Oakland Technical HS

2016-17 Measure N Commission Presentation

Presented by Oakland Technical HS

Presented to Measure N Commission

Tuesday, May 2, 9:30-10:30am

Grounded: Root-Cause Analysis

Academy Access

- As of beginning of last academic year (2015-16)
  - many students felt disengaged and unsupported in the academy application process
  - lack of equitable distribution of students by gender, ethnicity, etc.
  - 50% of students not in academies

Student Supports

- As of beginning of last academic year (2015-16)
  - Pathway teams struggled to provide intervention where needed
  - disconnect between pathways/ teachers and COST

Teacher Collaboration

- As of beginning of last academic year (2015-16)
  - teachers did not have shared conference periods
  - teacher collaboration was limited to content-alike teams and some pathways and departments except in 9th grade

9th Grade - Teacher-Led Inquiry

- As of beginning of last academic year (2015-16)
  - ELL were not increasing in literacy rates

Implementation Successes

Targeted Outreach -> 85% of students placed in pathways

Student Support:

Student Support Specialist Position - pilot

97% of collaborating teachers (33 surveyed) report seeing progress in students grades, motivation, engagement, behavior, and self-esteem

Teacher Collaboration:

Teacher Collaboration time - shared conference periods and re-vamp of ILT to build teacher leadership

Implementation Challenges

Budget Processes: District processes for accessing/ transferring Measure N funds have been unclear, shifting, and even when engaged, the process for funding disbursement has been inconsistent and often very delayed.

Academy Access:

- Paideia
- Admin team (those who do not believe and support idea of pathways)
- Increase in # of students from private schools who have dramatically changed the demographic - resistance among parents to concept of pathways/ whether it is right for their students

Student Support:

Lack of schoolwide tier 2 and 3 strategies coordinated…

Teacher Collaboration:

Lack of pure cohorts (master schedule distributed pathway students all over the school, so pathway teams cannot collaborate around student intervention or curriculum as they have almost no shared students).

Fiscal couldn't handle Measure N allocation - no process for accessing funds, contracts being held without us knowing, 5-6 attempts for each payment

Competing Initiatives: District priorities include TGDS, Post Secondary Readiness, Performance Assessment, NGSS, Common Core, Linked Learning - Principal PD and AP PD are not aligned and do not sufficiently support principals/ APs to align around such a huge change initiative

District Student Placement Practices: Over-enrollment and increasing #'s of private school students placed only at Tech

Year 1 Learnings

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

District rhetoric (Strategic Plan) and expectations are not aligned with supports/guidance given to school site. Lack of clarity on what was expected other than all students in pathways

- Messaging/decision making fell on sites
- Retroactive checks and systems (budget/ordering)
- district figuring process out… but didn't consider individual site contexts and how programs would be impacted (alignment across OUSD to get on board - ie. fiscal didn't know we had two principals)
- Is the district recommending or requiring? A push for International Studies; which does not fall under the CTE sectors.

We need a master schedule that supports pathway cohorts and allows our struggling students access to the classes / schedules they need to be successful

We need Tier 2 and 3 interventions

- Targeted outreach requires much more time. Expected timeline of implementation with issues mentioned above, caused strains.
    - piloting new role requires lots of meaning making and buy in from admin, teachers, etc.

counselors to support pathways
- –Admin and counselors working directly with pathway teams

Moving Forward

- Restructure organization of COST to work directly with pathway teams to connect teachers to the service providers and better serve students
- Building Distributed Leadership - ILT/ departments/ pathway teams
- Refine targeted outreach /Use the CS classes more effectively/ Revise Academy Outreach calendar/ Strengthen Collaboration between 9th grade CS/

2017-18 Measure N Budget Allocations

Expense	Description	Rationale
$244,720	Student Supports: Student Support Specialists	Providing academic mentoring, strong relational connections and extra support for struggling students to engage the opportunities and resources available at the school to improve equity of access and outcomes and to provide a support structures that is embedded within teacher teams.
$575,000	Teacher & Collaboration- Building SLC's, teacher leadership, and Interdisciplinary Planning Capacity for Rigorous Student Engagement	Addition of universal CS and advisory to support college and career awareness and exposure beginning in 9th grade. Teacher collaboration to support vertical alignment and PBL towards graduate capstone.
$175,000	Admin Team - Pathway administrator positions & Capacity Building to support Pathways	Administrative support for a cohort of students. To build capacity and support an assigned counselor, SSS, and teachers
$100,000	Oakland Promise college/career specialists (2.5FTE)	Establish school based advising center to support college and career planning for all students. 1 FTE assigned to LCFF students.
$600,00	Pathway & Global	To engage students and provide opportunities for enrichment

