

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>Our biggest success (though it has embedded challenges) this year has been implementing the 8-period A/B block schedule. We used Measure N funding to staff the school and increase the number of FTEs needed to support the schedule change. Additionally we hired Lifelong Learning to provide professional development to support teachers in transitioning to teach in the block schedule.</p> <p>In grades 10 and 11, we are "wall-to-wall" with every student in a pathway. The development of the new pathways (Social Justice & Reform, PLTW, and Khepera) continued. Going "wall-to-wall" means the admin support structure needed to change and we continued with year 2 of having an aligned AP, counselor, and case manager for each pathway. It also means that collaboration across pathways is needed in order to make sure we are aligned with common policies, strategies, etc. so we continued with our Pathway Director team work this year.</p> <p>Other highlights include hiring a Work Based Learning Liaison (which has lead to an increase in WBL opportunities for all pathways), offering 6 dual enrollment courses each semester, and getting a tool developed that supports the pathway balancing and placement process.</p>
<p><i>How do you know you were successful (evidence, data)?</i></p>	

Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<p>The two main challenges of this year include being able to access Measure N funds in an efficient way and developing a master schedule for the 8-period A/B (alternating) block. Staff turnover early in the year further complicated the initial implementation of the new schedule. As this new schedule continues and students are earning more credits more rapidly, we anticipate a continued challenge being determining how to support these students by finding appropriate and relevant options or alternatives for them.</p> <p>At times, and especially early in the process, there was a lack of effectiveness and alignment with ERS.</p>
<p><i>How do you know these were challenges (evidence, data)?</i></p>	

Learning and Moving Forward

<p><i>What did you learn?</i></p>	<p>Our biggest learning from this year is that there were unexpected costs and other logistics of implementing the block schedule that we didn't anticipate. The block schedule is expensive and we have had to get creative with how we best use the physical space on campus to accommodate the additional teachers needed. Next year, there will need to be a few roving teachers.</p> <p>In several areas of implementation, strategies and actions are no longer entirely new, so we are able to focus on refining them to get better at them.</p> <p>Another key learning is that Pathway Directors need additional support around how to strategically balance pathway management (e.g. leading a team, how to access and spend money) while also with effective full-time teaching. We might need to consider a different model or structure that better supports Directors in being set up for success.</p>
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How are you revising your strategies and pathway development work going forward based on what you learned?

After implementing a couple of learning walks for teacher leaders, we identified professional learning needs of our staff. We turned those into professional development goals and we are generating a long-term, thoughtful professional development plan/calendar that includes alignment with needs and overall strategic coherence.

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 High School

School ID: 304

1A. School Description

Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.

Incoming freshman are welcomed into our "9th grade families" structure, where groups of students share the same core academic teachers and benefit from that supportive teacher team working closely with an assistant principal, counselor and case manager. In 10th grade, students join one of six career-themed pathways where that same supportive team structure continues and they have opportunities for work-based learning, internships and integrated curriculum. All students also have access to various AP, Honors and Community College Dual Enrollment courses offered on campus. Additionally, we have a unique Newcomer Program to support the needs of newly arrived students.

Beginning in the 2016-17 school year, we will have an 8-period block schedule. Students will take a total of 8 classes but will only have four 90-minute classes each day. As a result, class sizes will be smaller, students will have the opportunity to take more courses and earn more credits and the longer periods will increase quality instructional time. At Oakland High, students can express their school spirit through participation in student government and leadership classes, 50 active clubs and service organizations, and 20+ interscholastic sports teams.

1B. School Mission and Vision

The vision for each Oakland HS graduate is to be successful in college, career, and community. Our graduates are academic achievers, effective communicators, self directed citizens who make positive contributions to their community.

1C. School Multi-Year WASC Goals

<i>Length of WASC Accreditation:</i>	6 years	<i>Last WASC Self-Study:</i>	2015-16	<i>Next Self-Study:</i>	2021-22
SCHOOL WASC GOALS					LCAP Goal Category
Increase in reading/writing achievement as assessed by SRI					
Increase in graduation rate					
Decrease in suspension rate					
Increase in Algebra I success and math achievement and the development and implementation of additional assessment tools in math to reflect change to Common Core					
Decrease in chronic absenteeism					

Improve access and increase academic offerings for students

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
		50.6%	49.4%	TBD	TBD	24.5%	TBD	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
		31.7%	0.4%	31.8%	29.3%	1.4%	1.2%	0.02	0.9%

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)	49.6%	47.5%	68.6%	78.7%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	54.6%	43.7%	80.4%	86.1%	57.0%	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)	66.1%	70.7%	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	25.6%	21.9%	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	38.2%	28.0%	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	12.8%	38.3%	TBD	TBD	TBD	TBD
Percent of Students Leaving	10.1%	9.3%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	42.0%	48.2%	63.4%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	28.7%	28.2%	43.7%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	39.6%	39.4%	34.6%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	51.1%	50.7%	48.1%	44.8%	TBD
A-G Completion (Grade C or Better)	41.3%	48.9%	56.6%	TBD	51.2%	TBD
A-G Completion (African American Students)	26.2%	27.4%	40.3%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	2.6%	0.0%	10.7%	TBD	15.6%	TBD
A-G Completion (English Learners)	22.2%	18.5%	20.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	0.0%	33.3%	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)	33.3%	29.0%	25.1%	TBD	25.7%	TBD
AP Course Access (African American Students)	16.9%	14.0%	16.0%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	17.5%	11.8%	4.1%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	25.2%	32.6%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	20.2%	31.2%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	----	0.3%	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	34.2%	TBD	TBD	TBD	TBD	TBD

Number of Students Enrolling in Two-Year Colleges	50.2%	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)	16.3%	8.9%	9.0%	12.2%	11.2%	TBD
Chronic Absence (Special Education Students)	24.4%	18.3%	17.7%	19.7%	18.7%	TBD
Chronic Absence (Foster Youth)	45.5%	16.7%	9.6%	36.3%	19.2%	TBD
Suspension Rate	8.8%	5.1%	4.8%	2.5%	TBD	TBD
No Suspensions (African American Males)	82.2%	85.6%	91.9%	96.0%	91.2%	TBD
No Suspensions (Foster Youth)	83.8%	82.4%	87.2%	91.3%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	21.9%	21.0%	21.0%	39.1%	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	7.6%	17.8%	6.5%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	6.5%	20.0%	9.6%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	42.5%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	13.8%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	26.4%	26.4%	32.4%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle) **Complete this by: December 16, 2016**

2A. Schoolwide 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	74.4% of Asian students graduated in 13-14. 81.4% of Asian female students graduated. 72.9% of all female students graduated. The percentage of students completing A-G requirements has increased for all sub groups between the 14-15 and 15-16 school years.	From the 11-12 school year to the 13-14 school year the graduation rate went from 69.7% to 76.7% to 66.1%. During the same three periods AA graduation rate dropped 8.1% and the Asian rate dropped 6%. During the same three years the Latino graduation rate increased 9.8%. 166 or 10.6% of all students failed math and english the 2nd marking period another 16.7% failed english or math. Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit.	Too many scholars enter high school not ready for high school. Over half of our incoming 9th graders scored at least 1 year below grade level on the EOY SRI.

Post-Secondary Readiness	28% of the 13-14 graduates graduated having met A-G requirements	The number of seniors having met the A-G requirements has decreased 8.9 % from 50.2% to 41.3% from the 11-12 to 13-14 school years. Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college. Many of our scholars also lack the SE skills to be successful in unfamiliar social settings. Additionally, many scholars lack the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings. Math: 9th Grade Algebra had 68.6% of students with a C or higher.	Although we have a double digit percentage increase in the number of students that are on track to graduate in grades 9 and 10 our 11th and 12th grade students have decreased. The lack of resources during the school year and during the summer for credit recovery makes it challenging to make up credits. Although the 8 period day allows for additional credit earning opportunities the district only funds us for 6 making the implementation of the 8 period day with fidelity a challenge. Math: 50 students (16.5%) are failing their first semester math class.
Climate and Culture	96% of our students have not been suspended.	48.6% of our students agree or strongly agree that O High is a supportive and inviting place for students to learn. 26.9% agree or strongly agree that 26.9% feel that O High is safe. 59.6% of students agree or strongly agree that O High informs students what would happen if they break school rules.	When students were asked on the CHKS survey, At my school, there is a teacher or some other adult who really cares about me - only 19.4% indicated "Very Much True" 36.3% "Pretty Much True", 34.4% "A Little True" and 10% "Not at All True." We need to develop better systems and opportunities for adults to connect with and develop meaningful relationships with all of our students.
Rigorous Academics	42.5% of our students scored proficient on SBAC (ELA). 32.6% of our seniors had a GPA of 3.5 or higher	Between 11-12 and 14-15 an average of 29.8% of students were enrolled in 1 or more AP classes.	The number of students enrolled in an AP course has decreased but we have significantly increased the number of students enrolled in Dual Enrollment.
Pathway Development	<p>Pathway Development Qualitative Data: All teams meet consistently (once/week or every other week) during common planning time to work on pathway development, plan experiences for students, discuss students of concern, etc. All teams implemented some version of the Student Needs Review Protocol (and most counselors provide student grade data after each marking period) The Pathway Director team meets regularly to collaborate on creating cross-pathway policies, strategies, approaches, etc. Pathway Directors meet weekly with Pathway Coach. All pathways revised and updated their Programs of Study in a district-provided template.</p> <p>Pathway Student Performance Data: Average A-G completion rate for all pathways combined has increased from 57.4% in 13/14 65.1% in 15/16. 12th grade graduation rate for all pathway students combined has stayed fairly consistent, around 93% for the last several years (compared to about 80% for nonpathway students) Pathway students tend to perform better than nonpathway students, with pathway students earning higher percentages of earning As, Bs, and Cs, and lower instances of earning Ds and Fs. Pathway participation continues to grow. Visible progress in balancing pathway demographics over the last two years, where each demographic area is getting closer to representing the overall school (GPA, ethnicity, gender).</p>	<p>Pathway Development Qualitative Data: Developing integrated projects and pathway-themed curriculum is challenging to do during short periods of weekly collaboration time. Pathway team meeting time can be taken up with work based learning logistical challenges Attempts at teacher leadership development and adopting distributive leadership models but nothing fully developed.</p> <p>Pathway Student Performance Data: About 50% of ESA, SJR and VAAMP 10th graders are earning a D or F in their math class (at the semester). 30-40% of all pathway 10th graders are earning a D or F in their English class (at the semester). Across pathways for the last two years, students are the most off track to graduate in the area of math (highest percentage of off track across each grade). About 30% of students across pathways continue to be multiple grade levels behind in reading (SRI) for the past 2 years.</p>	Building a rigorous academic core, both student and teacher conditions (rigorous, relevant, and integrated learning; collaborative learning; sharing best practice; collaboration time; professional learning)

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>			Root Cause Analysis Primer.
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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	Too many scholars enter high school not ready for high school. Over half of our incoming 9th graders scored at least 1 year below grade level on the EOY SRI.	Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit. Our graduation rate in 11-12 was 69.7%, in 12-13 it was 76.7%, and in 13-14 it was 66.1%. The three year average was 70%. Currently 95 or 30.2% of our current seniors are off track, 181 or 47.7% of juniors, and 184 or 43.19% of sophomores.	Personalized Student Support
Post-Secondary Readiness	Although we have a double digit percentage increase in the number of students that are on track to graduate in grades 9 and 10 our 11th and 12th grade students have decreased. The lack of resources during the school year and during the summer for credit recovery makes it challenging to make up credits. Although the 8 period day allows for additional credit earning opportunities the district only funds us for 6 making the implementation of the 8 period day with fidelity a challenge. Math: 50 students (16.5%) are failing their first semester math class.	Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college. Many of our scholars also lack the SE skills to be successful in unfamiliar social settings. Additionally, many scholars lack the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings.	Equity/Access/Achievement
Climate and Culture	When students were asked on the CHKS survey, At my school, there is a teacher or some other adult who really cares about me - only 19.4% indicated "Very Much True" 36.3% "Pretty Much True", 34.4% "A Little True" and 10% "Not at All True." We need to develop better systems and opportunities for adults to connect with and develop meaningful relationships with all of our students.	Now that all of our students are in either a 9th grade family or a pathway we are structurally set up for all of our students to be connected to an adult on campus. We're missing formal, consistent, and effective structures in all of our families and pathways that interrupt student disconnectedness which translates to poor academic performance.	Personalized Student Support
Rigorous Academics	The number of students enrolled in an AP course has decreased but we have significantly increased the number of students enrolled in Dual Enrollment.	We are struggling with the relationship between the role of advanced classes like AP and dual enrollment and our pathway model.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Building a rigorous academic core, both student and teacher conditions (rigorous, relevant, and integrated learning; collaborative learning; sharing best practice; collaboration time; professional learning)	Weekly pathway collaboration time is not sufficient to do the detailed work it takes to create integrated projects, calibrate and score student work, and then revise strategies and content for later implementation. There hasn't been a centrally offered professional development around project based learning. Three of the five pathways are still very early in their overall pathway development and have been focused on establishing other parts of their program of study. There also needs to be a certain level of team readiness to engage in this type of work; if a team is new and getting to know each other and their students, it is challenging to develop integrated curriculum that aligns with pathway theme.	Building a Rigorous Academic Core: Teacher Conditions

