools are far behind.	

2C. Current Strategy Analysis

Instructions:	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>		
	Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?

Pathway Instructional Improvement Strategy:	Develop math supports for struggling students./ Ongoing inquiry into the relevance and meaningfulness of current curriculum and the necessary scaffolds to support student success.	Not Yet	Not Yet	New academy teachers have begun meeting this year to evaluate current curriculum and assess what needs to be shifted to support student engagement. They will spend the summer and next year developing and prototyping supports and scaffolds for each unit collaboratively.
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Pathway Design Feature #1 (New/Emerging):	Outreach plan to targeted students- more engagement and WBL opportunities for 9th graders	Not Yet	Yes	Our 9th grade SSS supporting 9th grade students who, in the past have been intimidated by engineering by working with them to break down some of the stigma. More students of color and struggling students applied this year than in previous years and a 7 of these target students were admitted. We are currently working on ensuring they have a bridge into support when they enter the academy next fall and will do much more targeted outreach of this kind, including shadow visits and meetings with current students in the future.
Pathway Design Feature #2 (New/Emerging):	Provide support to 9th grade classes to pilot/implement engineering unit	No	No	This year's pilot of the ECS class which was intended to double as an Advisory class in which students would experience a wheel of academy units was unsuccessful in building out the advisory segment of the course. All 3 teachers were new the ECS and one was new to teaching. They spent this year building out the ECS curriculum and will be working with academy directors to build out the advisory/ academy experience portion of the curriculum next fall.
Pathway Design Feature #3 (New/Emerging):	Create a mentoring system specifically designed for targeted students	Not Yet	Not Yet	This will be part of the pilot of next year's intervention build out. No students in the current program were in need of such support this year.
Pathway Signature Element #1 (Established):	Program of study is academically rigorous	Yes	Yes	Engineering Academy has consistently build students capacity to engage in engineering design at nationally competitive levels.
Pathway Signature Element #2 (Established):	Opportunities for students to participate in out of school activities i.e. robotics, engineering internships	Yes	Yes	Our students consistently participate in robotics clubs and engineering programs/ internships and are regularly recognized for their performance.
Pathway Signature Element #3 (Established):	Final Projects	Yes	Yes	While we will work to integrate our final projects into more of an integrated capstone project as our team builds out to include humanities teachers, our current final project is a signature practice that our students take great pride in and that we will continue.

3. EQUITY IMPERATIVE FOR YOUR PATHWAY		Complete this by:					
<i>As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i>							
Equity Imperative		What will be true in three years if you continue to focus on this imperative?					
We aim for our pathway to reflect the diversity of the school while maintaining the high level of rigor and outcomes our academy is known for.		The Engineering program will reflect the diversity of the school. The stigma that students of color and struggling students cannot succeed here will have been eliminated. We will have honed policies, the curriculum and instructional practices to ensure that all students who enter the program have the support they need to be successful here.					

4. ANNUAL PATHWAY GOALS				Complete this by:			
<i>Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.</i>							
FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	The drop-out rate will decline.						
Post-Secondary Readiness	All students will participate in industry-quality presentations and projects and develop an industry quality portfolio. (Create a system for tracking actual post-secondary success in graduates.)						
Climate and Culture	Students application to the program is not predetermined by pre-existing peer networks. (build networks in 9th grade)						
Rigorous Academics	By 11th grade, all students will be mathematically prepared to succeed in HP Physics.						

5. STRATEGIES				Complete this by:			
Focused Annual Plan (FAP) Major Improvement Strategies							

<i>Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased fo	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Instructional Improvement Strategy	Develop math supports for struggling students./ Ongoing inquiry into the relevance and meani	Equity/Access/ Achievement	

Pathway Measure N Design Features

<i>Identify up to three Measure N design features that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Measure N Design Feature #1:	Outreach plan to targeted students- more engagement and WBL opportunities for 9th graders	Work-Based Learning	
Pathway Measure N Design Feature #2:	Provide support to 9th grade classes to pilot/implement engineering unit	Equity/Access/ Achievement	
Pathway Measure N Design Feature #3	Create a mentoring system specifically designed for targeted students	Personalized Student Support	

Pathway Signature Elements (Established Practices)

<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Signature Element #1 (Established):	Program of study is academically rigorous	Building a Rigorous Academic Core: Student Conditions	
Pathway Signature Element #2 (Established):	Opportunities for students to participate in out of school activities i.e. robotics, engineering internships	Work-Based Learning	
Pathway Signature Element #3 (Established):	Final Projects	Building a Rigorous Academic Core: Student Conditions	

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

Instructions:	Task: Document strategic actions to support the pathway's design features, signature elements, instructional improvement strategy, and other planned activities. Target Student Group: For each action, choose a primary student group that you expect to benefit.
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Pathway Measure N Design Feature #1: Outreach plan to targeted students- more engagement and WBL opportunities for 9th graders

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
2018 Summer bridge program- math program for students to give them extra practice for the math they will be doing in the Academy:\$2000? -2 teachers, half days, 2 weeks	A1.1: Pathway Programs	Low-Income Students	Measure N	\$2,000.00	1120	Student Support Specialists that provide Tier 1 support to neediest students	305-Engineering-1
							305-Engineering-2
							305-Engineering-3

							305-Engineering-4
							305-Engineering-5
							305-Engineering-6
							305-Engineering-7
							305-Engineering-8
							305-Engineering-9
							305-Engineering-10
							305-Engineering-11
							305-Engineering-12
							305-Engineering-13
							305-Engineering-14
							305-Engineering-15
							305-Engineering-16

Pathway Measure N Design Feature #2: Provide support to 9th grade classes to pilot/implement engineering unit

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
-Meeting Refreshments							305-Engineering-17
							305-Engineering-18
							305-Engineering-19
							305-Engineering-20
							305-Engineering-21
							305-Engineering-22
							305-Engineering-23
							305-Engineering-24
							305-Engineering-25
							305-Engineering-26
							305-Engineering-27
							305-Engineering-28
							305-Engineering-29
							305-Engineering-30
							305-Engineering-31
							305-Engineering-32

Pathway Measure N Design Feature #3: Create a mentoring system specifically designed for targeted students

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Engineering-33
							305-Engineering-34
							305-Engineering-35
							305-Engineering-36
							305-Engineering-37
							305-Engineering-38

							305-Engineering-39
							305-Engineering-40
							305-Engineering-41
							305-Engineering-42
							305-Engineering-43
							305-Engineering-44
							305-Engineering-45
							305-Engineering-46
							305-Engineering-47
							305-Engineering-48

Pathway Signature Element #1 (Established): Program of study is academically rigorous