Implementation Year 2

All of our leadership team meeting foci will shift in structure and purpose to inquiry around schoolwide goals

- **ILT** - How might we improve teacher capacity to inquire into the quality of student work in order to align around curriculum design and practices of student engagement?
- **Admin Team** - How might we improve our support for teachers and teacher teams in order to more efficiently and effectively support intervention and instructional practice via our work with pathways and departments?
- **Culture and Climate** - How might we improve our coordination of services to make the best use of the teacher collaborative structures and relationships that exist to ensure all students get the best possible support and follow-through?
- **Directors-** How might we improve our communciation and policies such that we take steps towards equity of access and outcomes within our pathway teams?

Health Academy: Root Causes We Seek to Address…

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- **Grad Outcomes:** We believe students in our pathway not meeting A-G requirements need **more personal support** and follow up than teachers can often provide.

- **Post-secondary Readiness:** 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 and that our students need **more opportunities to engage these programs as well as more support to be successful.**

- **Climate and Culture:** 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.

- **Rigorous Academics:** 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.

Health Academy: Implementation Successes

- Student Support Specialist pilot resulted in many students gaining access and successfully engaging Health opportunities as well as improving academically and socio-emotionally
- Training of 2 new Academy Directors
- Adoption of Soft-Skill Learning Progression
- Further Development of College Exposure and WBL opportunities
- Mentoring in Medicine drawing / preparing more young men of color for HA and providing peer mentoring opportunities for older HA students of Color
- Internships!
- Surviving year 1 without Maureen Nixon-Holtan :)
- Health Fair!
- Highland partnership
- SMU Nursing School partnership initiated

"Vanessa has helped me to outreach my goals. She makes sure that I'm doing everything I need in order to succeed. She prints out my missing work every week and makes sure I turn it in. She goes with me to talk to my teachers when I have a problem. During finals she holded a study hall and that helped me to pass all my finals with good grades. She presents me new internship oppurtunities to go after. She took me on field trips which exposed me to different things. Which I learned and grew as I got those different interactions. Our school needs more people like her who care for students and makes extra time for us."

-HA Student

Health Academy: Implementation Challenges

- **Students improperly cohorted** so most Academy teachers (with exception of CTE teachers) did not teach HA students
- The process of getting legal authorization to engage in **job shadows** caused a lapse in our job shadow program
- Our 3rd lead's **schedule** did not support her **collaboration** with the other leads until November causing undue stress to her, her students, and the academy
- loss of Ms. Nixon and Ms. Lord-Walker and introduction of **2 new teachers and 2 new leads i**n 1 year
- Need to **re-establish many connections with partners** since district move to pathways and district first told partners they would coordinate, then the positions (Donna, Joanna Locke, Claire Mueller) were eliminated and many of our contacts got lost in the shuffle

Learnings from HA Implementation Year 1

- We need to "**institutionalize**" some of our systems/ practices - as we distribute leadership and build more wrap around supports, communication must be seamless.
- **Roles/ Responsibilities** can be more clearly delegated and more transparent
- We need to **prioritize communication** with families
- We are limited significantly by the administration's capacity to create and support a **master schedule** and an administrative structure that supports pathways. As such, we need to be more directly involved in master schedule design and processes and we need to work with other pathway directors to align our policies in relationship to student scheduling to create less confusion for students, families, counselors, and admin.

Health Academy: Moving Forward

Engage in on-going collaborative reflection to ensure the effectiveness of our practices/ refine our approaches to improve.

1) We will continue the SSS position in order to serve those students who need more intervention and support.

2) We are moving away from 10th grade Paideia to build a stronger cohort among our students earlier on. Students sharing humanities teachers will support the CTE courses as well.

3) We will use our shared prep and extended contract time to build vertical alignment and cross-subject curriculum.

4) We will systematize our calendar, procedures, intervention policies/ practices, and communication plans and share them with parents, students, and teachers to build more transparency, trust, and efficiency.