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:	Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instructional time	Not Yet	No	We still have too many teachers not implementing or using any of the strategies we agreed to use as a staff No evidence that our teachers will take on coaching - why not? overwhelm, not a priority/not interested, too many of us in too many different places for <i>one thing</i> to work for all If our goal is to build really high quality instructional practice, what will attract the different types of teachers to participate? Many teachers are struggling to get their curriculum adjusted to the 90 minute block and instruction is still teacher centered and teachers are still doing the heavy lifting.
Culture & Climate Improvement Strategy:	New and improved Tardy Reduction Policy (16-17)	Yes	Yes	there is decreased tardiness during the day but a lot of students still come to school late
Pathway Development Strategy:	Increased pathway equity consistent with the school's demographics	Yes	Yes	Need to analyze where we ended up with the 10th grade pathway equity for 16-17 to compare with previous years' work around increasing equity in pathway demographics. Intend to take short-term steps to make the process more robust for this year and develop a longer-term strategy for future years, possibly adding in a freshman seminar course to support scholars in exploring career interests and exposing them to the different pathway options in a meaningful way
Design Feature #1 (New/Emerging):	8 Period A/B Block Schedule	Yes	Yes	We are providing more opportunities for students to take accelerated courses and credit recovery in the program which is having a huge impact on overall culture and student outcomes.
Design Feature #2 (New/Emerging):	Administrative pods (AP, counselor, case manager) to support pathways.	Yes	Yes	Should we have put more resources into coaching rather than case managers? What is the role of the AP in the pathway? How do we improve distributive leadership in each pathway?
Design Feature #3 (New/Emerging):	Wall to wall pathways for 10th and 11th grade	Yes	Yes	What student supports are in place for each pathway? How can we get more aligned across pathways with a focus on being more proactive rather than reactive?
Signature Element #1 (Established):	Lifelong Learning PD starting with a four day retreat in June focused on effective strategies for teaching in a block.	Yes	No	What does it take to change the adult culture to teachers being open to coaching? How do we approach coaching going forward at The Oakland High? What incentives can we put in place to encourage teachers to engage in coaching? Our ITL will become a key lead in building out the professional development for the 9th grade team.
Signature Element #2 (Established):	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	Yes	Yes	Every year we continue to reshape how we structure the PROPS program. More teachers are distributing PROPS cards than before. More students are redeeming their PROPS cards for prizes.

3. EQUITY IMPERATIVE FOR YOUR SITE		Complete this by: December 16, 2016
<i>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.)</i>		
Equity Imperative	What will be true in three years if you continue to focus on this imperative?	

Oakland High will eradicate illiteracy for all scholars in three years.	All scholars reading below grade level will be enrolled in an approved reading program designed to increase reading levels by multiple years per year.
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4. ANNUAL SCHOOL GOALS	Complete this by: December 16, 2016
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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	Increase graduation rate of ALL students to 5% of the senior class that is enrolled at OHS by June 2020.	Graduation Rate	All Students	71.0%	76.0%	80.0%	Increase in graduation rate
Post-Secondary Readiness	70% of ALL students that graduate will meet A-G requirements by June 2020.	A-G Completion	All Students	49.0%	55.0%	60.0%	Increase in graduation rate
Climate and Culture	By June 2020, 70% of ALL students will indicate that they feel safe or very safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measured by the California Healthy Kids Survey.	CHKS	All Students	44.5%	50.0%	57.0%	Decrease in chronic absenteeism
Rigorous Academics	By June 2020, the percent of students enrolled in honors, AP, and dual enrollment will increase by 10 percentage points over the 15-16 baseline.	AP Enrollment	All Students	25.1%	27.6%	30.1%	Increase in graduation rate
Pathway Development	By June 2020, 100% of students will participate in a pathway.	Pathway Participation	All Students	69.0%	77.0%	85.0%	Increase in graduation rate

5. STRATEGIES	Complete this by: February 28, 2017
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Focused Annual Plan (FAP) Major Improvement Strategies		
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<i>Identify five major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i>	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
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Schoolwide <u>Language & Literacy</u> Improvement Strategy:	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class. Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Culture & Climate/SEL Improvement Strategy:	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	Personalized Student Support	School Leadership & School Vision

Pathway Development/ Implementation Strategy:	Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions
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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
Measure N Design Feature #1:	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	Program of Study & Master Scheduling	Equity/Access/ Achievement
Measure N Design Feature #2:	Administrative pods (AP, counselor, case manager) to support pathways and align pathway support to the administrative structure of the school.	Personalized Student Support	School Leadership & School Vision
Measure N Design Feature #3	Grow quality wall to wall pathways to include all students in grades 10-12.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

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
Signature Element #1 (Established):	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support
Signature Element #2 (Established):	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	School Leadership & School Vision	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	<p>Goals (1)Teachers will recognize more opportunities to check for understanding and use at least 6 different strategies to check for understanding in the block.</p> <p>(2)Teachers structure and scaffold collaborative settings (groups) where students use academic language in order to make and critique claims, reasoning from a variety of sources, that they have analyzed and synthesized (ex, evaluate the credibility of). Teachers assess the rigor of these.</p> <p>(3)Teachers will become comfortable with using a variety of literacy strategies and will incorporate at least once in each lesson, with higher frequencies in humanities and lower in PE.</p> <p>(4)All teachers will incorporate time once a week to “teach” a SEL core competency9th: Self Awareness, Self Management10th: Social Awareness11th: Relationship skills12th: Responsible decision making</p> <p>(5)Teachers will structure lesson plans with backwards mapping focusing on the most important standards and will break up time effectively to include many instructional strategies in 90 minutes (ex: Engaging Schools lesson plan template/timing)</p>	School Leadership & School Vision	Building a Rigorous Academic Core: Student 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><i>Target Student Group:</i> For each action, choose a primary student group that you expect to benefit.</p> <p><i>Title I Requirements:</i> 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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By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.

Schoolwide Language & Literacy Improvement Strategy: Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.

Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.

Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.

Strategic Action (Tactics)	Associated LCAP Action Area <i>(required for all funded actions)</i>	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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<p>Hire a full time literacy teacher</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>	<p>Other</p>	<p>\$90,000.00</p>	<p>1105</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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<p>Curriculum for Tier 2 Reading Support class either Read 180 or Lightsale for students</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>	<p>General Purpose Discretionary</p>	<p>\$50,000.00</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>	
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<p>Classroom library investment for 9th grade English classes to support libraries with leveled text that support improved literacy for students.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>	<p>Title I: Basic</p>	<p>\$2,780.35</p>	<p>4200</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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English 3D (LTEL)???							
Instructional Teacher Leader to provide coaching and support for PLC's to facilitate conversations and protocols for lesson study, student work protocols, to develop student literacy.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure G: TGDS	\$30,000.00	1119	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	Targeted Support for Low-Income Students

<p>Substitutes for teachers participating in Lesson Study</p>	<p>A3.4: Teacher Professional Development focused on Literacy</p>	<p>All Students</p>	<p>General Purpose Discretionary</p>	<p>\$20,000.00</p>	<p>1150</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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Stipends for teachers	A2.10: Extended Time for Teachers	All Students	General Purpose Discretionary	\$10,000.00	1120	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	Teacher PD
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<p>AVID Conference (summer 2018)</p>	<p>A3.4: Teacher Professional Development focused on Literacy</p>	<p>All Students</p>	<p>General Purpose Discretionary</p>	<p>\$10,000.00</p>	<p>5220</p>	<p>Goals (1) Teachers will recognize more opportunities to check for understanding and use at least 6 different strategies to check for understanding in the block. (2) Teachers structure and scaffold collaborative settings (groups) where students use academic language in order to make and critique claims, reasoning from a variety of sources, that they have analyzed and synthesized (ex, evaluate the credibility of). Teachers assess the rigor of these. (3) Teachers will become comfortable with using a variety of literacy strategies and will incorporate at least once in each lesson, with higher frequencies in humanities and lower in PE. (4) All teachers will incorporate time once a week to “teach” a SEL core competency 9th: Self Awareness, Self Management 10th: Social Awareness 11th: Relationship skills 12th:</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 1</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>	<p>Title I: Basic</p>	<p>\$30,000.00</p>	<p>1105</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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.4FTE for Creative Writing 9th grade support-Teacher 2	A3.2: Reading Intervention	Low-Income Students	Title I: Basic	\$36,000.00	1105	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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.4FTE for Creative Writing 9th grade support-Teacher 3	A3.2: Reading Intervention	Low-Income Students	Title I: Basic	\$32,800.00	1105	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 4</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>	<p>Title I: Basic</p>	<p>\$30,000.00</p>	<p>1105</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 5</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>	<p>Title I: Basic</p>	<p>\$30,800.00</p>	<p>1105</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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<p>Stipends for 9th Grade PLC's to plan and support and professional development to support family engagement, lesson plan study, and plan student experiences.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>Low-Income Students</p>	<p>Title I: Basic</p>	<p>\$10,000.00</p>	<p>1120</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the</p>
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New Comer TSA Position - to New Comer and EL teachers with developing strategies to support EL students	A4.3: Newcomer Programs	English Learners	LCFF Supplemental	0.5 FTE	1120	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	Targeted Support for English Learners

Schoolwide Mathematics Improvement Strategy:

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)
Math support class class for 9th grade students (6 teachers- .2 FTE each)	A1.3: A-G Completion	All Students	LCFF Supplemental	1 FTE	1105	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	

Instructional Teacher Leader for math to support implementation of common core	A2.5: Teacher Professional Development for CCSS & NGSS	GATE	General Purpose: Unrestricted BASE	1 FTE	1105	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	
Software for Algebra support class	A2.1: Implementation of CCSS & NGSS	All Students	LCFF Concentration	\$10,000.00	1120	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	

Smarter Smart Boards (Epson)	A1.3: A-G Completion	All Students	LCFF Concentration	\$10,000.00	4410	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	
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<p>Substitutes for Lesson Study</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>	<p>LCFF Concentration</p>	<p>\$10,000.00</p>	<p>1150</p>	<p>Goals (1) Teachers will recognize more opportunities to check for understanding and use at least 6 different strategies to check for understanding in the block. (2) Teachers structure and scaffold collaborative settings (groups) where students use academic language in order to make and critique claims, reasoning from a variety of sources, that they have analyzed and synthesized (ex, evaluate the credibility of). Teachers assess the rigor of these. (3) Teachers will become comfortable with using a variety of literacy strategies and will incorporate at least once in each lesson, with higher frequencies in humanities and lower in PE. (4) All teachers will incorporate time once a week to “teach” a SEL core competency 9th: Self Awareness, Self Management 10th: Social Awareness 11th: Relationship skills 12th:</p>
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Stipends for teachers	A2.10: Extended Time for Teachers	All Students	LCFF Concentration	\$10,000.00	1120	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	
Student Response System (Clicker) \$2,000/set	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	LCFF Supplemental	\$6,000.00	4410	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	

Culture & Climate/SEL Improvement Strategy: PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for 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?	Title 1 Requirement Addressed by Practices (if any)
Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	LCFF Concentration	\$25,000.00	5736	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	A5.1: School Culture & Climate (Safe & Supportive Schools)	Students with Disabilities	Program Investment	\$125,164.00	5825	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	
Julia Deguzman contract for summer bridge support and 9th grade recruitment/transition supports.	A1.5: Summer Learning	Low-Income Students	Measure N	\$20,000.00	5825	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$20,000.00	4310	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$20,000.00	4310	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	

Climate & Culture Team Stipends	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$3,000.00	1120	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$1,000.00	4310	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	

Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.

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 Environmental Science Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	Grow quality wall to wall pathways to include all students in grades 10-12.	
Allocation to Public Health Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	Grow quality wall to wall pathways to include all students in grades 10-12.	