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
1 extra prep period for Mr. Li so that he can prepare for Descriptive Geometry and HP Physics curriculum as well as begin to work on the senior project class that we hope to offer in the future (2019?): \$7000?	A1.1: Pathway Programs	All Students	Measure N	\$4,000.00		Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	305-Engineering-49
3 days over the school year for 2 teachers: \$600 -2 days to visit other academies and programs at other schools -1 day for collaboration on curriculum	A1.1: Pathway Programs	All Students	Measure N	\$600.00	\$5,200.00		305-Engineering-50
2 week during the summer to work on curriculum development and alignment: \$4000	A1.1: Pathway Programs	All Students	Measure N	\$4,000.00	\$1,120.00		305-Engineering-51
AP certification for Mr. Li to teach AP Physics eventually: \$1200	A1.1: Pathway Programs	All Students	Measure N	\$1,200.00	\$5,200.00		305-Engineering-52
							305-Engineering-53
							305-Engineering-54
							305-Engineering-55
							305-Engineering-56
							305-Engineering-57
							305-Engineering-58
							305-Engineering-59
							305-Engineering-60
							305-Engineering-61
							305-Engineering-62
							305-Engineering-63

							305-Engineering-64
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Pathway Signature Element #2 (Established): Opportunities for students to participate in out of school activities i.e. robotics, engineering internships

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Field trip to six flags physics day: \$5000 Field trip to San Francisco to visit buildings for architecture: \$3000	A1.1: Pathway Programs	All Students	Measure N	\$8,000.00	\$5,825.00		305-Engineering-65
							305-Engineering-66
							305-Engineering-67
							305-Engineering-68
							305-Engineering-69
							305-Engineering-70
							305-Engineering-71
							305-Engineering-72
							305-Engineering-73
							305-Engineering-74
							305-Engineering-75
							305-Engineering-76
							305-Engineering-77
							305-Engineering-78
							305-Engineering-79
							305-Engineering-80

Pathway Signature Element #3 (Established): Final Projects

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Materials for the bridge competition: \$1000 Materials for in-class engineering challenges (spaghetti cantilever, paper tower, gingerbread house etc.): \$1000 Plotting materials: \$1500 Modeling materials: \$2000 Demo materials for physics labs: \$3000? White boards - ~\$200 K'nex/Lego/Kinetic Sand type modeling equipment - \$2000	A1.1: Pathway Programs	All Students	Measure N	\$9,000.00	\$4,310.00		305-Engineering-81
							305-Engineering-82
							305-Engineering-83
							305-Engineering-84
							305-Engineering-85
							305-Engineering-86
							305-Engineering-87
							305-Engineering-88
							305-Engineering-89
							305-Engineering-90
							305-Engineering-91
							305-Engineering-92

							305-Engineering-93
							305-Engineering-94
							305-Engineering-95
							305-Engineering-96

Strategic Actions for All Other Strategies

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Refreshments for two advisory board meetings: \$100?	A1.1: Pathway Programs	All Students	Measure N	\$500.00	\$4,311.00		305-Engineering-97
Rhino 3-D modeling license: \$1000	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Opportunities for students to participate in out of school activities i. e. robotics, engineering internships	305-Engineering-98
							305-Engineering-99
							305-Engineering-100
							305-Engineering-101
							305-Engineering-102
							305-Engineering-103
							305-Engineering-104
							305-Engineering-105
							305-Engineering-106
							305-Engineering-107
							305-Engineering-108
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							305-Engineering-125
							305-Engineering-126
							305-Engineering-127
							305-Engineering-128
							305-Engineering-129

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:		KEY:	
Please complete this self-assessment for your pathway.		1: <i>Beginning & Designing</i>	3: <i>Meeting and Advancing</i>
Click here for Measure N rubric . the full		2: <i>Developing & Approaching</i>	4: <i>Excelling and Sustaining</i>

1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	3	3			Currently, the pathway staff, school and district leaders, and partners do not share responsibility for program effectiveness and accountability for student outcomes. The pathway needs to form an advisory board that serves as an organizing structure to effectively engage a	There are not enough stakeholders present to assure that conditions are in place to establish and sustain pathway quality.
Leadership Configuration	1	1				
Distributive Leadership	1	1				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	1	2		Performance assessment data. Demographics. Student outcomes.	Students apply their knowledge and skills in new and unpredictable situations Interact regularly with industry, postsecondary, and community partners The academy does use performance assessment tasks with common rubrics to assess, monitor, and tries to support every student's progress toward mastery of	entrance exam and lack of access to information about how to get into the academy has resulted in a predominantly white/ asian student body. Lack of support for students struggling academically has resulted in a tracking of high performing students into the pathway.
Diverse Student Representation	1	1				
Closing the Opportunity Gap	1	1				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	4	4		student experiences. advisory board. master schedule	The Curriculum : Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs. Integrates all academic and technical coursework in all grade levels. Provides students with a	Strong relationships with industry partners over many years. Constant improvement of curricular program along the lines of industry standards.
Integrated Core	4	4				
Cohort Scheduling	4	4				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	4	1			strong CTE course sequence. No integration with other content areas or curriculum integration.	stand-alone course sequece. Not a pathway team.
Collaborative Learning	4	4				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2			Shares practices with student teacher and with math department chair. No collaboration with any other teacher teams in the school.	only 1 teacher.
Collaboration Time	1	1				
Professional Learning	1	1				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	1	2		student experiences	The pathway is in need of more structures to support work based learning outside of the class. We need collaboration time to conduct outreach to identify WBL experiences	7 periods a day teaching - no ability to take groups off campus or provide individualized opportunities for students.
Pathway Outcomes	1	1				
Pathway Evaluation	1	1				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	1	1		attrition rates of students of color. demographics.	One major area that needs more attention is the personalized support given to target students. The academy needs to access general school and	students drop out if they can't manage the work load because there are no outside supports available
College & Career Plan	2	2				

PATHWAY PLAN

1. ABOUT THE PATHWAY **Complete this by:**

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Oakland Technical High School	Pathway:	Computer	School ID: 305
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1A. Pathway Description

The Computer Academy is for students who enjoy using computers and want to learn more about them. The academy program will develop for students the computational thinking practices of algorithmic development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues of software engineering. They also spend some time learning about robotics, PC systems and how to build troubleshoot computers all of which offer students a hand-on learning experience.
 Key skills and features include:
 Computer organization and architecture, multimedia, word processing, spreadsheet and database applications, computer repairs, computer programming, graphics and editing, Internet/web pages design and HTML, designing and maintaining networks.