2017-18 Pathway Measure N Budget Allocations

- College Exposure: Field Trips
- WBL: Job Shadows, Career Speakers, Career Exploration Visits, Intervention, Peer Mentoring (in Medicine), Health Related Field Trips
- Curriculum Development: Teacher collaboration to build vertical alignment and by Grade-Level to build

Computer Academy: Root-Cause Analysis

- **Grad Outcomes:** 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:** 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:** 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 admited are labeled "at risk" and have socio-emotional issues that inhibit learning and success in the classsroom.

- **Rigorous Academics:** 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).

Computer Academy: Implementation Successes

- **Case Manager pilot** resulted in many students gaining access to more support, successfully engaging in opportunities, as well as improving academically and socio-emotionally: teacher and student observations have clearly shown this to be true.
- **Co-Director model** improving organization and collaborative capacity: teachers have commented that much more progress has been made this year due to this model.
- 10th Grade pilot of **AP Computer Science Principles**!! - students love it and are doing well - teacher believes most will pass AP test
- **Weekly Students of Concern protocol**- Pilot of a Salesforce Interface for case management and effective tracking of student progress/ **communication** between all on the teacher team: Teachers on this team have felt more effective, and the number of intervention students has consistently dropped as students make improvements and no longer need interventions

Computer Academy: Implementation Challenges

- **Students improperly cohorted** so most Academy teachers (with exception of CTE teachers) do not teach CA students
- **Coordinating between Intel, CPA and Measure N** re: budget has been confusing at times as the parameters have sometimes been confusing (example: how much funding we will get from Measure N, and how we can access it) - additionally, the team is engaging 3 distinct reporting/ planning processes each year
- **The piloting of the new ECS class** in 9th grade seems to have made the pathway more attractive to students not in our target population, making it almost impossible (now that the school's demographics don't reflect the district), to maintain our CPA required 50% at risk students
- We had an **administrator** working directly with us last year, but this year he was moved to 9th grade and we weren't provided another administrator to support us making all of our administrative tasks very burdensome on teachers.
- **Not all teachers have a common prep period**, so 2 teachers have been excluded from participating in the case manager or students of concern protocol.
- **Neither co-director has access to all computer academy student data on Aeries**, which provided complications when doing intervention work or even planning for events and getting contact info

Learnings from CA Implementation Year 1

- We've learned that more organization is needed to help our team navigate many different types of meetings and documents. We also need more structural organization in terms of having access to up to date rosters and student information
- We've learned a lot about how to implement effective interventions, as well as the structures we need in order to do this (having a case manager, having common preps)

Computer Academy: Moving Forward

We're revising our pathway development based on the equity team data: we're continuing to work on our recruitment events so that we can get a representative cohort based on ethnicity and gender. We're also using the equity team data to evaluate and plan academy policies for rigorous academic instruction, by creating a clear definition of rigor in our academy and continuing our work on integrated projects.

2017-18 CA Measure N Budget Allocations

- We are prioritizing academic student supports for our students in our Measure N budget:
  - Case Manager Salary
  - Training and extended contract hours for our team to participate in our intervention system
  - Subsidized smaller class sizes (~25 students) in our core English and History classes, so that more individualized support can be provided to students via class time, written feedback on assignments, etc
- We are also asking for materials that will allow uxs to teach our students valuable digital literacies, organization, and collaboration skills
  - Jstor database access (for research)
  - Kindle reader subscription (to increase reading)
  - Dedicated chromebook carts for academy teachers (to allow for routines using technology and online tools)
  - Rocketbooks (notebooks that can be digitally scanned to help organization skills)
  - Rectangular tables or collaborative desks (for student centered, collaborative activities)

9th Grade: Root Causes We Seek to Address…

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- **Grad Outcomes:** School assessments fail to take into account **multiple knowledge sets 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**: 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:** 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.
- **Rigorous Academics:** 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.

9th Grade: Implementation Successes

"Analyzing student work! My inquiry group pointed out some things I didn't see in the work initially" - 9th grade teacher

"The SSS is proven to be successful even at this early stage in implementation. Engagement and motivation are up. Parental involvement is up among the at-risk group and other subgroups." -9th grade teacher