Allocation to Project Lead the Way Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	Grow quality wall to wall pathways to include all students in grades 10-12.	
Allocation to Social Justice & Reform Pathway	A1.1: Pathway Programs	All Students	Measure N	\$32,400.00	4399	Grow quality wall to wall pathways to include all students in grades 10-12.	
Allocation to Visual Arts & Academics Magnet Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	Grow quality wall to wall pathways to include all students in grades 10-12.	
Academy Director Release Period to Environmental Science Pathway	A1.1: Pathway Programs	All Students	California Partnership Academy	.2 FTE	1105	Grow quality wall to wall pathways to include all students in grades 10-12.	
Academy Director Release Period Public Health Pathway	A1.1: Pathway Programs	All Students	California Partnership Academy	.2 FTE	1105	Grow quality wall to wall pathways to include all students in grades 10-12.	
Academy Director Release Period Visual Arts & Academics Magnet Pathway	A1.1: Pathway Programs	All Students	California Partnership Academy	.2 FTE	1105	Grow quality wall to wall pathways to include all students in grades 10-12.	
Academy Director Release Period PTLW	A1.1: Pathway Programs	All Students	Measure N	.2 FTE	1105	Grow quality wall to wall pathways to include all students in grades 10-12.	
Academy Director Release Period SJR	A1.1: Pathway Programs	All Students	Measure N	.2 FTE	1105	Grow quality wall to wall pathways to include all students in grades 10-12.	
Pathway Coach to support pathway development for each pathway.	A1.1: Pathway Programs	All Students	Measure N	\$63,567.50	5708	Grow quality wall to wall pathways to include all students in grades 10-12.	

Additional Counselor to support a 1:1 pathway ratio of counseling services.	A1.1: Pathway Programs	Students with Disabilities	Measure N	\$98,744.00	1105		
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway..	A1.1: Pathway Programs	Foster Youth	Measure N	\$133,269.00	1305		
Oakland Promise partnership for Oakland High	A1.1: Pathway Programs	All Students	Measure N	\$80,000.00	5825		
Work Based Learning Liaison for each pathway	A1.1: Pathway Programs	All Students	Measure N	\$84,853.00	2305		
STIP sub to support the Academy Director release time to engage in pathway planning and support.	A1.1: Pathway Programs	All Students	Measure N	\$45,000.00	1105		
Two additional teaching FTE's to support implementation of the Block Schedule	A1.1: Pathway Programs	All Students	Measure N	\$150,000.00	1105		

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)
AAMA Facilitator to support the kings that are coming out of the Khephera pathway and provides schoolwide support for African American males	A2.9: Targeted School Improvement Support	African-American Males	Measure N	\$46,182.00	5733		
Semester Dual Enrollment-Stipends for Teacher of Record for Courses (8 first semester and 8 second semester= 16 total)	A1.1: Pathway Programs	All Students	Measure N	\$8,000.00	1120		
Dual Enrollment Stipends for After school for 2 days a week after school at the teacher rate of \$26.16 per hour for 3 DE classess	A1.1: Pathway Programs	All Students	21st Century	\$6,384.00	1120		
Dual Enrollment Guided Support-Teacher Hourly for 2 classes	A1.1: Pathway Programs	All Students	Measure N	\$5,400.00	1122		
Dual Enrollment Textbooks	A1.1: Pathway Programs	All Students	Measure N	\$25,000.00	4200		
Dual Enrollment Coordination and stipend for coounselor	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00	1120		
Peralta Payment for Underenrollment	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00	Dues		
Dual Enrollment Supply Costs	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00	4310		
AVID annual membership fee to support AVID strategies in all classes.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	LCFF Supplemental	\$3,405.00	Dues		
Send 15 teachers to AVID conference to develop AVID strategies for each teacher to support school wide strategies in each PLC	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	LCFF Supplemental	\$15,000.00	5220		
Textbook Clerk to provide textbook distribution for classes and support the dual enrollment books for the school.	A2.9: Targeted School Improvement Support	All Students	General Purpose Discretionary	\$50,433.00	2205		

Strategic Action (Tactics)	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	Title 1 Requirement Addressed by Practices (if any)
Julia Deguzman contract for summer bridge support and 9th grade recruitment/transition supports.	A1.5: Summer Learning	Low-Income Students	Measure N	\$20,000.00	5825	
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$20,000.00	4310	
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$20,000.00	4310	
Climate & Culture Team Stipends	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$3,000.00	1120	
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$1,000.00	4310	
Allocation to Environmental Science Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	
Allocation to Public Health Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	
Allocation to Project Lead the Way Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	
Allocation to Social Justice & Reform Pathway	A1.1: Pathway Programs	All Students	Measure N	\$32,400.00	4399	
Allocation to Visual Arts & Academics Magnet Pathway	A1.1: Pathway Programs	All Students	Measure N	\$43,200.00	4399	
Academy Director Release Period PTLW	A1.1: Pathway Programs	All Students	Measure N	.2 FTE	1105	
Academy Director Release Period SJR	A1.1: Pathway Programs	All Students	Measure N	.2 FTE	1105	
Pathway Coach to support pathway development for each pathway.	A1.1: Pathway Programs	All Students	Measure N	\$63,567.50	5708	
Additional Counselor to support a 1:1 pathway ratio of counseling services.	A1.1: Pathway Programs	Students with Disabilities	Measure N	\$98,744.00	1105	

Strategic Action (Tactics)	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	Title 1 Requirement Addressed by Practices (if any)
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway..	A1.1: Pathway Programs	Foster Youth	Measure N	\$133,269.00	1305	
Oakland Promise partnership for Oakland High	A1.1: Pathway Programs	All Students	Measure N	\$80,000.00	5825	
Work Based Learning Liaison for each pathway	A1.1: Pathway Programs	All Students	Measure N	\$84,853.00	2305	
STIP sub to support the Academy Director release time to engage in pathway planning and support.	A1.1: Pathway Programs	All Students	Measure N	\$45,000.00	1105	
Two additional teaching FTE's to support implementation of the Block Schedule	A1.1: Pathway Programs	All Students	Measure N	\$150,000.00	1105	
AAMA Facilitator to support the kings that are coming out of the Khephera pathway and provides schoolwide support for African American males	A2.9: Targeted School Improvement Support	African-American Males	Measure N	\$46,182.00	5733	
Semester Dual Enrollment-Stipends for Teacher of Record for Courses (8 first semester and 8 second semester= 16 total)	A1.1: Pathway Programs	All Students	Measure N	\$8,000.00	1120	
Dual Enrollment Guided Support-Teacher Hourly for 2 classes	A1.1: Pathway Programs	All Students	Measure N	\$5,400.00	1122	
Dual Enrollment Textbooks	A1.1: Pathway Programs	All Students	Measure N	\$25,000.00	4200	
Dual Enrollment Coordination and stipend for coounselor	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00	1120	
Peralta Payment for Underenrollment	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00	Dues	
Dual Enrollment Supply Costs	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00	4310	
				\$1,017,715.50		

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	KEY: 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>
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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+			All directors and most teachers in the pathways understand and are working towards a distributive leadership model. It's a high priority and we're moving in that direction.	Not every teacher in every pathway has a clear role in their distributive leadership model. Many teachers are assigned to several pathways
Leadership Configuration	2	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	2	2+				
Diverse Student Representation	2	2+				
Closing the Opportunity Gap	2	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					
Integrated Core	2					
Cohort Scheduling	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					
Collaborative Learning	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					
Collaboration Time	2					
Professional Learning	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					
Pathway Outcomes	1					
Pathway Evaluation	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	2					

Oakland High School

Preston Thomas

School Demographics 2015-16

1594 students	ELL: 21.8%	AA: 35.3%	ME: 0.6%
	SWD: 10.7%	A: 30.6%	NA: 0.3%
	LI: 87.6%	F: 1.4%	PI: 0.8%
		L: 25.7%	W: 1.6%

See below for abbreviation definitions & notes

Result Summary

Academic	Status	2.38
	Growth	3.31
Culture/Climate	Status	3.29
	Growth	3.37
Overall Tier		3.04



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



School Performance Framework

Academic Status	30%
Academic Growth	30%

2.38	Total Index Score
3.31	

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	

Academic Domain

Academic Domain	Status	Growth	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	Total Weight
SBAC ELA (Smarter Balanced English/Language Arts)	2.56	1.42	3	0.050 out of 0.083	AA	21.0%	94	1	0.004 out of 0.021	7.0%	44	1	0.004 out of 0.021	0	26	1	0.004 out of 0.021	38.0%	239	3	0.013 out of 0.021	0.075 out of 0.167
SBAC Math (Smarter Balanced Mathematics)	2.72	2.04	3	0.050 out of 0.083	L	2.0%	59	1	0.004 out of 0.021	10.0%	49	2	0.008 out of 0.021	0	26	1	0.004 out of 0.021	18.0%	238	3	0.013 out of 0.021	0.079 out of 0.167
SRI (Scholastic Reading Inventory)	1.78	3.34	2	0.033 out of 0.083	AA	22.0%	436	1	0.004 out of 0.021	3.0%	240	1	0.004 out of 0.021	5.0%	145	1	0.004 out of 0.021	33.0%	1143	2	0.008 out of 0.021	0.054 out of 0.167
Graduation*	1.94	4.28	2	0.033 out of 0.083	L	58.0%	66	1	0.004 out of 0.021	61.0%	107	1	0.004 out of 0.021	53.0%	47	1	0.004 out of 0.021	76.0%	271	3	0.013 out of 0.021	0.058 out of 0.167
A-G Completion*	1.83	4.54	2	0.033 out of 0.083	AA	27.0%	62	1	0.006 out of 0.028	19.0%	27	1	0.006 out of 0.028	n/a	2	n/a	0.000 out of 0.000	52.0%	199	2	0.011 out of 0.028	0.056 out of 0.167
Pathway Participation	3.19	6.00	2	0.033 out of 0.083	AA	+1.0 pp	65	2	0.011 out of 0.028	-4.0 pp	45	1	0.006 out of 0.028	n/a	38	n/a	0.000 out of 0.000	+10.0 pp	206	5	0.028 out of 0.028	0.128 out of 0.167
College Level Courses	1.94	1.47	2	0.033 out of 0.083	L	56.0%	257	3	0.013 out of 0.021	28.0%	244	1	0.004 out of 0.021	43.0%	124	2	0.008 out of 0.021	72.0%	860	4	0.017 out of 0.021	0.092 out of 0.167
On Track 9th-10th Graders	2.41	2.41	2	0.033 out of 0.083	AA	2.0%	180	1	0.004 out of 0.021	6.0%	116	2	0.008 out of 0.021	0.0%	76	1	0.004 out of 0.021	8.0%	503	2	0.008 out of 0.021	0.058 out of 0.167

On Track 11th-12th Graders	growth	3.66
	status	3.03
	growth	3.03

growth	3.66
status	3.03
growth	3.03

+4.0 pp	821	3	out of 0.083	AA	-3.0 pp	282	1	out of 0.021	+6.0 pp	236	5	out of 0.021	+6.0 pp	87	5	out of 0.021	0.0 pp	620	2	out of 0.021	out of 0.167
73.0%	580	3	out of 0.083	L	59.0%	126	2	out of 0.021	57.0%	116	2	out of 0.021	54.0%	70	2	out of 0.021	74.0%	501	3	out of 0.021	0.088
+1.0 pp	591	2	out of 0.083	L	-4.0 pp	128	1	out of 0.021	+9.0 pp	115	5	out of 0.021	+19.0 pp	37	5	out of 0.021	0.0 pp	490	2	out of 0.021	0.088

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%

3.29	Total Index Score
3.37	

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	5.38
	growth	4.13
Suspensions	status	3.66
	growth	3.34
Reclassification	status	2.25
	growth	1.00
Culture/Climate Survey Student <i>75.6% participation rate</i>	status	2.25
	growth	3.50
Culture/Climate Survey Parent <i>38.1% participation rate</i>	status	5.38
	growth	6.00
Culture/Climate Survey Staff <i>89.5% participation rate</i>	status	3.50
	growth	6.00
Social Emotional Learning Survey <i>75.6% participation rate</i>	status	2.88
	growth	6.00

status	5.38
growth	4.13
status	3.66
growth	3.34
status	2.25
growth	1.00
status	2.25
growth	3.50
status	5.38
growth	6.00
status	3.50
growth	6.00
status	2.88
growth	6.00