1B. Pathway Mission and Vision

The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. 2015: DRAFT: Vision/ Mission:
 Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	28.50%	N/A%	26.70%	12.90%	1.50%	15.0%	23.80%	5.00%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	----	----	----	68.8%	46.7%	TBD
On Track to Graduate (Grade 10)	74.5%	61.4%	77.3%	51.0%	33.6%	TBD
On Track to Graduate (Grade 11)	55.0%	60.0%	63.0%	53.9%	35.4%	TBD
On Track to Graduate (Grade 12)	65.7%	67.7%	68.0%	63.5%	44.8%	TBD
A-G Completion (Grade C or Better)	68.6%	64.3%	TBD	63.0%	51.2%	TBD

A-G Completion (African American Students)	54.5%	57.1%	TBD	42.5%	33.6%	TBD
A-G Completion (Special Education Students)	20.0%	50.0%	TBD	14.7%	15.6%	TBD
A-G Completion (English Learners)	----	----	TBD	21.4%	33.9%	TBD
A-G Completion (Foster Youth)	100.0%	----	TBD	50.0%	20.8%	TBD
Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	33.1%	29.7%	88.7%	28.6%	25.7%	TBD
AP Course Access (African American Students)	12.1%	18.6%	89.7%	11.9%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	18.5%	13.8%	TBD	19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	31.4%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	62.5%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	TBD	TBD	TBD	8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	14.3%	19.2%	TBD
Suspension Rate	0.0%	0.7%	0.5%	2.3%	TBD	TBD
No Suspensions (African American Males)	100.0%	96.9%	100.0%	94.0%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	----	----	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	TBD	TBD	TBD	23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	21.1%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	74.6%	15.2%	TBD	19.1%	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

2A. Pathway Strengths and Challenges

Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	Focal Area	Strengths	Challenges (List all challenges impacting each focal area.)

Graduate Outcomes	85% graduation rate in the academy, which is higher than district average. A-G Completion above school average for African-American students.	High Special Ed drop out rate. 50% of English Learners meeting A-G requirements.	Only 50% EL students meet A-G
Post-Secondary Readiness	83% of students are going to college straight out of the Computer Academy.	Only 20% are going to 4 year colleges/ 10% of African-American students are gaining access to AP classes (lower than district average).	20% of students are going to 4 year colleges
Climate and Culture	low suspension rate (3.1%)	More high needs students are being admitted and subsequently leave the Computer Academy. How do we support them?	Large number of high needs students being admitted
Rigorous Academics	75% of Computer Academy Students are at or above grade level on SRI.	25% are 1 or more years below grade level on SRI.	25% of students are 1 or more years below grade level on SRI. 50% of students in the school are below benchmark in math

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> For each priority, identify at least one root cause for a challenge you listed above. Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
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[Root Cause Analysis Primer.](#)

Focal Area	Highest Leverage Challenge <i>(will autopopulate from the table above)</i>	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Only 50% EL students meet A-G	English language literacy challenges impede access to curriculum. The curriculum is not sufficiently culturally relevant. Teachers are not equally trained in second language instructional strategies, so students have to navigate inconsistent practices between classes.	
Post-Secondary Readiness	20% of students are going to 4 year colleges	There is a college-going culture within the academy, but students are not prepared in terms of grades and minimum college requirements (# of classes completed A-G - languages, math, science, AP). We do little around helping students prepare for college entrance exams, applications, scholarships, financial aid, etc. We lack a plan that begins in 10th grade for students to plan and prepare for college applications in a significant way.	
Climate and Culture	Large number of high needs students being admitted	Wider outreach to 9th graders to ensure those needing engagement and support were encouraged to apply. Computer academy is growing a lot and more students with academic needs are being admitted. Up to 50% of students admitted are labeled "at risk" and have socio-emotional issues that inhibit learning and success in the classroom.	
Rigorous Academics	25% of students are 1 or more years below grade level on SRI. 50% of students in the school are below benchmark in math	English language learners are not being specially supported to gain literacy skills. They represent a number of the students who are below grade level. 50% of students in school are below the math benchmark (based on SBAC data).	

2C. Current Strategy Analysis

Instructions:	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>		
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Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy: Select set of English language learner instruction strategies to align, pilot, refine across all classes.	Not Yet	No	Our students were not cohorted correctly this year. As such, it has been impossible to adopt or implement instructional strategies outside of our academy CTE classes. Within those classes, we have ...

Pathway Design Feature #1 (New/Emerging):	Integrating Soft Skills Learning Progression across all classes including : project management, pilot and develop common rubrics/ protocols, engaging the ongoing cycle of inquiry to improve practice, and using guest speakers to help reinforce these skills.	Not Yet	No	The team fully developed this learning progression and began the year vetting rubrics and mapping curriculum to determine where best to embed soft-skills instruction. However, because none of the CA team teachers had CA students in their classes, they were unable to implement this work this year.
Pathway Design Feature #2 (New/Emerging):	Implementation of new 12th grade CS curriculum/ DE. Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes.	Not Yet	Not Yet	Couldn't implement 12th grade, but did implement 10th with an intent to pilot 12th grade DE course next Fall (31 students enrolled).
Pathway Design Feature #3 (New/Emerging):	Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals.	Yes	Yes	The intent of this strategy was to be able to proactively help students to catch up on work and/or build the organization skills to keep themselves on track to pass all their classes. We dedicated weekly meetings to working through this process (both figuring out the steps we should take and actually going through students and discussing supports). The barriers to implementation were that not many teachers had computer academy students. In 10th grade, the teachers did have mostly computer academy students, but 1 of the 3 10th grade teachers did not have a common prep, so they were not able to participate in this system. We had a lot of success in this strategy, mostly demonstrated by the fact that students were able to make progress and not require our intervention attention any more. We are intensely curious about those few students that remained on our intervention lists throughout the year, and have been working on Tier 3 intervention options. We hope that we will be able to implement a deeper level of support next year for students like these.
Pathway Signature Element #1 (Established):	WBL: Internships/ Academy Events- CS week/ hackathons/ career speakers/ Award & Project night)	Yes	Yes	(15 for ECCO) (20+ Intel) College visits - we need to improve (fall - creating calendar and workplan) Too many initiatives... CS Week - previously Hour of Code - needs to be redesigned - creating some type of hackathon (groups of target students with Senior mentors); Field trips for all 10th graders; Friday event - Intel hands on How can we maintain our appeal to our target students while we become more popular to our more advantaged populations?
Pathway Signature Element #2 (Established):	Teacher collaboration weekly- to do interventions	Yes	Yes	The intent of this strategy was to create a sense of team unity, regularity, and progress in our work. It was implemented with some fidelity, as 7 of our 9 teachers had a common prep. At the beginning of the year, we tried alternating between morning meetings and after school meetings, so that every teacher would be able to come to at least half the meetings, but that schedule was too hard to keep track of and to manage, so we reverted to only afternoon meetings. The other challenge to implementing this was that as the lack of pathway cohort purity became clear, the meetings became less relevant to some groups of teachers. A core group of teachers opted to continue meeting weekly and saw success. Next year, we intend to meet weekly as a team again, and are curious about how we can ensure that the time is relevant for all teachers, especially if the master schedule is not enacted for pathway purity.
Pathway Signature Element #3 (Established):	Expand College and Career exposure and enrichment: Extra Curricular activities: Robotics, Girls Who Code	Yes	Yes	Robotics went well. Cybersecurity will be in place next year. We need to reconnect with CISCO to provide the infrastructure. This is the first year we haven't offered it as a result of too many competing initiatives. Diablo Valley College will provide support. 10th grade did visit a few colleges (Stanford, Berkeley), however the upper grades college visits did not happen as this year's partnership with Intel took precedence. We will work this summer and next fall to re-build our field trips calendar and ensure juniors and seniors get to multiple college visits.