- **Teacher-Led Inquiry**: 83% of teachers report making changes to their instructional practice as a result of their inquiry work; 100% of teachers in the group have identified preliminary and revised learning goals for their students in their targeted areas.
  - *Instructional Changes Include:*
    - Creating a new, scaffolded note-taking sheet that supports historical analysis by focusing on causal relationships.
    - Incorporating self-reflection into digital feedback tools.
    - Providing more modeling for student writing tasks and taking time to discuss the connections between parts of braided essays.
    - Allowing students to select and self-assess discussion goals
- **Student Support Specialist Position:** 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. Students seem to have an easier time advocating for themselves.
- **Exploring Computer Science Principles:** ECS curriculum was well-planned and supported with continuous training.
- **House Collaboration:** 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
- **Calilfornia Studies:** The Cal Studies team continues to build its capacity to create engaging, differentiated, relevant curriculum. Students reading levels improve more in 9th grade than any other grade in our most struggling populations.
- **3:1 Math Tutoring:** 28 students have opted in to lunch-time/ afterschool math tutoring and are consistently attending

9th Grade: Implementation Challenges

- **Budget** - It has been challenging to pay partners and work out contracts for teachers which causes stress and mistrust among teachers/ collaborating agencies; even when funds were allocated into the Measure N budget, they were difficult to access - lack of transparent process about what is going where
- **Too many initiatives** - We tried to do too much this year without enough support and therefore, the Advisory implementation and the policy alignment work took a backseat to refining our system of intervention and our 9th grade curriculum work
- **Schedule** - Our master schedule still does not allow for cohort purity in 9th grade - while it is better than other pathways, one house still doesn't have a Biology teacher on the team and scheduling resulted in many of that houses students being locked into a schedule with the wrong teachers making it difficult for the team to effectively support those students
- **Lack of schoolwide interventions/ supports for credit recovery or Tier 3 behavioral/ health/ attendance support**
- **Case manager (SSS) can reasonably support 20 students**. There are at least 50 in 9th grade who would benefit from such support. 1:500 Academic counselor and 1 SSS are insufficient for 9th grade.
- PE, Foreign Language and Biology are the classes struggling students fail most… and these teachers (except 2 bio teachers - in whose classes students are performing better) do not sit with 9th grade teachers ever. **There's no accountability for teachers outside of our teams** who are not attempting to support their students. They are few, but have great impact on our most vulnerable students.

Learnings from 9th Grade Implementation Year 1

- Need more time for whole team connection and goal clarification/ welcoming of new teachers at beginning of year
- Need clarity of purpose for House Meetings and to refine our Students of Concern protocols/ practices
- Need to refine the relationship between House meetings and all 9th grade team meetings
- Need more opportunities for Credit Recovery
- Need schoolwide Tier 3 interventions and additional academic mentoring/ case management support
- Advisory requires a lot of support!!! and we're not sure who can support it effectively
- 7 period day is really hard on students (esp those who can't ever make it by 8am)
- Academy Outreach process needs to start much earlier in the year

9th Grade: Moving Forward

1) We will continue the SSS position in order to serve those students who need more intervention and support as well as advocate for increased support of this nature. Houses are engaged in action research prototyping other forms of intervention which we'd like to continue and as we succeed adopt new strategies grade-wide.

2) We will also work to align our expectations of struggling students to allow for simpler provision of academic support by case managers and tutors - this is intended to build in mid-year opportunities for credit-recovery before students fall too far behind.

3) We will do a success analysis of other pathway's use of Student Needs protocol to refine our intervention approach and revise our use of House Meeting time.

4) We will make use of our supported inquiry time to both build curriculum and engage team level inquiry into effective practices to better align.

5) We will engage a team dedicated to building out the advisory curriculum and implementing a timeline of academy information and engagement - this will be done during the summer.

- Intervention: SSS position; Tutoring & Peer Tutoring
- Advisory/ Pre-Academy Build-out
- Curriculum Development: Teacher collaboration and House collaboration
- Teacher-Led Inquiry - Continue Mills Teacher Scholars partnership
- 9th Grade [...] thy across div[...]

FADA: Root Causes We Seek to Address…

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- **Grad Outcomes:** 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; Students have had to leave our academy to complete A-G requirements because Fashion was considered an elective.
- **Post-Secondary Readiness**: 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
- **Climate and Culture:** 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
- **Rigorous Academics:** 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

FADA: Implementation Successes

"Mr. Marcus efforts to form positive bonds with students, transcends into the classroom for all students through a supportive space that students can engage more academically and socially in productive ways. He has quickly become a mentor of sorts for many FADA students, forming relationships of closeness, warmth, and positively while dealing with sensitive delicate subjects for a majority of our students. He brings a secure consistent presence that partners with them, this allows them ways to explore taking on academic challenges and tools to work on social-emotional development. These students have shown improvement in relationships with peers, and developing self-esteem. Through this relationship with Mr. Marcus, students learn about socially appropriate behaviors as well as FADA academic expectations and how to achieve these expectations." -FADA Teacher