9.0%	1431	5	0.083 out of 0.083	L	12.3%	389	4	0.017 out of 0.021	12.9%	357	4	0.017 out of 0.021	17.7%	175	3	0.013 out of 0.021	8.8%	1216	5	0.021 out of 0.021	0.150 out of 0.167
+0.3 pp	1437	5	0.017 out of 0.083	L	+2.2 pp	385	1	0.004 out of 0.021	+1.3 pp	354	1	0.004 out of 0.021	+2.5 pp	138	1	0.004 out of 0.021	+0.6 pp	1127	5	0.021 out of 0.021	0.117 out of 0.167
4.8%	1719	3	0.050 out of 0.083	W	9.1%	33	3	0.013 out of 0.021	3.5%	429	4	0.017 out of 0.021	8.0%	201	3	0.013 out of 0.021	5.1%	1426	3	0.013 out of 0.021	0.104 out of 0.167
-0.4 pp	1732	2	0.033 out of 0.083	W	+2.6 pp	31	4	0.017 out of 0.021	+0.2 pp	421	4	0.017 out of 0.021	-3.6 pp	156	5	0.021 out of 0.021	-0.4 pp	1353	2	0.008 out of 0.021	0.096 out of 0.167
10.0%	94	2	0.067 out of 0.167	N/A																0.067 out of 0.167	
-12.0 pp	103	1	0.033 out of 0.167	N/A																0.033 out of 0.167	
42.0%	1131	2	0.017 out of 0.042	A	41.0%	409	2	0.017 out of 0.042	N/A												0.033 out of 0.083
+10.0 pp	359	5	0.042 out of 0.042	A	-0.08	137	1	0.008 out of 0.042	N/A												0.050 out of 0.083
85.0%	608	5	0.021 out of 0.021	AA	82.0%	121	4	0.017 out of 0.021	N/A												0.038 out of 0.042
+33.0 pp	320	5	0.021 out of 0.021	AA	+22.0 pp	52	5	0.021 out of 0.021	N/A												0.042 out of 0.042
68.0%	136	3	0.025 out of 0.042	N/A																0.025 out of 0.042	
+9.0 pp	101	5	0.042 out of 0.042	N/A																0.042 out of 0.042	
53.0%	1131	3	0.050 out of 0.083	AA	49.0%	268	2	0.033 out of 0.083	N/A												0.083 out of 0.167
+17.0 pp	359	5	0.083 out of 0.083	AA	0.07	93	5	0.083 out of 0.083	N/A												0.167 out of 0.167

Attendance Rate

status	2.25
growth	1.00

95.8%		2	0.067 out of 0.167	N/A
-0.3 pp		1	0.033 out of 0.167	N/A

0.067 out of 0.167
0.033 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 High School	Pathway:	Environmental Science	School ID:	304
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1A. Pathway Description

ESA is an experiential, hands-on science academy with a focus on environmental justice and stewardship in our real world. We use outdoor adventure education to motivate students to take on rigorous academics. Students engage in authentic research, conduct industry and service projects, and share with regional and local community. Students work in groups on projects in all classes, especially CTE courses. ESA has a mature community support network and works closely with representatives from diverse areas of the industry sector. ESA students develop advocacy skills for issues they are passionate about. All CTE classes incorporate STEM, as do extracurricular internships and projects. Students learn by doing, and success is not limited to the highest academic achievers.

1B. Pathway Mission and Vision

The mission of ESA is to prepare each student to succeed in the workplace, college, and career as an informed and responsible citizen of Planet Earth. Through rigorous academics, multicultural understanding, respect for diverse points of view, and applied demonstrations of learning, ESA shapes students to conserve and nurture our biodiversity and wild places, respect basic research and the nature of science, seek environmental justice for all people, and advocate powerfully for these goals.

ESA's vision is to be a rigorous supportive environment for all students to develop the knowledge base, self discipline, ecosystem values, communication, and critical thinking skills to advocate effectively for themselves as workers and citizens, for environmental justice for people locally and globally, and for the conservation of our endangered Earth.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		52.0%	48.0%	TBD	TBD	4.9%	TBD	2.0%	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	19.3%	0.4%	58.2%	17.2%	1.2%	0.4%	2.0%	0.4%	TBD

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)	88.7%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	4.8%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	0.0%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	2.0%	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	75.8%	46.6%	---	48.2%	46.7%	TBD
On Track to Graduate (Grade 10)	69.8%	50.0%	45.1%	28.2%	33.6%	TBD
On Track to Graduate (Grade 11)	69.7%	68.8%	46.8%	39.4%	35.4%	TBD
On Track to Graduate (Grade 12)	79.6%	75.8%	63.9%	50.7%	44.8%	TBD
A-G Completion (Grade C or Better)	63.0%	78.3%	TBD	56.6%	51.2%	TBD

A-G Completion (African American Students)	20.0%	66.7%	TBD	40.3%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	50.0%	TBD	10.7%	15.6%	TBD
A-G Completion (English Learners)	0.0%	66.7%	TBD	20.0%	33.9%	TBD
A-G Completion (Foster Youth)	----	----	TBD	33.3%	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)	58.4%	63.3%	49.2%	25.1%	25.7%	TBD
AP Course Access (African American Students)	37.5%	36.1%	29.5%	16.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	7.3%	10.1%	TBD	4.1%	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	44.6%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	48.2%	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	9.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	17.7%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	9.6%	19.2%	TBD
Suspension Rate	0.6%	1.1%	0.6%	4.8%	TBD	TBD
No Suspensions (African American Males)	95.8%	100.0%	100.0%	91.9%	91.2%	TBD
No Suspensions (Foster Youth)	----	----	----	87.2%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	21.0%	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	6.5%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	20.0%	9.6%	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)	48.9%	59.6%	TBD	32.4%	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 (List all challenges impacting each focal area.)</p>

Graduate Outcomes	ESA grad rate continues to exceed school average. Intervention specialist caught many students at risk of not graduating in time to catch them up. Senior Seminar course has supported students in completing Senior Project graduation requirements.	Need more math integrated into the curriculum Possible to include math into pathway Entering 10th have lower GPAs after pathway balancing process	Students' core math skills are a limiting factor in their ability to succeed in science and math classes
Post-Secondary Readiness	Of OHS pathways, ESA shows the greatest growth improvement for SRI scores	Senior GPAs don't show improvement from 9th grade (and, in fact, AP course grade bump may mean that students are getting fewer As as seniors than as freshmen) Math for science - ideas? What are our EAP data?	Students that have lower academic skills are not improving and moving toward college readiness. They find it hard to keep pace they need more support from the Pathway and School.
Climate and Culture	Low suspension rate Multi-grade field trips (such as Field Day and Catalina trip) foster academy identity and unity	Some students continue to feel out of place in the academy	Increase our sense of being an inclusive community which welcomes and nurtures all students. Specifically, instilling a sense of comradery and mutual support amongst the students themselves. We sink or swim together.
Rigorous Academics	The science theme of our Pathway requires a more rigorous class schedule. Students are expected to take more than the required classes for college readiness. Additional math and language classes.	Inconsistency of staffing has made to difficult to build depth in science classes, as well as vertical and cross-curricular alignment	Staffing support, development, and retention

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	Students' core math skills are a limiting factor in their ability to succeed in science and math classes	Math classes are outside of pathways; students who struggled in freshman Algebra enter sophomore year likely to struggle again in Geometry and in Chemistry; this has implications for the student's remaining high school education in math and science, and for their GPA and graduation readiness	Equity/Access/Achievement
Post-Secondary Readiness	Students that have lower academic skills are not improving and moving toward college readiness. They find it hard to keep pace they need more support from the Pathway and School.	Students below grade level are not receiving adequate interventions to catch them up.	Equity/Access/Achievement
Climate and Culture	Increase our sense of being an inclusive community which welcomes and nurtures all students. Specifically, instilling a sense of comradery and mutual support amongst the students themselves. We sink or swim together.	High skilled students often enter with the frame of mind that lower-skilled students get in the way of their learning and progress. This has often led to self-selected cliques which often correspond with skill level / academic achievement. By 10th grade year, many students have a "fixed mindset" that can be difficult to change.	Equity/Access/Achievement
Rigorous Academics	Staffing support, development, and retention	Recent turnover in ESA science staff means that many teachers have had to learn their position while teaching it, and therefore have limited understanding of the overall course trajectory or potential integration throughout the curriculum	Building a Rigorous Academic Core: Teacher 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>			
Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy:	We will develop cross curricular content to connect study tours and class instruction. Included in this content will be academic discourse, checking for understanding, and literacy skills (marking the text)	Not Yet	Not Yet	Cross-curricular planning was addressed at the beginning of the year and again at the start of the second semester. Implemented but no continuity between instructors can be assessed at this time. Content and knowledge from this area of study was meant to connect classroom instruction and learning to Study Tours. Pathway teachers in instructional areas other than science have a better understanding of the connections, but effectiveness is hampered by science instructor vacancies, turnover, and inexperience.
Pathway Design Feature #1 (New/Emerging):	Release period for student intervention (Emerging--began in 2015 - 2016)	Yes	Yes	Short term improvement but not overall success Online sheets didn't seem to work well, need more teacher collaboration Less focus on Juniors this year due to teacher familiarity/Wallace's focus, etc. Perhaps have a "study skills" ESA class
Pathway Design Feature #2 (New/Emerging):	Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)	Yes	Not Yet	Course offered students year-long support through applications and senior project; anecdotal evidence suggests that students' senior projects were of higher quality than in years past (when they wrote the project in their English 4 class). The class provided students with a sense of cohesiveness around OHS graduation expectations--in the past, many students have objected that some of the school's pathways make it easier to meet grad requirements. District support has promoted Senior Seminar teachers in inter-pathway collaboration. There is some concern that this collaboration might lessen without OUSD support and encouragement.
Pathway Design Feature #3 (New/Emerging):	Teacher retreats during summer (Emerging--began in 2015 - 2016)	Yes	Yes	Planning sessions in August 2015 and 2016 have focused on the following: cross-curricular and vertical collaboration between teachers, including some shared units and year-long questions; study tours; program of study. To increase the effectiveness of our summer teacher retreats, we need to build in more consistent cross-curricular planning time throughout the school year. Science teachers loved district planning day but should be earlier in the year and have more work days together
Pathway Signature Element #1 (Established):	Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Advanced Biology, Environmental Engineering, AP Environmental Science, and optional other science courses, including APs)	Yes	Not Yet	ESA students are scheduled into a rigorous course continuum of biological, physical, and environmental science; each student will take a minimum of six science courses over their four years at OHS, culminating with AP Environmental Science in senior year. High turnover in ESA science teachers in the last two years has hampered the cross-curricular integration required to turn the environmental science courses into the cornerstone of our students' ESA educations. In order to provide students a broader base of scientific knowledge, we are changing the 11th-grade science course from Advanced Biology to a physics course starting in the 2017-2018 school year. It will be easier to assess effectiveness once we have had the same teachers in our science positions for multiple years.

Pathway Signature Element #2 (Established):	Study tours and other hands-on learning throughout grades 10 - 12 (including weekly work at Lake Merritt during grade 10, various habitat-restoration projects, workplace visits, college visits, and outdoor adventure trips)	Yes	Yes	Students at all grade levels participated in multiple field trips and study tours over the course of the school year. Due to science-teacher turnover, it took several months to begin this year's field work at Lake Merritt, but the weekly trips to monitor water quality are again a staple of the ES1 curriculum. We are exploring partnerships around environmental education and habitat restoration that we can incorporate into the ES2 or APES classes in future years. Under the academy's new leadership, some trips have changed. We need to establish a clearer shared calendar for when we'll take our students on our signature trips.
Pathway Signature Element #3 (Established):	Environmental stewardship and advocacy within our school and community (including school recycling program, lunchtime waste bin monitoring, restoration projects, and work with organizations like Earth Team and Solar Suitcase)	Yes	Yes	ESA students are visible stewards of the environment through the sophomores' weekly recycling pick-ups and juniors' lunchtime bin monitoring recycling. We are exploring collaborations with outside organizations and ways to bring more of a civically-minded focus to seniors' work, including the senior project. It's possible that an ESA teacher might sponsor an environmental-advocacy club for all interested OHS students.

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?	

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	Improve student A-G completion with a grade of C or better, with a focus on improving achievement in math courses.	A-G Completion	All Students	57.1% (13-14)	60% 72.6% actual	75%	Increase in graduation rate
Post-Secondary Readiness	Improve student pass rate on the AP Environmental Science Exam	AP Course Performance	All Students	2%	5%	10%	Increase in graduation rate
Climate and Culture	Reduce chronic absences	Chronic Absence	All Students	Do not have access to pathway-specific data in this area			
Rigorous Academics	Improve student reading proficiency scores	SRI	All Students	1155	1200	1255	Increase in reading/writing achievement as assessed by SRI

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:	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class. Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Schoolwide Culture & Climate/ SEL Improvement Strategy:	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	Personalized Student Support	School Leadership & School Vision
Pathway Instructional Improvement Strategy	Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions

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:	Revised student intervention plan which may require a teacher release period for student intervention (Emerging--began in 2015 - 2016) or an alternative approach such as release time for sub groups of teachers to work on intervention meetings and/or working with alumni to meet with struggling students.	Personalized Student Support	Equity/Access/ Achievement
Pathway Measure N Design Feature #2:	Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
Pathway Measure N Design Feature #3	Teacher retreats during summer (Emerging--began in 2015 - 2016) to plan pathway-wide community building activities and inter-disciplinary, vertically aligned units of study	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision

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):	Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
Pathway Signature Element #2 (Established):	Study tours and other hands-on learning throughout grades 10 - 12 (including weekly work at Lake Merritt during grade 10, various habitat-restoration projects, workplace visits, college visits, and outdoor adventure trips)	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
Pathway Signature Element #3 (Established):	Environmental stewardship and advocacy within our school and community (including school recycling program, lunchtime waste bin monitoring, restoration projects, and work with organizations like Earth Team and Solar Suitcase)	Work-Based Learning	School Leadership & School Vision

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

Instructions: *Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, 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: Revised student intervention plan which may require a teacher release period for student intervention (Emerging--began in 2015 - 2016) or an alternative approach such as release time for sub groups of teachers to work on intervention meetings and/or working with alumni to meet with struggling students.