3. EQUITY IMPERATIVE FOR YOUR PATHWAY		Complete this by:
<i>As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i>		
Equity Imperative	What will be true in three years if you continue to focus on this imperative?	
Disrupt patterns of inequitable outcomes for student populations historically underserved in our schools.	Our academy will represent the diversity of the city and our graduation rates and student performance will not be predictable by students' income levels, backgrounds, or previous school experience/ performance.	

4. ANNUAL PATHWAY GOALS

Complete this by:

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	<p>1. Academy team will develop and implement common instructional strategies and supports for English learners to support literacy development. We will participate in professional development across content areas to learn additional strategies as well as the theoretical basis for second language development. We will include a specific focus on English language learning student academic achievement in our student intervention program.</p> <p>Goal: 75-80% of English language learners are meeting A-G requirements by end of 2018.</p>	A-G Completion	English Learners	50% EL's meeting A-G	60% of EL's will meet A-G	70% of EL's will meet A-G	
Post-Secondary Readiness	<p>1. All academy students must complete at least 1 college visit and 1 career visit each year.</p> <p>2. Starting in 10th grade, we will have at least one guest speaker every month with a common theme running through all, focusing on teaching SEL skills, and exposing students to college/industry experience.</p> <p>3. There will be at least 3 Computer academy sponsored College-prep workshops (SAT, Financial Aid Workshops, Mock Interviews, Summer program opportunities)</p> <p>Goal: 40% of students will be applying to 4 year colleges by end of 2017... 30% admission.</p>	A-G Completion	All Students	20% of students applying to 4 year colleges	30% of students will be applying to 4 year colleges	40% of students will be applying to 4 year colleges	
Climate and Culture	<p>Increase number of academy teachers and the intensity of student intervention through the increase information intake from students to better assess (intake survey). Engage in a yearly goal-setting protocol to track students' progress. Increase number of field trips to CS related events. Goal: academy survey will reveal 80% of students feel supported academically and socially-emotionally by the academy team and have made progress towards their own goals by end of 2018.</p>	Graduation Rate	All Students	We lose close to 40% of our students from the academy senior year either because they need to take other grad requirements or because they feel disconnected.	80% retention maintaining graduation rate.	100% retention and 80% graduation college ready and A-G complete.	

Rigorous Academics	<p>1. To support the continued development of rigorous academies, we will focus on creating collaboratively-developed, culturally-relevant lessons and standards based units across content areas. This will also ensure we align our expectations for rigor across grade level as well as to vertically align our curriculum and progression of skills. We will agree on shared practices and assessments and engage the ongoing cycle of reflection to ensure students are progressing. We will integrate Computer Science curriculum with all core classes (for this year and for the future). Core classes will complete a scope and sequence curriculum calendar, identify skill and knowledge overlap, and modify lessons/ units to intentionally bridge core subjects.</p> <p>2. Increase number of mathematics teachers in the academy and collaborate with them to build mathematical skills and thinking across the curriculum. Create more after school support for students (Math, Literacy, Robotics, Coding, Cybersecurity, Senior Project, etc). Goal: increase math performance to 70% proficiency within the academy.</p>	On Track to Graduate	All Students	no or very little cross-curricular work	soft skill learning progression vertical alignment and cross-class application ready for implementation	10th-12th grade vertical alignment and 1 cross-curricular project in each grade with aligned rubrics.	
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5. STRATEGIES **Complete this by:**

Focused Annual Plan (FAP) Major Improvement Strategies

<i>Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.</i>	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<p>Schoolwide Language & Literacy Improvement Strategy: Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.</p>	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<p>Schoolwide Mathematics Improvement Strategy: Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.</p>	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
<p>Schoolwide Culture & Climate/ SEL Improvement Strategy: Improve on time period attendance for all students. Increased tardy sweeps with increased fo</p>	School Leadership & School Vision	Program of Study & Master Scheduling
<p>Pathway Instructional Improvement Strategy Select set of English language learner instruction strategies to align, pilot, refine across all classes.</p>	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement

Pathway Measure N Design Features

<i>Identify up to three Measure N design features that support your goals.</i>	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<p>Pathway Measure N Design Feature #1: Integrating Soft Skills Learning Progression across all classes including : project management, pilot and develop common rubrics/ protocols, engaging the ongoing cycle of inquiry to improve practice, and using guest speakers to help reinforce these skills.</p>	Equity/Access/ Achievement	Personalized Student Support
<p>Pathway Measure N Design Feature #2: Implementation of new 12th grade CS curriculum/ DE. Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes.</p>	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
<p>Pathway Measure N Design Feature #3 Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals.</p>	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support

Pathway Signature Elements (Established Practices)			
Identify up to three established signature elements that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Signature Element #1 (Established):	WBL: Internships/ Academy Events- CS week/ hackathons/ career speakers/ Award & Project night)	Work-Based Learning	Personalized Student Support
Pathway Signature Element #2 (Established):	Teacher collaboration weekly- to do interventions	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions
Pathway Signature Element #3 (Established):	Expand College and Career exposure and enrichment: Extra Curricular activities: Robotics, Girls Who Code	Work-Based Learning	Personalized Student Support

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES **Complete this by:**

Instructions: *Task: Document strategic actions to support the pathway's design features, signature elements, instructional improvement strategy, and other planned activities.*

Target Student Group: For each action, choose a primary student group that you expect to benefit.

Pathway Measure N Design Feature #1: Integrating Soft Skills Learning Progression across all classes including : project management, pilot and develop common rubrics/ protocols, engaging the ongoing cycle of inquiry to improve practice, and using guest speakers to help reinforce these skills.