- **Student Support Specialist Position:** we know our students really well and aim to support each one of them. This position has allowed us to be much more successful in doing so.
- **Pathway Leads + Computer Animation Teacher Collaboration w/ Trena Noval - ACOE - Arts Integration::** Building alignment around portfolio model, engaging in common curriculum design Teaching for Understanding, and building FADA experiences across arts pathways
- **A-G Credit**: Effective September 2015 Fashion full sequence A-G Approval, so students no longer need to leave the pathway to meet their A-G requirements.
- **Visit and Building Collaboration with Berkeley High AHA**
- **WBL:**
  - Ai collaboration with Ai (Mikel Rosen, Fashion Director):
  - FADA students design t-shirts for show/ FADA students models for show
  - Leon Cole, senior fearted 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

FADA: Implementation Challenges

- **Budget and Preps**- partners and teacher payments / reimbursements have been slow, unclear; teachers are working more than contracted preps without compensation
- **Upper Campus** - often excluded from the workings of the school/ communication, etc.
- **Competing priorities** between our administrator/ Tech/ CPA/ district LLO/ CCR/ DE/ Art dept
- **Schedule** - Our master schedule still does not allow for cohort purity making it impossible for us to work with our wider team around either intervention or curriculum
- **SSS overload**- The administrator at Upper Campus asked the SSS assigned to FADA to work with any upper campus students. He ended up with 70 students he was working with, only a small percentage actually in FADA.
- Attempts to hold all-pathway meetings to engage around a shared structure for curriculum design met with **extreme resistance** from 2 teachers and **lack of support** from the administrator "overseeing" the pathway
- **Lack of understanding on part of AP'**s at Tech of what it means to support a pathway (difference between supporting and directing)
- **Counseling practices** - placing non-pathway students in pathway arts classes as well as encouraging students to leave the pathway
- **Over-representation of SPED** students in our pathway because of SPED programs held on UC and convenience of inclusion for their teachers/ case managers/

Learnings from FADA Implementation Year 1

- Teachers need to opt into pathway teams and agree to the pathway collaborative work/ alignment work
- Administrators supporting pathways need to understanding the difference between supporting and directing
- We need to work with directors to develop an equitable student placement policy as our academy is still overly applied to and enrolled with SPED students (we also need counselor and admin support in implementing this policy once adopted)
- We need cohort purity in order to form a collaborative teacher team which works on intervention/ curriculum development
- Need schoolwide Tier 3 interventions and additional academic mentoring/ case management support
- It really helps to have curriculum design support from someone who works in the industry

FADA
Moving Forward

1) Refine the SSS position in order to serve those students who need more intervention and support as well as advocate for increased support of this nature.

2) Would like to develop guidelines for student portfolio development across our Academy/Pathway.

3) Bring in new faculty and align around: implementation of Studio Habits of Mind and correlate them with our Advisory Board soft skills findings from last year
  - drawing from AHA model to build shared language
  - 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 around

3) Create/establish Parent Group to help support academy functions and ongoing community partners for events/gala's/internships/foundation support

4) calendar out our program for CEVs, career speakers, workshops, portfolio day, etc

5) Ai - articulation

- Intervention: SSS position & teacher team capacity to support student intervention
- Advisory/ Pre-Academy Build-out
- WBL - field trips, career exploration visits, and internships
- Teacher Collaboration to build portfolio model, vertical alignment, and cross-disciplinary projects
- Pathway Leads collaboration to build out academy-wide experiences, communication infrastructure, calendaring, PD planning
- Co-leadership model

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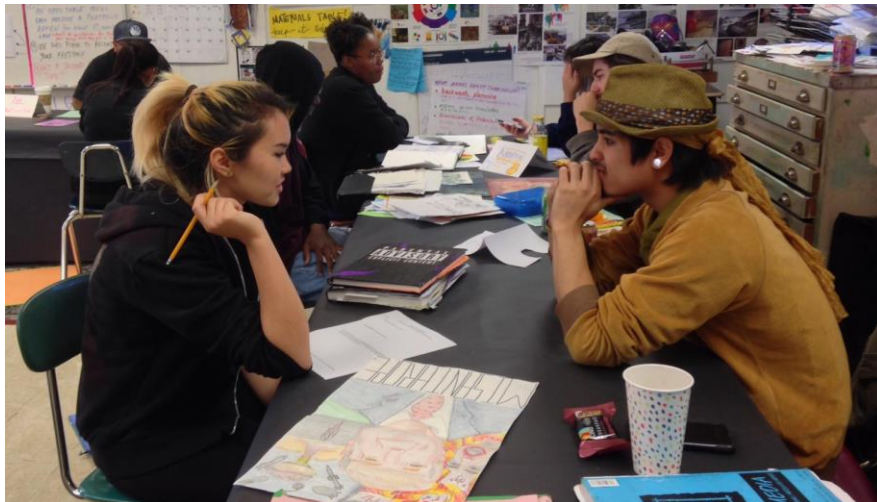
Biotech: Root Causes We Seek to Address…