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
Teachers will have regular collaborative time to discuss students of concern	A1.1: Pathway Programs	All Students	Measure N	\$4,500.00		Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	304-Environmental Science-1
Release period for an ESA teacher to work on student interventions for academic and socio-emotional purposes.	A1.1: Pathway Programs	All Students	Measure N	.2FTE			304-Environmental Science-2
Hiring mentors to collaborate with teachers and support struggling students	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00		Revised student intervention plan which may require a teacher release period for student intervention (Emerging--began in 2015 - 2016) or an alternative approach such as release time for sub groups of teachers to work on intervention meetings and/or working with alumni to meet with struggling students.	304-Environmental Science-3
							304-Environmental Science-4
							304-Environmental Science-5
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							304-Environmental Science-7
							304-Environmental Science-8
							304-Environmental Science-9
							304-Environmental Science-10
							304-Environmental Science-11
							304-Environmental Science-12
							304-Environmental Science-13
							304-Environmental Science-14

Pathway Measure N Design Feature #2:	Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)
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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
Creating and implementing a Senior Seminar class to support college applications, life and career preparation, and Graduate Capstone project	A1.1: Pathway Programs	Other	Measure N	\$1,000.00		Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)	304-Environmental Science-15
Modifying Senior project to reflect collegiate and industry expectations	A1.1: Pathway Programs	Other	Measure N	\$1,000.00		Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)	304-Environmental Science-16
Materials and supplies students might need to conduct research for the Graduate Capstone project	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00		Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)	304-Environmental Science-17
Collaborating more with Resource Specialist to better set tangible goals for specific students with IEPs	A1.1: Pathway Programs	Students with Disabilities	Measure N	\$1,000.00		Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)	304-Environmental Science-18

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							304-Environmental Science-24
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							304-Environmental Science-27
							304-Environmental Science-28
							304-Environmental Science-29
							304-Environmental Science-30

Pathway Measure N Design Feature #3: Teacher retreats during summer (Emerging--began in 2015 - 2016) to plan pathway-wide community building activities and inter-disciplinary, vertically aligned units of study

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
Summer planning retreat for entire teacher team that will include planning for implementing ESA-wide common practices for all teachers with regard to academic standards, language, and routines; developing and exploring thematic pedagogy; planning study tours for industry standards, content standards, workplace learning, and academy culture.	A1.1: Pathway Programs	All Students	Measure N	\$3,500.00		We will develop cross curricular content to connect study tours and class instruction. Included in this content will be academic discourse, checking for understanding, and literacu skills (marking the text)	304-Environmental Science-31
Develop Cross-Curricular units of Study through summer PBL PD	A1.1: Pathway Programs	All Students	Measure N	\$10,000.00		Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instrutlional time	304-Environmental Science-32
							304-Environmental Science-33
							304-Environmental Science-34

							304-Environmental Science-35
							304-Environmental Science-36
							304-Environmental Science-37
							304-Environmental Science-38
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							304-Environmental Science-40
							304-Environmental Science-41
							304-Environmental Science-42
							304-Environmental Science-43
							304-Environmental Science-44

Pathway Signature Element #1 (Established): Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)

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
Pathway teachers define, collect and share best practices and key resources for instruction, engaging with the Critical Friends protocol	A1.1: Pathway Programs	All Students				Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instructional time	304-Environmental Science-45
Pathway teachers visit and observe other environmental science-themed pathways (in or out of OUSD, but within the US). Possible expenditures include event registration, travel and hotel costs if out of the area, etc.	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00		Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)	304-Environmental Science-46

PD for teachers who need it in order to implement use of Google Classroom in all Pathway classrooms	A1.1: Pathway Programs	All Students	Measure N	\$500.00		Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)	304-Environmental Science-47
Develop Electronic Portfolios in CTE classes	A1.1: Pathway Programs	All Students	Measure N	\$500.00		Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)	304-Environmental Science-48
Aligning uniform whiteboard configuration in 75% of academic classes	A1.1: Pathway Programs	All Students					304-Environmental Science-49
Development of common student expectations of accountability	A1.1: Pathway Programs	All Students					304-Environmental Science-50
Developing agreements of understanding for SPED differentiated learning	A1.1: Pathway Programs	All Students					304-Environmental Science-51
Science teachers finish mapping standards for the Chemistry and Physics courses	A1.1: Pathway Programs	All Students	Measure N	\$500.00		Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)	304-Environmental Science-52
CTE course teachers complete standards mapping for the CTE courses that align with the connected science course	A1.1: Pathway Programs	All Students	Measure N	\$500.00		Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Physics, Environmental Science 2, AP Environmental Science, and optional other science courses, including APs)	304-Environmental Science-53
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							304-Environmental Science-55
							304-Environmental Science-56
							304-Environmental Science-57

							304-Environmental Science-58
							304-Environmental Science-59
							304-Environmental Science-60

Pathway Signature Element #2 (Established): Study tours and other hands-on learning throughout grades 10 - 12 (including weekly work at Lake Merritt during grade 10, various habitat-restoration projects, workplace visits, college visits, and outdoor adventure trips)							
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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
Catalina Study Tour, EPA San Francisco, Elephant Seals, Aquarium of the Bay, Tomales Oyster Farm, College Toyr, and Sailing on the Baty	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00		Study tours and other hands-on learning throughout grades 10-12	304-Environmental Science-61
Sophomore CTE class studies hands-on ecology at Lake Merritt once a week	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00		Hands-on learning with weekly work at Lake Merritt during grade 10	304-Environmental Science-62
Team participates in a WBL scope and sequence mapping PD with Pathway Coach and WBLL to identify goals and wishes for WBL experiences at each grade level, aligned to curriculum. Pathway teacher team investigations and planning of multiple levels of WBL including mini intershps as well as non-school time study tours, and develop ways more students can access these opportunities	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Study tours and other hands-on learning throughout grades 10 - 12 (including weekly work at Lake Merritt during grade 10, various habitat-restoration projects, workplace visits, college visits, and outdoor adventure trips)	304-Environmental Science-63
Student summer internship stipends	A1.1: Pathway Programs	All Students	Measure N	\$6,000.00		Study tours and other hands-on learning throughout grades 10 - 12 (including weekly work at Lake Merritt during grade 10, various habitat-restoration projects, workplace visits, college visits, and outdoor adventure trips)	304-Environmental Science-64
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							304-Environmental Science-66
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							304-Environmental Science-75

Pathway Signature Element #3 (Established): Environmental stewardship and advocacy within our school and community (including school recycling program, lunchtime waste bin monitoring, restoration projects, and work with organizations like Earth Team and Solar Suitcase)

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
School recycling and lunch-waste diversion programs	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Environmental Science-79
Local habitat restoration projects	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Environmental Science-80
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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
							304-Environmental Science-100
							304-Environmental Science-101
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							304-Environmental Science-135

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	KEY: 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>
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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		The ESA pathway has a strong and long-standing mission statement and values. Historically, the academy leads have taken on most of the leadership themselves.	Strength: We have a clear mission statement. Challenges: Need more cross-curricular collaboration. Teachers and students may lack a sense of belonging in the academy.	Leadership status uncertain; we're not sure when we will have clarity about ongoing leadership. Many structures and processes lack transparency.
Leadership Configuration	2	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	2	3		Current ESA 10th graders are more representative of the school population. 9th Graders who signed up for ESA essentially match school-wide racial/ethnic demographics.	Strength: A more diverse group of students (in terms of gender) are applying to the program. Challenges: Currently, more boys are applying to the program.	ESA staff is disproportionately male.
Diverse Student Representation	2	3				
Closing the Opportunity Gap	2	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	3		to interact with the Pathway theme, through hands-on and theoretical studies of environmental science. Almost all of our students share, and will continue to share,	Strengths: 8-period schedule allows us to offer a more rigorous program. Challenges: We are still figuring out a few of our science courses.	Lack of clarity around the role of A
Integrated Core	2	2				
Cohort Scheduling	1	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	2	2		English, AP English, AP US History, AP Biology, and AP Environmental Science all within the academy. Lessons that integrate	Strengths: Individual ESA teachers use data and student feedback to inform instruction. Challenges: There's not much collaboration between teachers.	As a team of teachers, we have no
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	2		Teachers informally share lessons, resources, and best practices. Measure N-funded Intervention position means that we have a structure in place now for student interventions.	Strengths: Many teachers are open to new ideas, interventions. Challenges: See item 4, above.	See 4, above.
Collaboration Time	2	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		9th and 10th graders participate in the ESOCC program with the Linked Learning Office. 10th, 11th, and 12th grade students also participate in career exploration visits. Many students	Strengths: Many students are participating in work-based learning. Challenges: Fewer students are scheduled to participate in work-based learning.	Change in Linked Learning staffing
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	2	3		Intervention specialist and academy counselor meet daily to discuss student issues and hold targeted interventions with multiple students.	Strengths: The intervention position allows for an on Challenges: Data review, and communication with c	Time constraints make it difficult to
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 High School	Pathway:	Public Health	School ID:	304
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1A. Pathway Description

The Public Health Academy is one of the newer pathways at Oakland High, graduating it's third class in 2016. Distinguishing characteristics of the pathway are an emphasis on integrating pathway-themed literature and history topics, health preparatory science classes, and a strong emphasis on helping students develop personal character and a sense of empathy.

1B. Pathway Mission and Vision

Oakland High School's Public Health Academy educates and prepares students to promote health equity in the communities they will serve.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	39.6%	60.4%	TBD	TBD	11.2%	TBD	12.3%	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	46.0%	0.0%	29.9%	15.0%	4.3%	2.1%	1.6%	1.1%	TBD

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)	71.1%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	20.0%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	14.3%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	3.9%	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	49.3%	56.8%		48.2%	46.7%	TBD
On Track to Graduate (Grade 10)	31.3%	29.7%	57.9%	28.2%	33.6%	TBD
On Track to Graduate (Grade 11)	61.7%	43.2%	35.7%	39.4%	35.4%	TBD
On Track to Graduate (Grade 12)	50.0%	80.6%	63.4%	50.7%	44.8%	TBD
A-G Completion (Grade C or Better)	43.8%	77.1%	TBD	56.6%	51.2%	TBD

A-G Completion (African American Students)	0.0%	50.0%	TBD	40.3%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	TBD	10.7%	15.6%	TBD
A-G Completion (English Learners)	100.0%	0.0%	TBD	20.0%	33.9%	TBD
A-G Completion (Foster Youth)	0.0%			33.3%	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)	12.2%	20.8%	15.9%	25.1%	25.7%	TBD
AP Course Access (African American Students)	3.8%	8.1%	7.5%	16.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	1.8%	1.4%	TBD	4.1%	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	39.4%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	51.5%	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	9.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	17.7%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	9.6%	19.2%	TBD
Suspension Rate	4.4%	2.8%	1.1%	4.8%	TBD	TBD
No Suspensions (African American Males)	90.6%	88.2%	94.1%	91.9%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	100.0%	100.0%	87.2%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	21.0%	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	6.5%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	9.6%	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)	34.2%	25.0%	TBD	32.4%	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 (List all challenges impacting each focal area.)</p>