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Google Classroom working session (9 teachers x 1 day) during AUG or JUNE buyback day Lesson Study: however many days are needed, I'm not sure right now	A1.1: Pathway Programs	All Students	Measure N		1150	Differentiated professional development for teachers and school staff	305-Computer-1
							305-Computer-2
							305-Computer-3
							305-Computer-4
							305-Computer-5
							305-Computer-6
							305-Computer-7
							305-Computer-8
							305-Computer-9
							305-Computer-10
							305-Computer-11
							305-Computer-12
							305-Computer-13
							305-Computer-14
							305-Computer-15
							305-Computer-16

Pathway Measure N Design Feature #2: Implementation of new 12th grade CS curriculum/ DE. Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Extended contract 40 hrs for 2 teachers (sara and steve) to plan integrated curriculum during summer 2017	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00	\$1,120.00		305-Computer-17

							305-Computer-18
							305-Computer-19
							305-Computer-20
							305-Computer-21
							305-Computer-22
							305-Computer-23
							305-Computer-24
							305-Computer-25
							305-Computer-26
							305-Computer-27
							305-Computer-28
							305-Computer-29
							305-Computer-30
							305-Computer-31
							305-Computer-32

Pathway Measure N Design Feature #3: Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Salesforce working session (9 teachers x 1 day) during AUG or JUNE buyback day	A1.1: Pathway Programs	All Students	Measure N		\$1,150.00		305-Computer-33
Extended contract 1 hr/week for 9 teachers for intervention meetings	A1.1: Pathway Programs	Low-Income Students	Measure N	\$3,000.00			305-Computer-34
Mr. Peters paid for next year. This is a necessity because he's really helping this year.	A1.1: Pathway Programs	Low-Income Students	General Purpose: Unrestricted BASE				305-Computer-35
Tutoring for 10-12th *We would like to support the continuation of this year's pilot tutoring in math. However, we only want to invest in a tutoring program if there is a paid, separate position like Mr. Jennings is doing this year*							305-Computer-36
							305-Computer-37
							305-Computer-38
							305-Computer-39
							305-Computer-40
							305-Computer-41
							305-Computer-42
							305-Computer-43
							305-Computer-44
							305-Computer-45
							305-Computer-46
							305-Computer-47
							305-Computer-48

Pathway Signature Element #1 (Established): WBL: Internships/ Academy Events- CS week/ hackathons/ career speakers/ Award & Project night)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Computer-49
							305-Computer-50
							305-Computer-51
							305-Computer-52
							305-Computer-53
							305-Computer-54
							305-Computer-55
							305-Computer-56
							305-Computer-57
							305-Computer-58
							305-Computer-59
							305-Computer-60
							305-Computer-61
							305-Computer-62
							305-Computer-63
							305-Computer-64

Pathway Signature Element #2 (Established): Teacher collaboration weekly- to do interventions

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Extended contracts for 10 teachers x 7 hours per month - weekly 1 hour and every other week pathway wednesday 1.5 hour	A1.1: Pathway Programs	All Students	Measure N	\$6,000.00	\$1,120.00		305-Computer-65
							305-Computer-66
							305-Computer-67
							305-Computer-68
							305-Computer-69
							305-Computer-70
							305-Computer-71
							305-Computer-72
							305-Computer-73
							305-Computer-74
							305-Computer-75
							305-Computer-76
							305-Computer-77
							305-Computer-78
							305-Computer-79
							305-Computer-80

Pathway Signature Element #3 (Established): Expand College and Career exposure and enrichment: Extra Curricular activities: Robotics, Girls Who Code

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
10th grade trips: Computer Science History Museum Career exploration visit Tech Museum (on SAT day) Maker Faire College visit (Stanford)	A1.1: Pathway Programs	All Students	Measure N	\$4,000.00	\$5,825.00		305-Computer-81
11th grade trips: College visit Career exploration visit Maker Faire							
12th grade trips: College visit Career exploration visit Maker Faire							
							305-Computer-82
							305-Computer-83
							305-Computer-84
							305-Computer-85
							305-Computer-86
							305-Computer-87
							305-Computer-88
							305-Computer-89
							305-Computer-90
							305-Computer-91
							305-Computer-92
							305-Computer-93
							305-Computer-94
							305-Computer-95
							305-Computer-96

Strategic Actions for All Other Strategies							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Extra preparation period - co-lead	A1.1: Pathway Programs	All Students	Measure N				305-Computer-97
T-shirts Marketing campaign posters for recruitment	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00	\$4,310.00		305-Computer-98
Jstor database (or something similar) Additional salesforce licences	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00	\$4,399.00		305-Computer-99
Kindle Reader subscription for 10th grade Chromebook cart for every teacher (top priority)	A1.1: Pathway Programs	All Students	Measure N	\$25,000.00			305-Computer-100
Screens for not cheating/can't see your neighbors screen? Rocket book notebooks (128 x \$26 each)							305-Computer-101

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:		KEY:	
Please complete this self-assessment for your pathway.		1: <i>Beginning & Designing</i>	3: <i>Meeting and Advancing</i>
Click here for the full	Measure N rubric.	2: <i>Developing & Approaching</i>	4: <i>Excelling and Sustaining</i>

1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	3	3		Our mission is still strong, and we have a clear and focused idea of what we want to accomplish. We're still working on strategies and leadership configurations to help. We're working on	More teachers are stepping in to support and collaborate (especially around agenda creation and discussing student needs). Not enough shared leadership. Not enough collaboration time.	None of the teachers know how the academy (CPA) works or have held the WBL, academy theme development work. They also have
Leadership Configuration	1	2				
Distributive Leadership	1	2				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	3		30% female students. 70% low income students. 80% students of color. EL's lowest A-G and graduation rates. We are in our 1st year of substantial growth (the	Academy admission is open and equitable. All students feel welcomed and selection criteria is not based on test score but instead on interest. Academy prides itself in being ethnically diverse. Still needs to be gender balanced by enrolling	Lack female academy teachers involvement in academy activities and events. Stigma of CS being more of a space for males. Not enough sensitivity to female
Diverse Student Representation	3	2+				
Closing the Opportunity Gap	3	2				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	4	2+		4 teachers (10th grade english, 10th grade history, computer science, 12th grade english) have a common prep 4 other teachers do not have a common prep.	We need master schedule time for teachers to do collaboration, so without that time we don't feel like we can achieve this.	We don't get kids with interests seperate from their post college aspirations: most students that apply are thinking about computer science.
Integrated Core	2	1				
Cohort Scheduling	2	2				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2		Teachers generally work seperately from one another, so student experiences aren't streamlined from class to class. Teachers meet to discuss student needs, but less re: curriculum integration	Some pathway teachers are indeed engaging in the rigorous and integrated learning, but again without adequate collaboration time, we cannot achieve the "majority" or "all pathway teachers"	Teachers do not have sufficient collaboration time to develop effective integrated projects or align "rigorous" academic instructional
Collaborative Learning	3	2+				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2			We do talk and try to meet and advance a set of shared practices, but the lack of time holds us back from implementing these across the board.	A lot of our PD time has been spent reflecting and planning, but not getting training or specific collaboration time. Mr Sutton and Mr.
Collaboration Time	1	1				
Professional Learning	2	2				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	2+		70% of students are participating in some form of internships/ work-based learning opportunities. These are accessed only through Computer classes. Usually students only get 1 (usually	Internship opportunities currently exist with industry partners. ECCCO internships are provided for Juniors, and have been for a number of years. Evaluation data does not feed back into a cycle of	Not all students are available to complete internships during the summer or the school year due to several reasons(lack credit, family
Pathway Outcomes	2	2+				
Pathway Evaluation	2	3				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2	2		At an individual teacher level, most students engage in student interventions on a regular basis. We've improved since last year in some ways	We haven't formalized our interactions with students and families, but are developing protocols and note taking organization structures	No workable strategy to increase attendance of high need students in after school support activities
College & Career Plan	2	2				

PATHWAY PLAN

1. ABOUT THE PATHWAY **Complete this by:**

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Oakland Technical High School	Pathway:	Race, Law & Policy	School ID: 305
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1A. Pathway Description

Race, Policy, and Law is an International Studies (10th-12th grade) pathway which exposes students to the ways that Law and Policy shape society and allows students to examine history through an ethnic studies lens to better understand the ways in which racial identities and cultural identities have formed and have influenced our world. Students will also explore economic systems and the interplay of these systems across races and societies. Students will be prepared to explore global trends and understand the relationship between global and local systems.