- **Grad Outcomes:** 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 provided 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.
- **Post-Secondary Readiness**: 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.
- **Climate and Culture:** This was 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.
- **Rigorous Academics:**There is a chemistry teacher stepping up to develop and teach the Chemistry curriculum for the 10th grade year of Biotech. The teacher team is working to identify a chem course with biotech strand to adopt which incorporates industry-standard skill development and exposure to biotech chemistry principles.

BioTech: Implementation Successes

- Targeted outreach - many 9th graders interested in the program
- Biotech teachers supported development of new 10th grade chem teacher
- Internship program - all juniors have opportunity for paid summer internship

Biotech: Implementation Challenges

- Biotech partners relationship with Tech's administration resulted in agreed upon services not being provided by Biotech partners and confusion about what the school would be responsible for
- Budget - orders not processed/ no clear process for ordering accountability
- 10th grade program expanded without a teacher + teacher hired was new to teaching
- Master Scheduling resulted in 10th grade chemistry classes not being cohorted with biotech students, so difficult/ impossible to support intervention for those students when they were scattered throughout chemistry classes and different teachers
  - he also was teaching on the 9th grade team, so difficult for him to focus on biotech pathway
- No team- Biotech is effectively a strand of electives, not a pathway team

Learnings from FADA Implementation Year 1

- Growth requires a team be in place prior to the decision to expand
- Master schedule prioritizing cohorting of our students in the right classes is critical to our program's success
- Administrative support and transparency about budget constraints/ partnership limitations (clear parameters about what we can and cannot ask for/ clear parameters about the process of Measure N budgeting) needed in order for us to function as a pathway
- New teacher supports needed before teachers can be expected to engage in pathway collaboration

Biotech
Moving Forward

1) Attempt a year 1 collaboration with HA to determine the potential for adding a Biotech strand to HA. Students will be cohorted with HA students in 10th grade next year and Biotech teachers will collaborate with HA re: interventions and interdisciplinary projects.

2) Clarify our relationship with Biotech Partners - what will they provide? what will the school provide? how will our program need to shift accordingly?

3) Build out the 10th grade curriculum to include Biotech strand or adopt a 10th grade course. Both options to be considered by teacher team and design team.

4) Ensure our pathway is cohorted correctly.

5) Strengthen our 12th grade program to prevent students leaving the pathway after 11th grade.

2017-18 Biotech Measure N Budget Allocations

- Intervention: TA/ In-class tutors
- Internships and WBL experiences
- Teacher collaboration towards intervention and curriculum development (vertical alignment/ cross-curricular planning)
- Teacher collaboration with HA

Engineering: Root Causes We Seek to Address…

- **Grad Outcomes:** Stigma/ reputation that engineering is hard which discourages many students from applying.
- **Post-Secondary Readiness**: Overtesting/ ELL/ knowing too much about which tests matter for them.
- **Climate and Culture:** 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:** 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.

Engineering: Implementation Successes

- 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.
- Increase in # of target students applied and were accepted due to targeted outreach efforts of 9th grade SSS.
- Engineering Academy has consistently build students capacity to engage in engineering design at nationally competitive levels.
- Our students consistently participate in robotics clubs and engineering programs/ internships and are regularly recognized for their performance.
- 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.

Engineering: Implementation Challenges

- 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. We depended this year on our SSS to reach out to target students interested in Engineering, but without peer networks already in the academy to shift the stigma, many struggling students felt intimidated from applying.
- Math test is still a barrier for many students.