<p>Graduate Outcomes</p>	<p>Steady increase in A-G completion rates, from 24.4% in 13/14 to 66.7% in 15/16 Of the students who are "off track" most still have a 2.0GPA Graduation rates have steadily increased, from 75.6% in 13/14 to 97.2% in 15/16</p>	<p>In 15-16, graduation rate was only 85.7% for Latinos compared to 100% for other ethnicities African American students have a higher rate of being off track for A-G completion and there hasn't been any significant improvement for the last 4 years. Latinos also have a higher rate of being off track for A-G completion but have shown slight improvements over the last 4 years.</p>	<p>To increase the A-G fitness of our Latinx students with targeted interventions. This will increase the pathway's overall A-G completion and graduation rates.</p>
<p>Post-Secondary Readiness</p>	<p>We have maintained, for 3 years, a steady percentage of students reading above grade level.</p>	<p>Getting our students tested (there is a high number of seniors who do not test) The data shows there is some notable gender inequity in reading scores with males more frequently and are more likely to show above grade level. This is across ethnicities except latino males.</p>	<p>To identify and implement gender-specific interventions for female students that will reduce any inequity in reading scores and raise the percentage of students reading at and above grade level overall.</p>
<p>Climate and Culture</p>	<p>Decrease in suspensions More equal distribution of suspension (normalizing/balancing of pathway demographics) Attendance rates have stayed in the high 90% for the last 3 years, with a slight dip to 94% in 16-17 (12th grade at 92% is bringing this average down) Foster students have consistently slightly higher attendance rates than non-foster students (1-3% higher) 100% of PHA teachers are facilitating mindfulness and this might be attributed to a positive shift in the culture of individual classrooms (and at least 2 teachers implement RJ) PHA has not had any teacher turnover for the past several years PHA continues to offer a yoga class as part of their program of study</p>	<p>Tardies in the first class of the day are a consistent problem. Though we don't have specific data, the team estimates that 1/3 of the class is consistently tardy.</p>	<p>To identify and implement attendance interventions specifically targeted at PHA seniors. This will increase overall attendance rates while addressing 12 grade academic concerns at the same time.</p>
<p>Rigorous Academics</p>	<p>A-G completion shows a steady increase, even by gender, ethnicity, and free/reduced lunch but is more inconsistent with SpEd students. in 13/14 no Latino students met A-G requirements and in 14/15 no African American students met the requirements but those rates have increased to 40% and 70% respectively. Consistent improvements in the percent of students graduating In 12th grade, the percentage of F grades has dropped to only 2% (15/16). All grades show an increase in A percentage. There has been an increase in curriculum aligned to pathway theme across subjects (last year there was a project that included just English and Social Science but this year the CTE course was incorporated - 10th grade) There has been more consistency with the pathway-specific counselor doing transcript reviews and interventions with students</p>	<p>SRI "at grade level" has been constant the last 3 years, around 13% AP course enrollment in 12th grade dropped (over 15/16 and 16/17) from about 60% enrolled in at least one AP course, to less than 40% Though the percentage of A grades has steadily increased, the percent of D and F grades has stayed about the same over the last few years (all grades).</p>	<p>Rather than encouraging students to enroll in AP classes, PHA will increase the number of students in dual-enrollment courses.</p>

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 style="text-align: right;">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 <i>(will autopopulate from the table above)</i>	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	To increase the A-G fitness of our Latinx students with targeted interventions. This will increase the pathway's overall A-G completion and graduation rates.	The cause is largely unknown. It may be cultural, but it may also be related to the challenges of being raised in a household that, while bilingual, uses Spanish as a home language. Most of these students are not ESL, but still bridge two languages.	Equity/Access/Achievement
Post-Secondary Readiness	To identify and implement gender-specific interventions for female students that will reduce any inequity in reading scores and raise the percentage of students reading at and above grade level overall.	The root cause is unclear. Female and male students appear to be equally conscientious about grades so while there is inequity in reading scores is not understood. This deserves exploration in order for our female students to excel. Many health-related programs use ELA scores as a "gatekeeper" screening tool, so increasing reading proficiency will benefit these students in gaining future access to these programs.	Personalized Student Support
Climate and Culture	To identify and implement attendance interventions specifically targeted at PHA seniors. This will increase overall attendance rates while addressing 12 grade academic concerns at the same time.	Seniors are overloaded and stressed. Many of them get jobs and begin to see themselves as "adult," leaving the school day early for jobs, or coming in late because they worked late. Work and jobs provide an important sense of validation for many of our students, as well as income. We need to examine what incentives and deterrents we can provide that will encourage their attendance. Lack of attendance is (antecedotally) one of the biggest causes of failure in 12th grade classes.	Personalized Student Support
Rigorous Academics	Rather than encouraging students to enroll in AP classes, PHA will increase the number of students in dual-enrollment courses.	Students are intimidated by the workload of AP classes. The AP tests have a pretty low pass rate at Oakland High, and the majority of kids take the classes for a GPA bump, not in hopes of gaining college credit. While we will continue to encourage students to take AP Bio, AP US History, etc., we will work to increase the number of dual-enrollment classes available to our pathway students, which we see as a powerful alternative to AP classes.	Program of Study & Master Scheduling

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:	Not Yet	Yes	Assignments have become richer and more engaging, but not fully developed interdisciplinary projects. They often including outside learning opportunities like visits to local museum shows (The Black Panthers at OMCA), the theater ("Roe" at Berkeley Rep), Alameda County Department of Public Health, Highland Hospital, local colleges, and other cultural and community events, including a workshop with Axis Dance Company, a professional group that incorporates disabled and non-disabled dancers. Students attended the SF Holocaust Center Day of Learning "Take a Stand" conference, and welcomed Palestinian youth artists in their classroom in conjunction with the Middle Eastern Children's Alliance. Classrooms across the pathway saw an influx of speakers and guest teachers, including Oakland Fire, EMS Corps, representatives of off-campus student health programs, guest speakers with significant disabilities, HIV, and others. The thing we're most proud of is that these events have not been one-off opportunities. Our students received curriculum, sometimes interdisciplinary, to prepare them for these experiences and expressed feeling competent and informed in unfamiliar environments and with unfamiliar people. The after-discussion for "Roe," with the cast and the theater's education director, was a special highlight for our seniors.

Pathway Design Feature #1 (New/Emerging):	Interdisciplinary projects	Not Yet	Not Yet	There has been an increased focus on collaborative learning within classes, and thematic (and at times, integrated) curriculum.
Pathway Design Feature #2 (New/Emerging):	Increase pathway distributive leadership	Not Yet	Yes	The 10th and 11th grade CTE teacher has taken more leadership over coordinating WBL experiences for students, working alongside WBLL and creating new partnerships with industry-aligned organizations. This has led to an increase in opportunities for students and great alignment with curriculum. Other aspects of distributive leadership have not yet been developed, as teachers already have many additional tasks and it has been challenging to find the time to do even more.
Pathway Design Feature #3 (New/Emerging):	Build a sequence of work-based learning experiences at each grade level	Yes	Yes	Team complete a scope and sequence planning session, identifying key experiences for each grade level, and implemented this year.
Pathway Signature Element #1 (Established):	Social Emotional Learning and Mindfulness Practices, including trauma-sensitive yoga	Yes	Yes	All teachers offer mindfulness at the beginning of class and students continue to take advantage of the yoga class.
Pathway Signature Element #2 (Established):	Pathway content in academic coursework	Yes	Yes	Greater incorporation of pathway themes into other content areas. Since we've had a consistent team of teachers for the past several years, we have been able to start refining and further developing this aspect of our curriculum. Teachers who before were unable to see how health themes would fit with their curriculum are now fully embracing it. We started to offer a US History and Public Health course.
Pathway Signature Element #3 (Established):	Grade-level retreats	Yes	Yes	Every grade level participated in an overnight retreat that not only focused on team building but also offered grade-level appropriate activities and curriculum that aligns with health themes and topics.

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?		

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	Have all our students (not in SpecEd or SDS) meet the A-G requirements with a 2.0 or better, maintain 80% attendance and a 2.0 GPA.	A-G Completion	All Students	34.4% (13-14)	70%	80%	Increase in graduation rate
Post-Secondary Readiness	All students will have a college and career plan with three post-graduation options. Increase the number of students who complete the SRI tests by 10%, and address the inequity between male (higher) and female (lower) scores by developing a plan to address gender equity in reading scores across the pathway.	On Track to Graduate	All Students	NA	Determined after 14-15 baseline data is available	Reasonable increase after baseline 14-15 data is available	Increase in reading/writing achievement as assessed by SRI
Climate and Culture	Increase staff training in SEL and identify one to two strategies that will be used by all PHA teachers. Maintain current attendance and suspension rates, and pathway SEL practices.	Social Emotional Learning	All Students	Implement Mindfulness in the classroom	6 of 7 teachers use Mindfulness in the classroom 80% of the time	6 of 7 teachers using Mindfulness in the classroom 90% of the time	Decrease in chronic absenteeism

Rigorous Academics	All students will have the opportunity to participate in one cross-curricular project, involving 2-3 content areas, at least once a year.	Pathway Participation	All Students	Curriculum sometimes overlaps across content areas but doesn't always include use of common assessments and rubrics	Students participate in one cross-curricular project and/or content area curriculum focusing on pathway theme	Students participate in two cross-curricular projects and/or content area curriculum focusing on pathway theme	Increase in graduation rate
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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
Schoolwide Language & Literacy Improvement Strategy:	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class. Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Schoolwide Culture & Climate/ SEL Improvement Strategy:	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	Personalized Student Support	School Leadership & School Vision
Pathway Instructional Improvement Strategy	Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions

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:	Interdisciplinary projects	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Pathway Measure N Design Feature #2:	With coaching, the pathway team will explore opportunities for distributive leadership and identify areas of responsibility.	School Leadership & School Vision	Equity/Access/ Achievement
Pathway Measure N Design Feature #3	Build a sequence of work-based learning experiences at each grade level	Work-Based Learning	Equity/Access/ Achievement

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
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Pathway Signature Element #1 (Established):	Social Emotional Learning and Mindfulness Practices, including trauma-sensitive yoga	Personalized Student Support	Equity/Access/ Achievement
Pathway Signature Element #2 (Established):	Pathway content in academic coursework	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Pathway Signature Element #3 (Established):	Grade level retreats	Personalized Student Support	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 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>
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Pathway Measure N Design Feature #1: Interdisciplinary projects							
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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
All teachers will receive training in project-based learning (about \$2K per teacher, 7 teachers)	A1.1: Pathway Programs	All Students	Atlantic Philanthropies (Health Pathways Only)	\$14,000.00			304-Public Health-1
Classrooms will be equipped with furniture, storage, and accessories that promote student collaboration and easy transitions between a variety of learning environments	A1.1: Pathway Programs		Atlantic Philanthropies (Health Pathways Only)	\$40,000.00			304-Public Health-2
PBL includes strategic connections to WBL and community exposure experiences whenever possible	A1.1: Pathway Programs		California Partnership Academy				304-Public Health-3
Teachers will have regular collaborative time to design cross-curricular and vertical instruction that supports pathway themes	A1.1: Pathway Programs		Measure N	\$12,000.00			

Pathway Measure N Design Feature #2: With coaching, the pathway team will explore opportunities for distributive leadership and identify areas of responsibility.							
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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
Pathway team will receive coaching in distributive leadership	A1.1: Pathway Programs		Measure N	\$1,000.00			304-Public Health-7
Pathway teachers receive stipends to complete extra Measure N tasks and related work	A1.1: Pathway Programs		Measure N	\$2,000.00			304-Public Health-8
							304-Public Health-9
							304-Public Health-10
							304-Public Health-11

Pathway Measure N Design Feature #3: Build a sequence of work-based learning experiences at each grade level							
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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
Teachers will have regular time to plan and implement a sequence of WBL events at each grade level	A1.1: Pathway Programs		Measure N	\$1,000.00			304-Public Health-12
ECCCO Coordinator Stipend (portion)	A1.1: Pathway Programs		Measure N				304-Public Health-13

	A1.1: Pathway Programs						304-Public Health-14
	A1.1: Pathway Programs						304-Public Health-15

Pathway Signature Element #1 (Established): Social Emotional Learning and Mindfulness Practices, including trauma-sensitive yoga

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
Teachers will have regular collaborative time to discuss students of concern	A1.1: Pathway Programs	All Students					304-Public Health-16
Pathway will celebrate academic success in a way that includes parents, guardians, and families of students	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00			304-Public Health-17
							304-Public Health-18
							304-Public Health-19

Pathway Signature Element #2 (Established): Pathway content in academic coursework

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
All teachers will have opportunities for subject-specific professional development	A1.1: Pathway Programs	All Students	Measure N	\$7,000.00			304-Public Health-20
Teachers maximize their use of classroom technology and receive needed training to do so	A1.1: Pathway Programs	All Students	Measure N	\$7,000.00			304-Public Health-33
All teachers will have a discretionary budget for classroom teaching materials not covered by school-provided supplies	A1.1: Pathway Programs	All Students	California Partnership Academy	\$7,000.00			304-Public Health-34
Teachers will continue to seek out and purchase pathway themed texts and resource books	A1.1: Pathway Programs		California Partnership Academy	\$2,000.00			304-Public Health-35
Students will experience field trips, guest speakers, and workshops that support the pathway theme	A1.1: Pathway Programs		Measure N	\$10,000.00			304-Public Health-36
							304-Public Health-25
							304-Public Health-26
							304-Public Health-27

Pathway Signature Element #3 (Established): Grade level retreats

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
Students will experience grade-level overnight retreats with targeted curriculum that supports SEL and student growth	A1.1: Pathway Programs		California Partnership Academy				304-Public Health-43
							304-Public Health-32
							304-Public Health-33

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
Biweekly Director meetings with Pathway Coach and Principal	A1.1: Pathway Programs						304-Public Health-34

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	KEY: 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>
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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	2	2+		Qualitative observation: Team met in January to review and improve Mission statement and work with a facilitator/graphic recorder to develop a Pathway "Academic Compass," designed to guide academic decisions.	team meetings and taking on roles. Roles are redefined as work progresses. Pathway staff, school and district leaders, and partners collaborate to develop strategies to ensure	A shared prep period and good teacher retention have been integral to the development of the team.
Leadership Configuration	3	3				
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		16. Metrics from the district show that academic achievement has fluctuated among our Latino students, with no steady progression toward increasing success. The statistics on AA students in AP classes increased positively in 2014-15, showing	In the last two years, our academy has shown evidence	The leadership teams of all O-high
Diverse Student Representation	3	3				
Closing the Opportunity Gap	2	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	2		sources, including O-Hands and at least two major grants specific to health pathways being distributed by the district. There is a clear CTE progression in 10th, 11th, and 12th grades. The students are scheduled to meet with	Our established CTE sequence is an academy strength	The established team norm of having
Integrated Core	2	3+				
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			We are setting a 2016-17 goal of having one multi-	
Collaborative Learning	1	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				
Collaboration Time	1	3				
Professional Learning	1	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				
Pathway Outcomes	1	1+				
Pathway Evaluation	1	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+				

College & Career Plan	2	2			
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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 High School	Pathway:	Project Lead the Way	School ID:	304
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1A. Pathway Description

Project Lead the Way Engineering courses such as Intro to Eng and Principles of Eng (POE) and Civil Engineering & Arch (CEA) were offered as advance electives 4 years before being included in a Pathway. Many students from ESA and other acadmies enjoyed the rigous curriculum and project based learning. 2015-16 was the first year we officially became a pathway with 9th & 10th grade cohorts.