1B. Pathway Mission and Vision

RPL is a safe and supportive community of interested and engaged students, teachers, and community members who are empowered to take action to address social justice issues be more open to social issues. through relevant curriculum and real world experience.

We hope to understand how the past has shaped today's society through exploring different narratives, so we can have a lasting social impact on our community and on a larger scale after we leave Oakland Tech.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	33.3%	66.7%					4.4%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	22.22%		11%	35.56%	0%	13%	11.11%	4.44%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	N/A	N/A	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	N/A	N/A	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	N/A	N/A	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	N/A	N/A	TBD	TBD	TBD	TBD
Percent of Students Leaving	N/A	N/A	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	N/A	N/A	TBD	68.8%	46.7%	TBD
On Track to Graduate (Grade 10)	N/A	N/A	TBD	51.0%	33.6%	TBD
On Track to Graduate (Grade 11)	N/A	N/A	TBD	53.9%	35.4%	TBD
On Track to Graduate (Grade 12)	N/A	N/A	TBD	63.5%	44.8%	TBD
A-G Completion (Grade C or Better)	N/A	N/A	TBD	63.0%	51.2%	TBD

A-G Completion (African American Students)	N/A	N/A	TBD	42.5%	33.6%	TBD
A-G Completion (Special Education Students)	N/A	N/A	TBD	14.7%	15.6%	TBD
A-G Completion (English Learners)	N/A	N/A	TBD	21.4%	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	TBD	50.0%	20.8%	TBD
Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	N/A	N/A	TBD	28.6%	25.7%	TBD
AP Course Access (African American Students)	N/A	N/A	TBD	11.9%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	N/A	N/A	TBD	19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	N/A	N/A	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	N/A	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	N/A	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	N/A	N/A	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	N/A	N/A	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	N/A	N/A	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	N/A	N/A	TBD	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	N/A	N/A	TBD	8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	N/A	N/A	TBD	23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	N/A	N/A	TBD	14.3%	19.2%	TBD
Suspension Rate	N/A	N/A	TBD	2.3%	TBD	TBD
No Suspensions (African American Males)	N/A	N/A	TBD	94.0%	91.2%	TBD
No Suspensions (Foster Youth)	N/A	N/A	TBD	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	N/A	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	N/A	N/A	TBD	23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	N/A	N/A	TBD	21.1%	17.1%	TBD
SBAC Proficiency (ELA)	N/A	N/A	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	N/A	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	N/A	N/A	TBD	19.1%	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

2A. Pathway Strengths and Challenges

Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	Focal Area	Strengths	Challenges (List all challenges impacting each focal area.)

Graduate Outcomes			There is a very wide range of student learning needs, academic levels, and past school experiences.
Post-Secondary Readiness			Students have had almost no exposure in 9th grade to post-secondary planning/ opportunities/ goal-setting/ etc.
Climate and Culture			The school has a climate fraught with racial tension and class tension. Many students who selected this pathway did so because they hope to help shift the culture of the school.
Rigorous Academics			The curriculum for this program is being adopted and implemented for the first time. Integrating English and Law & Society will be a challenge.

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> For each priority, identify at least one root cause for a challenge you listed above. Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
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[Root Cause Analysis Primer.](#)

Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	There is a very wide range of student learning needs, academic levels, and past school experiences.	Students entering the pathway come from a mix of private, charter, and public middle schools and have had vastly different experiences of school. They have had very different levels of support and encouragement as well, resulting in a wide range of self-perception... many students who have come to believe that school is not for them and other who believe strongly in their right to advocate for their education. This will require a lot of differentiated support.	
Post-Secondary Readiness	Students have had almost no exposure in 9th grade to post-secondary planning/ opportunities/ goal-setting/ etc.	9th grade is building out an advisory program, but it's implementation was stalled this year. As such, 9th graders have had no aligned college readiness curriculum. A small percentage of students have a lot of support for post-secondary planning at home. Many do not.	
Climate and Culture	The school has a climate fraught with racial tension and class tension. Many students who selected this pathway did so because they hope to help shift the culture of the school.	As gentrification continues in Oakland and Tech receives increasing numbers of higher income students... tensions have increased, especially as some of the "high quality" programs at the school have remained or become more filled with white students. The 9th grade heterogeneous model has shifted students' perceptions of what is possible at the school, but the 10th - 12th grade in most cases does not look like the 9th grade.	
Rigorous Academics	The curriculum for this program is being adopted and implemented for the first time. Integrating English and Law & Society will be a challenge.	New curriculum adoption and implementation will require ongoing cycles of reflection, collaboration with existing programs and support.	

2C. Current Strategy Analysis

Instructions:	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>		
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Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy: inquiry-based learning/ YPAR			Piloting next year
Pathway Design Feature #1 (New/Emerging): Social Justice Fair/ Ritual experience			

Pathway Design Feature #2 (New/Emerging):	Integrated Eng/ Law & Society			
Pathway Design Feature #3 (New/Emerging):	World History - Ethnic Studies focus			
Pathway Signature Element #1 (Established):				
Pathway Signature Element #2 (Established):				
Pathway Signature Element #3 (Established):				

3. EQUITY IMPERATIVE FOR YOUR PATHWAY	Complete this by:
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As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
Provide a rigorous, humanities-based program to a heterogeneous group of students supporting outcomes which are not predictable by the level of educational privilege with which students walked in the door.	RPL is a safe and supportive community of interested and engaged students, teachers, and community members who are empowered to take action to address social justice issues be more open to social issues. through relevant curriculum and real world experience. We hope to understand how the past has shaped today's society through exploring different narratives, so we can have a lasting social impact on our community and on a larger scale after we leave Oakland Tech.

4. ANNUAL PATHWAY GOALS	Complete this by:
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Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	90% graduation rate - college ready, A-G complete	Graduation Rate	All Students				
Post-Secondary Readiness	All students leave the academy with relevant industry experience and a post-secondary plan in hand.	A-G Completion	All Students				
Climate and Culture	All students report feeling welcome and a culture of honesty, inquiry, community, and empowerment is cultivated via curriculum, relationship, and structures of support.	Pathway Participation	All Students	45 students opted into this pathway representing the diversity of our school by race, academic performance, middle school...	60+ students apply and all current students report feeling part of a community	thriving academy, 90-100% retention of students	
Rigorous Academics	Integrated curriculum, on par with industry standards in writing, speaking, concept development, argumentation - vertically aligned and integrated across humanities and CTE.						