Learnings from Engineering Implementation Year 1

- Growth requires a team be in place prior to the decision to expand
- Collaboration time is key
- Transition from a strand of classes to a "Linked Learning Pathway" requires shared vision and structural support

Engineering Moving Forward

1) Determine curricular essentials
2) Adopt scaffolds and supports
3) Work to outreach to students outside of existing Engineering networks
4) Integrate math and engineering classes
5) Build collaboration with Computer Academy

2017-18 Engineering Measure N Budget Allocations

- Teacher Collaboration for curriculum and intervention support
  - Summer Bridge - math support
  - AP Certification for Mr. Li
  - Site Visits
  - Field Trips to Industry-related sites
  - Engineering Materials for hands-on projects

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Proposed New Pathway

Race, Policy, & Law
Law and Public Policy
an International Studies Pathway

Vision & Mission

- 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.

Equity Focus

- Targeted outreach through student support specialists and Exploring CS classes.
- Interview process to determine need/ interest.
- Commitment to replicate demographics of the school
- Teacher with demonstrated capacity for differentiated instruction across a wide range of student learning styles, abilities, and needs.
- Foci of pathway appeal to students historically not in pathways or programs at Tech (based on research)
- Foci intended to empower, engage and educate marginalized populations in the areas of law, policy, and the sociology of race - such areas of studies have been proven to shift outcomes for historically marginalized populations

Pathway Theme:
Industry and Career Outlook

> Non-Law
> Career
> Options in the
> Legal Studies
> Field

Careers:
- Law, Public Policy, International Relations, Economics

Pending Partners:
- World Savvy
- Centro Legal
- If, When, How (Lawyering for Reproductive Justice)
- ACCESS (Women's Health Justice)
- Public Defenders Office
- Public Advocates
- Immigration Law Society @ USF
- Educators 4 Fair Consideration

Pathway Theme:
District Pathway Need in Region

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

The school has a large number of students (especially those not in pathways) interested in the pathway theme...

Non-pathway student interest at Tech
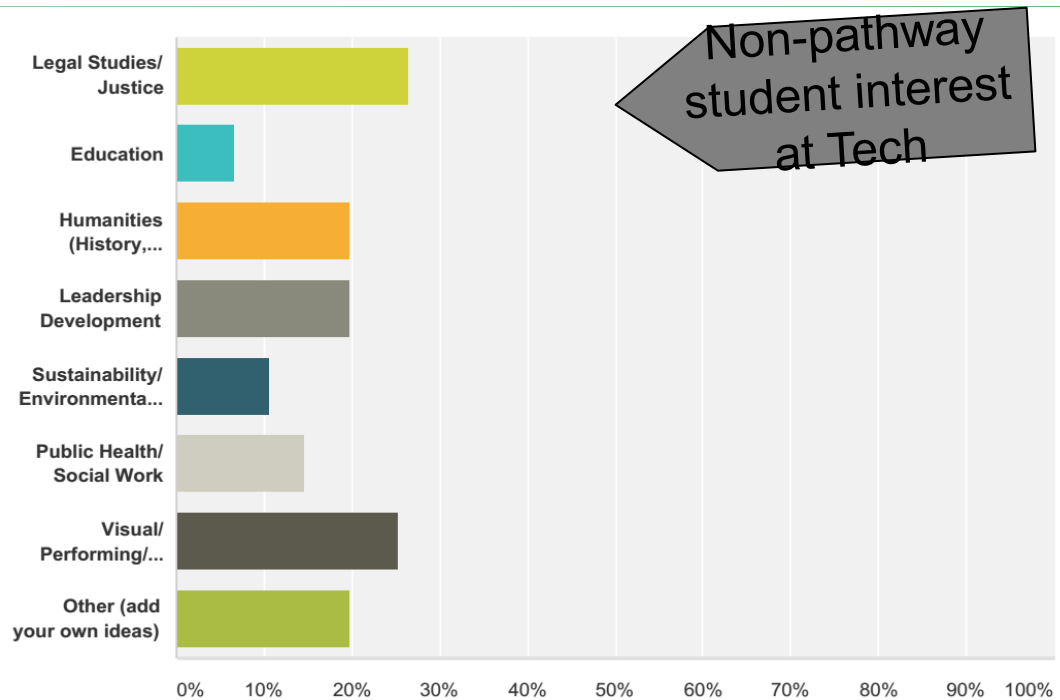
- Students in this zip code and in West Oakland have to travel between 6 and 15 miles to a similarly themed pathway.
- Tech has no humanities themed pathways.