1B. Pathway Mission and Vision

Our academy vision is to engage student interest in engineering, technology and computer science through an emphasis on college and career ready skills including problem solving, critical thinking and scholarship.

Apply Leadership skills and professional readiness through establishing a portfolio of STEM experiences.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	54.5%	45.5%		85.7%			17.2%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	29.9%	0.0%	40.3%	27.3%	0.0%	0.0%	1.3%	0.0%	

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)	66.7%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	16.7%	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	17.6%	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	52.6%	54.4%		48.2%	46.7%	TBD
On Track to Graduate (Grade 10)	0.0%	29.2%	46.9%	28.2%	33.6%	TBD
On Track to Graduate (Grade 11)	20.0%	50.0%	32.8%	39.4%	35.4%	TBD
On Track to Graduate (Grade 12)	100.0%	33.3%		50.7%	44.8%	TBD
A-G Completion (Grade C or Better)	0.0%	50.0%	TBD	56.6%	51.2%	TBD

A-G Completion (African American Students)	----	----	TBD	40.3%	33.6%	TBD
A-G Completion (Special Education Students)	----	0.0%	TBD	10.7%	15.6%	TBD
A-G Completion (English Learners)	----	----	TBD	20.0%	33.9%	TBD
A-G Completion (Foster Youth)	----	----	TBD	33.3%	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)	12.2%	2.6%	26.8%	25.1%	25.7%	TBD
AP Course Access (African American Students)	3.8%	0.0%	18.8%	16.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	1.8%	1.3%	TBD	4.1%	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	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	39.4%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	51.5%	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	9.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	17.7%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	9.6%	19.2%	TBD
Suspension Rate	0.0%	2.6%	2.0%	4.8%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	90.0%	91.9%	91.2%	TBD
No Suspensions (Foster Youth)	----	----	100.0%	87.2%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	21.0%	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	32.5%	TBD	6.5%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	9.6%	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)	10.0%	33.8%	TBD	32.4%	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 (List all challenges impacting each focal area.)</p>

Graduate Outcomes	10th: Credits=70.4% Math=68% Eng=58% Lang 79% 11th: Credits=82% Sci=85% Hist=77%	10th: Eng=58% Math=48% Sci=64% 11th: Math=54% Eng=59%	Out 10th are solid in many areas but appear to be struggling in their English courses as evidenced by 42% not on track to graduate in English in the 10th grade.
Post-Secondary Readiness	Growth (SRI) Data to base our curriculum off of Data for modification/scaffolding Dual enrollment: different for higher end of spectrum, opportunities for students to experience college level class/curriculum Intern programs Career exposure through WBL Good relationships with local colleges Many dual enrollment programs	Motivation (for students to do well on SRI)- accountability (for learning - students, for teacher - what am I doing with this data) [SRI] In class with large range - not enough differentiation Not having enough AP/Honors courses Bimodal lexile distribution (rigor vs. remediation) Motivation for students who are behind on credits	Low SRI performance
Climate and Culture	Tardy sweeps have improved attendance Families allow a core group of teachers to see and respond to student performance more quickly	1st period on time attendance is a huge problem Most of the lowest performers have problems with attendance	1st period on time attendance
Rigorous Academics	EL 14-15 --> 19% reclassification (36 of 189) SBAC ELA - 38.2%, Math 34.5%	EL 15-16 only 6.5% (16 of 247) SBAC math 60.1%, not meeting in math Are teachers knowledgeable about the standards to ensure we can have the teaching on the same page?	SBAC Math performance

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	Out 10th are solid in many areas but appear to be struggling in their English courses as evidenced by 42% not on track to graduate in English in the 10th grade.	Have not found ways to integrate engineering concepts in their English courses, therefore impacting their engagement ability to make connections across their pathway classes.	Building a Rigorous Academic Core: Teacher Conditions
Post-Secondary Readiness	Low SRI performance	Lack of motivation from the students not taking the test seriously enough	Personalized Student Support
Climate and Culture	1st period on time attendance	There is a direct link to low performance and low attendance	Building a Rigorous Academic Core: Student Conditions
Rigorous Academics	SBAC Math performance	Don't have a specific math class aligned with my performance, impacts targeted intervention	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
Pathway Instructional Improvement Strategy:	Differentiation/Project Based Learning	Not Yet	No	Intent was more hands on learning and higher level thinking while increasing engineering concept exposure. Challenges include facilities, supplies, and materials It was implemented somewhat at different levels Evidence we could look at once implemented would be student outcome data (how students are achieving our pathway outcomes) We need more PBL workshops to help all teachers become more familiar in this work, and to get more teachers from the team involved.
Pathway Design Feature #1 (New/Emerging):	Annual participation in design challenge contest against other schools	Not Yet	No	Not implemented this year. Maybe start at the school level first, with competition across individual classes
Pathway Design Feature #2 (New/Emerging):	WBL internships	Not Yet	Not Yet	The summer internship placement process is just starting so we aren't sure how many PLTW students will get placed into internships. All 11th graders did participate in creating resumes, doing a mock interview, and attending the Careers Expo
Pathway Design Feature #3 (New/Emerging):	Certifications in Autodesk	Not Yet	No	All required material has not yet been covered in order to prepare students for the certification exam
Pathway Signature Element #1 (Established):	Exposure and mastery of technology (app development, design process, 3D printer, tablets)	Not Yet	Not Yet	3D printer obtained but teachers have not participated in the training Computer science classes are not using tablets to teach/as instructional tool. Would like to add building robotics instead of tablet use Senior project next year could be focused on app development or robotics
Pathway Signature Element #2 (Established):	Guest speakers from industry/careers	Yes	Yes	Software engineering and representatives from BART presented. Computer Scientist/Software Engineers from TEALS participate with the AP CS Principles course. They are assisting in preparing our students for the AP EXAM and we are expecting a high passage rate.
Pathway Signature Element #3 (Established):	Field trips to Google and colleges	Yes	Yes	Many study tour opportunities created for students after doing a WBL mapping session with pathway coach and WBL. More refinement of study tours and specific connections to curriculum are needed. Tour locations included Sun Power, Cal, EBMUD, Hoover Dam and UNLV. Director of Recruitment @ UNLV has been connected with Future Center.

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?

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	100% of students will be on track to graduate	Graduation Rate	All Students	30% on track (11th in 15-16)	33% on track (current 16-17)	50% on track to graduate	Increase in graduation rate
Post-Secondary Readiness	Increase SRI scores to 70% at or above grade level (current 15/16: 27% above, 8% at gl, 4% 1 year below and 37% mult below)	SRI	All Students	NA	35% at or above	45% at or above grade level	Increase in reading/writing achievement as assessed by SRI

Climate and Culture	Increase 1st period attendance and decrease tardies across all pathway courses. 80-85% of students will be in attendance and on time.	Chronic Absence	All Students	NA	Estimating that about 66% of students are on time for first period in 16-17	70% on time to first period	Decrease in chronic absenteeism
Rigorous Academics	We want 80% of our students to increase their SBAC math performance	SBAC Math	All Students	NA	60% not meeting standards in math (baseline in 15-16)	70% meeting standards	Increase in Algebra I success and math achievement and the development and implementation of additional assessment tools in math to reflect change to Common Core

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
<p>Schoolwide Language & Literacy Improvement Strategy:</p> <p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
<p>Schoolwide Mathematics Improvement Strategy:</p> <p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
<p>Schoolwide Culture & Climate/ SEL Improvement Strategy:</p> <p>PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.</p>	Personalized Student Support	School Leadership & School Vision
<p>Pathway Instructional Improvement Strategy</p> <p>Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.</p>	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions

Pathway Measure N Design Features
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<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:</p> <p>CTE Teacher support and development (3D Printing training/curriculum, Autodesk certifications, participating in design challenges)</p>	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<p>Pathway Measure N Design Feature #2:</p> <p>Develop (and then refine) WBL scope and sequence, identifying trademark experiences for each grade level and building out student internship opportunities and participation</p>	Work-Based Learning	Program of Study & Master Scheduling
<p>Pathway Measure N Design Feature #3</p> <p>Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness</p>	Personalized Student Support	Equity/Access/ Achievement

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):	Exposure and master of technology (app development, design process, 3D printer, tablets)	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Pathway Signature Element #2 (Established):	Guest speakers, field trips (career and college) aligned to pathway engineering themes	Work-Based Learning	Equity/Access/ Achievement
Pathway Signature Element #3 (Established):	Teachers use PBL approaches in curriculum and plan and implement integrated curriculum	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by:
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Instructions:	<p>Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, 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: CTE Teacher support and development (3D Printing training/curriculum, Autodesk certifications, participating in design challenges)							
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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
Register teachers for 3D printing training	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	304-Project Lead the Way-1
Prepare and plan to participate in design challenges around the bay area	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Teachers use PBL approaches in curriculum and plan and implement integrated curriculum	304-Project Lead the Way-2
Certification in CAD programs	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00		CTE Teacher support and development (3D Printing training/curriculum, Autodesk certifications, participating in design challenges)	304-Project Lead the Way-3
Register CTE teachers for PLTW core training in Engineering&Computer Science	A1.1: Pathway Programs	All Students	Other	\$5,000.00		CTE Teacher support and development (3D Printing training/curriculum, Autodesk certifications, participating in design challenges)	304-Project Lead the Way-4
							304-Project Lead the Way-5
							304-Project Lead the Way-6
							304-Project Lead the Way-7
							304-Project Lead the Way-8
							304-Project Lead the Way-9

							304-Project Lead the Way-10
							304-Project Lead the Way-11
							304-Project Lead the Way-12
							304-Project Lead the Way-13
							304-Project Lead the Way-14
							304-Project Lead the Way-15
							304-Project Lead the Way-16

Pathway Measure N Design Feature #2: Develop (and then refine) WBL scope and sequence, identifying trademark experiences for each grade level and building out student internship opportunities and participation

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
Grade level field study tours	A1.1: Pathway Programs	All Students	Measure N	\$25,000.00		Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	304-Project Lead the Way-17
WBL Internships for 11th/12th (15 students)	A1.1: Pathway Programs	All Students	Measure N	\$6,000.00		Develop (and then refine) WBL scope and sequence, identifying trademark experiences for each grade level and building out student internship opportunities and participation	304-Project Lead the Way-18

Staff summer planning retreat for entire team	A1.1: Pathway Programs	All Students	Measure N	\$5,500.00		Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness	304-Project Lead the Way-19
Senior seminar - students will be required to create, design engineering or computer science solution to a real-world problem	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Develop (and then refine) WBL scope and sequence, identifying trademark experiences for each grade level and building out student internship opportunities and participation	304-Project Lead the Way-20
							304-Project Lead the Way-21
							304-Project Lead the Way-22
							304-Project Lead the Way-23
							304-Project Lead the Way-24
							304-Project Lead the Way-25
							304-Project Lead the Way-26
							304-Project Lead the Way-27
							304-Project Lead the Way-28
							304-Project Lead the Way-29
							304-Project Lead the Way-30
							304-Project Lead the Way-31
							304-Project Lead the Way-32

Pathway Measure N Design Feature #3: Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness							
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

<p>PD on DDI</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>	<p>Measure N</p>	<p>\$500.00</p>		<p>Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.</p>	<p>304-Project Lead the Way-33</p>
<p>Parent/Student/Teacher Conference as needed to support academic performance</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>				<p>Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness</p>	<p>304-Project Lead the Way-34</p>

Review and use data to support student academic performance	A1.1: Pathway Programs	All Students			<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	304-Project Lead the Way-35
Review and use data to support student on-track to graduate	A1.1: Pathway Programs	All Students			<p>Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness</p>	304-Project Lead the Way-36