5. STRATEGIES	Complete this by:
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Focused Annual Plan (FAP) Major Improvement Strategies

<i>Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.</i>	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
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Schoolwide Language & Literacy Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased fo	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Instructional Improvement Strategy	inquiry-based learning/ YPAR		

Pathway Measure N Design Features

<i>Identify up to three Measure N design features that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Measure N Design Feature #1:	Social Justice Fair/ Ritual experience		
Pathway Measure N Design Feature #2:	Integrated Eng/ Law & Society		
Pathway Measure N Design Feature #3	World History - Ethnic Studies focus		

Pathway Signature Elements (Established Practices)

<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Signature Element #1 (Established):			
Pathway Signature Element #2 (Established):			
Pathway Signature Element #3 (Established):			

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

Instructions:	Task: Document strategic actions to support the pathway's design features, signature elements, instructional improvement strategy, and other planned activities. <i>Target Student Group:</i> For each action, choose a primary student group that you expect to benefit.
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Pathway Measure N Design Feature #1: Social Justice Fair/ Ritual experience

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-1
							305-Race, Law & Policy-2
							305-Race, Law & Policy-3
							305-Race, Law & Policy-4

							305-Race, Law & Policy-5
							305-Race, Law & Policy-6
							305-Race, Law & Policy-7
							305-Race, Law & Policy-8
							305-Race, Law & Policy-9
							305-Race, Law & Policy-10
							305-Race, Law & Policy-11
							305-Race, Law & Policy-12
							305-Race, Law & Policy-13
							305-Race, Law & Policy-14
							305-Race, Law & Policy-15
							305-Race, Law & Policy-16

Pathway Measure N Design Feature #2: Integrated Eng/ Law & Society

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-17
							305-Race, Law & Policy-18
							305-Race, Law & Policy-19
							305-Race, Law & Policy-20
							305-Race, Law & Policy-21
							305-Race, Law & Policy-22
							305-Race, Law & Policy-23
							305-Race, Law & Policy-24
							305-Race, Law & Policy-25
							305-Race, Law & Policy-26
							305-Race, Law & Policy-27
							305-Race, Law & Policy-28

							305-Race, Law & Policy-29
							305-Race, Law & Policy-30
							305-Race, Law & Policy-31
							305-Race, Law & Policy-32

Pathway Measure N Design Feature #3: World History - Ethnic Studies focus

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-33
							305-Race, Law & Policy-34
							305-Race, Law & Policy-35
							305-Race, Law & Policy-36
							305-Race, Law & Policy-37
							305-Race, Law & Policy-38
							305-Race, Law & Policy-39
							305-Race, Law & Policy-40
							305-Race, Law & Policy-41
							305-Race, Law & Policy-42
							305-Race, Law & Policy-43
							305-Race, Law & Policy-44
							305-Race, Law & Policy-45
							305-Race, Law & Policy-46
							305-Race, Law & Policy-47
							305-Race, Law & Policy-48

Pathway Signature Element #1 (Established):

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-49

							305-Race, Law & Policy-50
							305-Race, Law & Policy-51
							305-Race, Law & Policy-52
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							305-Race, Law & Policy-60
							305-Race, Law & Policy-61
							305-Race, Law & Policy-62
							305-Race, Law & Policy-63
							305-Race, Law & Policy-64

Pathway Signature Element #2 (Established):

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-65
							305-Race, Law & Policy-66
							305-Race, Law & Policy-67
							305-Race, Law & Policy-68
							305-Race, Law & Policy-69
							305-Race, Law & Policy-70
							305-Race, Law & Policy-71
							305-Race, Law & Policy-72
							305-Race, Law & Policy-73

							305-Race, Law & Policy-74
							305-Race, Law & Policy-75
							305-Race, Law & Policy-76
							305-Race, Law & Policy-77
							305-Race, Law & Policy-78
							305-Race, Law & Policy-79
							305-Race, Law & Policy-80

Pathway Signature Element #3 (Established):

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-81
							305-Race, Law & Policy-82
							305-Race, Law & Policy-83
							305-Race, Law & Policy-84
							305-Race, Law & Policy-85
							305-Race, Law & Policy-86
							305-Race, Law & Policy-87
							305-Race, Law & Policy-88
							305-Race, Law & Policy-89
							305-Race, Law & Policy-90
							305-Race, Law & Policy-91
							305-Race, Law & Policy-92
							305-Race, Law & Policy-93
							305-Race, Law & Policy-94
							305-Race, Law & Policy-95
							305-Race, Law & Policy-96

Strategic Actions for All Other Strategies

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							305-Race, Law & Policy-97
							305-Race, Law & Policy-98
							305-Race, Law & Policy-99
							305-Race, Law & Policy-100
							305-Race, Law & Policy-101
							305-Race, Law & Policy-102
							305-Race, Law & Policy-103
							305-Race, Law & Policy-104
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							305-Race, Law & Policy-112
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							305-Race, Law & Policy-115
							305-Race, Law & Policy-116
							305-Race, Law & Policy-117
							305-Race, Law & Policy-118
							305-Race, Law & Policy-119
							305-Race, Law & Policy-120

							305-Race, Law & Policy-121
							305-Race, Law & Policy-122
							305-Race, Law & Policy-123
							305-Race, Law & Policy-124
							305-Race, Law & Policy-125
							305-Race, Law & Policy-126
							305-Race, Law & Policy-127
							305-Race, Law & Policy-128
							305-Race, Law & Policy-129
							305-Race, Law & Policy-130
							305-Race, Law & Policy-131
							305-Race, Law & Policy-132

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:	KEY:	
Please complete this self-assessment for your pathway.	1: <i>Beginning & Designing</i>	3: <i>Meeting and Advancing</i>
Click here for the full Measure N rubric.	2: <i>Developing & Approaching</i>	4: <i>Excelling and Sustaining</i>

1. PATHWAY LEADERSHIP AND VISION	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision				
Leadership Configuration				
Distributive Leadership				

2. EQUITY, ACCESS AND ACHIEVEMENT	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities				
Diverse Student Representation				
Closing the Opportunity Gap				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme				
Integrated Core				
Cohort Scheduling				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning				
Collaborative Learning				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice				
Collaboration Time				
Professional Learning				

6. WORK-BASED LEARNING	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences				
Pathway Outcomes				
Pathway Evaluation				

7. PERSONALIZED STUDENT SUPPORT	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs				
College & Career Plan				

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Oakland Technical High School	Pathway:	Biotech	School ID: 305
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1A. Pathway Description

The Biotech Academy helps youth successfully navigate the worlds of work, school, and life while specifically training them for technical positions in bioscience, a growth industry that offers well-paid jobs and opportunities for career advancement and continued education. There is an opportunity for a paid internship with a bay area tech company between junior and senior year.