Instructional Plan:
CTE Scope and Sequence

10th	Eng 10/ L&S	World History

11th	Eng 11/ US Hist	CTE - TBD

12th	Grad Capstone: Eng/ Hist/ Study Abroad or Internship

CTE Courses:
- Piloting a Law and Society elective possibly cohorted with English
- Year 2: TBD by student and teacher led design team (likely 2 strand options: Law/ Economics through Financial Systems)

Planning:
- We are consulting with Patricia Clark and Shane Safir (Balboa Law Academy Founder and June Jordan School for Equity founder)

Possible Dual Enrollment/ Certification:
- Law Office Management (11th grade)
- Financial Accounting
- Intro to specific law fields (ie. family, business, etc)

Instructional Plan:
Staff Interest and Theme Expertise

Teachers from across the school have expressed interest in supporting this new pathway.

Staff Interest:
- Teacher and administrator with law degrees
- RJ trained staff
- AAMA program underway
- Multiple teachers who've developed curriculum focused on the intersection between law and policy and society
- 10 teachers/ staff voluntarily joined design team… more have expressed interest

Intended size of Cohort:
- 64 students for 17-18 school year
- capacity for 18-19 TBD

Instructional Plan: Curriculum Development and Support Plan

Theory of Action:

If we convene the teacher team and provide support, we know that integrated, project-based curriculum will be developed which will support students well. If we provide administrative, counseling and Student Support Specialist support for Tier 2-3 intervention and allow them to collaborate with the teacher team, we will see the development of a set of personalized students supports responsive to the needs of the students in this cohort.

Curriculum Development/ Support:
- Advisory board monthly meetings Spring 2017
- Marking period meetings 17-18
- SSS

Plan for building teacher leadership and team capacity:
- English/CTE teacher & World history teacher- 2nd prep to collaborate and plan
- Same conference period for possible 3rd teacher (11th grade ELA/SS) curriculum development
- pathway coach support for collaborative and leadership capacity - transition to AP / Counselor

Curriculum plan/ Performance Assessment/ Partnership
- mentoring teacher has worked with Young Whan for many years developing Civic Engagement capstone projects.
- committed to supporting the development of such a performance assessment system within this pathway
- lesson study with young whan - civic engagement/ethnic studies framework for alignment
- Asia society, World savvy, Bar association and others will partner on curriculum development and performance assessment to ensure industry relevance

Engagement Plan: Student, Parent, and Community Interest
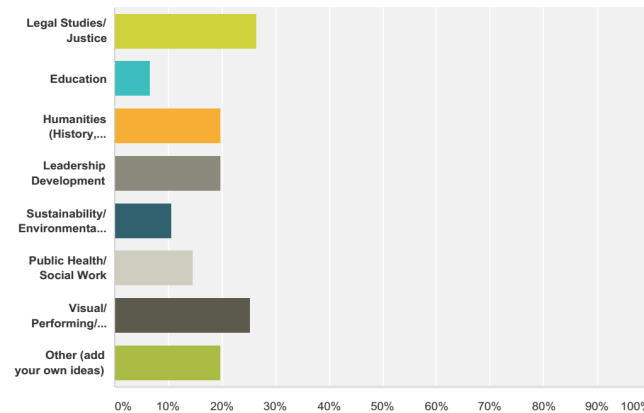
- A large and very diverse group of current 9th graders have expressed interest via survey, lunch info sessions, and direct connection with school leadership
- Design Team Formation - Outgrowth of last year's Measure Design Team - 30+ students, parents, teachers, in partnership with OKF examined the needs of the 20% of students not in pathways and made these recommendations
- Introduced the possibility to the staff in fall - invited interest
- Design team formed in December and planned a retreat
- Teacher team convened for a retreat on the Buy Back Day (Jan 27th) - will continue meeting twice monthly this schoolyear & engage in multiple school visits and planning collaborations
- Wider Student/ Parent/ Community Design Team will meet in March and continue meeting monthly

Engagement and Development Plan: Site Visits and Research

Site Visits/ Partnership Meetings:
- Research meeting with World Savvy - Feb 21
- Site Visit to Balboa Law Academy - March 2
- Planning meeting with Shane Safir (founder June Jordan School for Equity)- mid-March (May 19th)
- World Savvy Student Project Fair - Mills College - May 19
- Hillsdale High site visit

Research:
- Success Analysis - Equity Team
  - current pathways & programs
  - demographics - where have historically underperforming students been successful at Tech
- Multi-year Lesson Study Launch

EVERY STUDENT THRIVES!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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