1B. Pathway Mission and Vision

The Biotech Academy seeks to build a science-loving community, to introduce students, especially students underrepresented in the field, to the exciting, growing Biotech field, to help students successfully navigate school, work, life. They provide specific training in lab skills, life skills and job skills and support students in applying to college. The provide paid internships to launch engaging future opportunities.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	34.0%	66.0%							
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	25.3%		14.9%	14.9%	7.0%		27.5%	5.0%	

1D. Pathway Performance Data

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)				68.8%	46.7%	TBD
On Track to Graduate (Grade 10)				51.0%	33.6%	TBD
On Track to Graduate (Grade 11)				53.9%	35.4%	TBD
On Track to Graduate (Grade 12)				63.5%	44.8%	TBD
A-G Completion (Grade C or Better)				63.0%	51.2%	TBD

A-G Completion (African American Students)				42.5%	33.6%	TBD
A-G Completion (Special Education Students)				14.7%	15.6%	TBD
A-G Completion (English Learners)				21.4%	33.9%	TBD
A-G Completion (Foster Youth)				50.0%	20.8%	TBD
Post-Secondary Readiness	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	48.7%	40.9%	17.6%	28.6%	25.7%	TBD
AP Course Access (African American Students)	37.5%	16.7%	11.8%	11.9%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	28.2%	18.2%	TBD	19.0%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Climate and Culture	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	TBD	TBD	TBD	8.6%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	23.5%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	14.3%	19.2%	TBD
Suspension Rate	TBD	TBD	TBD	2.3%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	100.0%	94.0%	91.2%	TBD
No Suspensions (Foster Youth)	----	----	----	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	31.4%	TBD	TBD
Rigorous Academics	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	TBD	TBD	TBD	23.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	21.1%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	69.2%	0.0%	TBD	19.1%	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*

Complete this by:

2A. Pathway Strengths and Challenges

Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	Focal Area	Strengths	<p>Challenges <i>(List all challenges impacting each focal area.)</i></p>

Graduate Outcomes	Currently only 11th-12th grade program, but 100% graduation rate.	We don't have 10th graders currently in the pathway and can assume that we're selecting students who, by 11th grade, are already somewhat on track to graduate. We will have to work to support 10th graders as some are coming in behind next year. The small size has allowed us to provide ample individual support and attention which will be lessened as the pathway increases without increased support structures.	Building out 10th grade with a new teacher.
Post-Secondary Readiness	The % of biotech students who are accessing AP classes is twice the school percentage. African American AP access specifically is higher than the schoolwide average.	AP pass rate is lower than the schoolwide average.	AP pass rate lower than schoolwide average
Climate and Culture	There's a strong of community within the classes and a strong sense of student support. No students within the pathway have been suspended.	With a large incoming group of 10th graders, creating motivation for participation and excellent attendance will be a challenge.	building a pathway family for 10th graders without a teacher team or a 10th grade teacher who knows the program.
Rigorous Academics	Scientific ways of thinking and excellent science lab skills are strongly supported. Students set up their own labs - very high skills expectations (college level or better). Content: conceptual understanding and all science knowledge required.	Growing chemistry curriculum to be industry aligned by standards will be a challenge.	Building chemistry and biotech curriculum to be industry aligned by standards and rigor.

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
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[Root Cause Analysis Primer.](#)

Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Building out 10th grade with a new teacher.	Biotech has previously been a "program" consisting only of 2 courses in the 11th and 12th grade. The decision was made to expand the course the 10th grade and into a full pathway over the next few years. A new 10th grade chemistry teacher was hired the week before school started. He never taught before. Biotech partners did not provide in-class tutors in the courses as promised. The school (through EBC) did provide tutors, but they were not trained in the program. The 10th grade chemistry teacher for the program did not have the correct students in his classes, so his classes were a combination of Biotech and regular chem students.	Program of Study & Master Scheduling
Post-Secondary Readiness	AP pass rate lower than schoolwide average	The biotech program has not pushed students into AP. The teachers, however, have been committed to supporting students in all of their classes. The Biotech classes themselves are not AP classes. Students can take AP classes while in the program, but their science course is taken up with the Biotech courses and the 6 period day limits students' options. Biotech seeks to serve high needs student populations and students underrepresented in the sciences. When they enter the program in 11th grade, they are often already 2 or more years behind in math/ english. We have worked hard to get them on-track to graduate, but starting with them so late in their high school career has made it difficult. This is one of the additional reasons we hoped to open a 10th grade section.	Building a Rigorous Academic Core: Student Conditions
Climate and Culture	building a pathway family for 10th graders without a teacher team or a 10th grade teacher who knows the program.	This will be our first year with 10th graders. In the past, 11th graders have selected this program after 2 years in high school, and have been very sure this was the program for them. Tenth graders have had less exposure to our program. We are also growing a new 10th grade course.	Personalized Student Support

Graduate Outcomes	Maintain 100% graduation rate A-G ready.	Graduation Rate	All Students	100% seniors graduate/ but 40% drop between 11th and 12th grade.	80% continuity from 11th - 12th grade with 80% A-G requirements met.	100% retention and 90% graduation A-G/ college ready.	3. Coordinate the many and varied student support services;
Post-Secondary Readiness	100% of our students develop a post-secondary plan that they can follow.	Social Emotional Learning	All Students	We have no focus on ensuring post-secondary plans are completed beyond what counselors do for all students.	TA works to support seniors to develop plans.	100% of students graduate with post-secondary plans.	2. Provide better access for all students to the college and career center
Climate and Culture	Build professionalism, accountability, community, involvement with internships, and responsibility	Culture/Climate: Student	All Students	80% of 11th graders participate in internships and are supported to develop industry workplace softskills.	90%	100%	2. Provide better access for all students to the college and career center
Rigorous Academics	Align standards and assessments within the academy and vet those assessments with industry partners and with Health Academy/ Engineering to calibrate for rigor. Develop Chemistry 10th grade course curriculum.	Pathway Participation	All Students	11th grade course is strong	10th grade course developed	10th-12th grade course progression strong/ possible articulation.	5. Develop targeted professional development with follow-through

5. STRATEGIES		Complete this by:	
Focused Annual Plan (FAP) Major Improvement Strategies			
Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased focus	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Instructional Improvement Strategy	Aligning explicit instruction of experimentation skills across all biotech classes.	Program of Study & Master Scheduling	Work-Based Learning
Pathway Measure N Design Features			
Identify up to three Measure N design features that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Pathway Measure N Design Feature #1:	10th grade Chemistry added to sequence with a biotech lens supported by Biotech Partners	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Pathway Measure N Design Feature #2:	Summer Bridge Program (between 10th and 11th grade for math/ science support)	Personalized Student Support	Program of Study & Master Scheduling