Research and utilize resources to support student academic performance	A1.1: Pathway Programs	All Students				Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness	304-Project Lead the Way-37
Community building activities to build trust between student-student, student-teacher, teacher-teacher, teacher-parents	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00		Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness	304-Project Lead the Way-38
							304-Project Lead the Way-39
							304-Project Lead the Way-40
							304-Project Lead the Way-41
							304-Project Lead the Way-42
							304-Project Lead the Way-43
							304-Project Lead the Way-44
							304-Project Lead the Way-45
							304-Project Lead the Way-46
							304-Project Lead the Way-47
							304-Project Lead the Way-48

Pathway Signature Element #1 (Established): Exposure and master of technology (app development, design process, 3D printer, tablets)

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
Utilize community resources with engineering expertise to tutor students and staff	A1.1: Pathway Programs	All Students				Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	304-Project Lead the Way-49
Utilize community resources with computer science expertise to tutor students and staff	A1.1: Pathway Programs	All Students				Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	304-Project Lead the Way-50

Develop partnership with engineering associations, companies, etc and invite them in to work with our students and apply their classroom curriculum to solving real world problems	A1.1: Pathway Programs	All Students				Guest speakers, field trips (career and college) aligned to pathway engineering themes	304-Project Lead the Way-51
Partner with TEALS to support our AP Computer program	A1.1: Pathway Programs	All Students				Guest speakers, field trips (career and college) aligned to pathway engineering themes	304-Project Lead the Way-52
Partner with ENCORP to provide engineering expertise to students and staff	A1.1: Pathway Programs	All Students				Guest speakers, field trips (career and college) aligned to pathway engineering themes	304-Project Lead the Way-53
Students with D's or F's in CTE courses will have opportunity to make up their grades by participating in summer internships, WBL, college classes or assignment	A1.1: Pathway Programs	All Students				Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	304-Project Lead the Way-54
							304-Project Lead the Way-55
							304-Project Lead the Way-56
							304-Project Lead the Way-57
							304-Project Lead the Way-58
							304-Project Lead the Way-59
							304-Project Lead the Way-60
							304-Project Lead the Way-61
							304-Project Lead the Way-62
							304-Project Lead the Way-63
							304-Project Lead the Way-64

Pathway Signature Element #2 (Established): Guest speakers, field trips (career and college) aligned to pathway engineering themes							
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
Industry guest speakers in all classes - not just CTE	A1.1: Pathway Programs					Grow quality wall to wall pathways to include all students in grades 10-12.	304-Project Lead the Way-65
College tour field trips - at least one per grade level per semester	A1.1: Pathway Programs					Guest speakers, field trips (career and college) aligned to pathway engineering themes	304-Project Lead the Way-66
Partner with local colleges (Laney, Merritte, CAL, SJSU, etc.) and participate with their Engineering & Computer Science departments	A1.1: Pathway Programs					Teachers use PBL approaches in curriculum and plan and implement integrated curriculum	304-Project Lead the Way-67
							304-Project Lead the Way-68
							304-Project Lead the Way-69
							304-Project Lead the Way-70
							304-Project Lead the Way-71
							304-Project Lead the Way-72
							304-Project Lead the Way-73
							304-Project Lead the Way-74
							304-Project Lead the Way-75
							304-Project Lead the Way-76
							304-Project Lead the Way-77
							304-Project Lead the Way-78
							304-Project Lead the Way-79
							304-Project Lead the Way-80

Pathway Signature Element #3 (Established): Teachers use PBL approaches in curriculum and plan and implement integrated curriculum							
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

Linked Learning PBL (estimated \$2K/teacher)	A1.1: Pathway Programs	All Students				Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	304-Project Lead the Way-84
Collaborate by grade level and develop one integrated project per semester	A1.1: Pathway Programs	All Students				8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	304-Project Lead the Way-85
							304-Project Lead the Way-86
							304-Project Lead the Way-87
							304-Project Lead the Way-88
							304-Project Lead the Way-89
							304-Project Lead the Way-90
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							304-Project Lead the Way-97
							304-Project Lead the Way-98
							304-Project Lead the Way-99
							304-Project Lead the Way-100
							304-Project Lead the Way-101
							304-Project Lead the Way-102
							304-Project Lead the Way-103

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
							304-Project Lead the Way-104
							304-Project Lead the Way-105
							304-Project Lead the Way-106
							304-Project Lead the Way-107
							304-Project Lead the Way-108
							304-Project Lead the Way-109
							304-Project Lead the Way-110
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							304-Project Lead the Way-134
							304-Project Lead the Way-135
							304-Project Lead the Way-136
							304-Project Lead the Way-137
							304-Project Lead the Way-138
							304-Project Lead the Way-139

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric.	KEY: 1: Beginning & Designing 2: Developing & Approaching 3: Meeting and Advancing 4: Excelling and Sustaining
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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	2	2+		We have 6 teachers plus support staff - 1 case mgr, 2 resource tchrs, 1 counselor and 1 vice principal meeting weekly	teacher team over the course of 2 retreats (summer and fall). Every pathway team member has planned and coordinated at least one pathway event and they share facilitation	new cohort of teachers from the 9th grade family and they are becoming acquainted with the PLTW curriculum. Once
Leadership Configuration	1	2-				
Distributive Leadership	1	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	2	3		Learner data for enrollment shows Latino 22%, 35% Asian, 33% African American, remainder of students being white and "other." Oakland High uses a process during pathway enrollment within the school to make sure that all pathways have representation of the school demographics.	Diversity in racial demographics of pathway students	Many of our students are graduating
Diverse Student Representation	2	2+				
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	3		academy. This year we have cohort courses with a focus on what CTE areas we want our students to focus on (Intro to Eng., Prin. of Eng, AP Computer Science Principles and Civil Engineering). We developed dual	We have addressed the challenge of having a program	Getting trained staff in technology
Integrated Core	1	2-				
Cohort Scheduling	1	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	2	2+		material and projects aligned with Common Core. Currently implementing IED (Intro to Engineering & Design); POE (Principles of	Curriculum includes PBL projects, critical thinking and	We utilize the PLTW curriculum for
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	1	2		Conference in 2016. Teachers collaborate weekly to develop shared protocols for classroom instruction and management. Teacher team meets monthly and participates	Although we have gained a strong core of teachers.	The root causes of trying to grow c
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	1	2-		were asked to recommend some of our students who have completed certain engineering courses for a summer internship at the Public Works department. Two of our students participated and received new	We have two sections of 10th graders this year and	First year of new beginnings.
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	1	2		and had guest speakers from engineering firms as well as college programs. To provide	2 7 one is chosen as the minimal because they will r	First year of planning and identifi

College & Career Plan	2	1	irms as well as college programs. To provide role models we have take them to Google	2.7 gpa is chosen as the minimal because they will	First year of planning and identifyin
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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 High School **Pathway:** Social Justice & Reform **School ID:** 304

1A. Pathway Description

The Social Justice and Reform Pathway will inform and prepare students for careers in education, law, and community organizations with a social justice lens. All SJR's teachers are AVID-trained and feel strongly about adhering to its cornerstone principals known as WICOR: Writing, Inquiry, Collaboration, Organization, and Reading.

All SJR pathway students are taught collaboration and inquiry through "tutorial", in which students work together in small groups to solve questions presented in their class/homework. Organization is fostered through routine use and maintenance of a binder which contains organized sections for each student's classes. Reading and writing is emphasized through special assignments in which students read, discuss and reflect (written) on what they have read. Academic discourse is strongly promoted through the regular use of formal debate, classroom and small-group presentations, Socratic Seminars and Philosophical Chairs.

Furthermore, SJR students will have the opportunity to immerse themselves in current social issues and participate in field trips, community service, and internship opportunities that will expose them to the wide-ranging number of job fields in the legal, education and social work sectors. In the 12th grade, SJR students will center their senior project research on a current social issue and advocate for change.

1B. Pathway Mission and Vision

SJR's mission is to close the achievement gap by preparing all our students for college and career readiness and by engaging them to become educated, responsible participants and leaders in a democratic society in the 21st Century.

- Students enrolled in the SJR pathway will:
- succeed in rigorous curriculum
 - complete a college preparatory path
 - engage in service learning activities and projects that address pressing social issues in their community
 - become active advocates for change in their community

Using AVID's systemic academic approach, SJR supports students and educators as they increase schoolwide/districtwide learning and performance.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	38.5%	61.5%			12.6%		3.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	37.8%	0.7%	29.6%	25.2%	0.7%	1.5%	3.0%	0.7%	

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	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	N/A	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	N/A	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	N/A	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	N/A	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	N/A	56.1%	TBD	48.2%	46.7%	TBD
On Track to Graduate (Grade 10)	N/A	37.5%	50.0%	28.2%	33.6%	TBD
On Track to Graduate (Grade 11)	N/A	65.4%	48.0%	39.4%	35.4%	TBD
On Track to Graduate (Grade 12)	N/A	66.7%	64.0%	50.7%	44.8%	TBD
A-G Completion (Grade C or Better)	N/A	77.8%	TBD	56.6%	51.2%	TBD
A-G Completion (African American Students)	N/A	70.0%	TBD	40.3%	33.6%	TBD
A-G Completion (Special Education Students)	N/A	0.0%	TBD	10.7%	15.6%	TBD
A-G Completion (English Learners)	N/A	100.0%	TBD	20.0%	33.9%	TBD
A-G Completion (Foster Youth)	N/A	100.0%	TBD	33.3%	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	24.8%	25.6%	25.1%	25.7%	TBD
AP Course Access (African American Students)	N/A	28.2%	10.0%	16.0%	14.3%	TBD

AP Exam Pass Rate (Score of 3 or Better)	N/A	1.8%	TBD	4.1%	7.9%	TBD
% of Seniors with GPA > 3.5	N/A	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	N/A	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	N/A	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	N/A	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	N/A	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)	N/A	TBD	TBD	9.0%	11.2%	TBD
Chronic Absence (Special Education Students)	N/A	TBD	TBD	17.7%	18.7%	TBD
Chronic Absence (Foster Youth)	N/A	TBD	TBD	9.6%	19.2%	TBD
Suspension Rate	N/A	3.7%	4.5%	4.8%	TBD	TBD
No Suspensions (African American Males)	N/A	100.0%	100.0%	91.9%	91.2%	TBD
No Suspensions (Foster Youth)	N/A	100.0%	100.0%	87.2%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	TBD	TBD	21.0%	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	TBD	TBD	6.5%	13.2%	TBD
Long Term English Learner Reclassification Rate	N/A	TBD	TBD	9.6%	17.1%	TBD
SBAC Proficiency (ELA)	N/A	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	N/A	37.6%	TBD	32.4%	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 <i>(List all challenges impacting each focal area.)</i>
Graduate Outcomes	Increase in science credits	Math - bringing down graduation rate -Graduation rate (48% juniors) -GPA-solid, but credits are bad	Too many F's are decreasing graduation rate and A-G readiness.
Post-Secondary Readiness	Dual enrollment courses offered earlier than planned. 36% student above grade level in reading for 15-16 (not that great of a number but 2nd highest compared to other pathways)	32% multiple years behind in reading	One-third of students multiple years behind in reading
Climate and Culture	Transfer of certain students eased tensions 3rd highest GPA Average GPA 2.75 (15-16)	-violent suspension (4% rate) -2nd highest suspension rate	Creating a "academy" culture
Rigorous Academics	Inclusion of RFEP students in dual enrollment course	Identifying RFEP students	Identifying RFEP students at start of year for more support

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.			
	<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>			
	<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>			
	Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
	Graduate Outcomes	Too many F's are decreasing graduation rate and A-G readiness.	New academy (with more openings) so we inherited more transfer students who were credit deficient	Equity/Access/Achievement
Post-Secondary Readiness	One-third of students multiple years behind in reading	Our 11th grade students did not have the benefit of a 10th grade academy experience, where there would have been more intervention and support	Building a Rigorous Academic Core: Student Conditions	
Climate and Culture	Creating a "academy" culture	This is year #1 of our "academy" and we are just establishing pathway-themed courses, as well as routines and expectations	Program of Study & Master Scheduling	
Rigorous Academics	Identifying RFEP students at start of year for more support	Need a report from Counseling with student scores and classifications. We had a new counselor and AP assigned to us this year.	Building a Rigorous Academic Core: Teacher Conditions	

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:	Beginning with 10th grade teacher team (English, Forensic Science and Intro to Human Services) members will develop an interdisciplinary project each semester for each grade level, with connections to pathway themes.	Not Yet	Not Yet	Ideas were discussed on 1/27/17 for spring projects. No project completed as of 1/27/17; 11th grade project planned of May 2017 Challenges: planning time, teacher too busy planning regular curriculum for new courses
Pathway Design Feature #1 (New/Emerging):	New CTE courses: Forensic Science (10th grade Biology-based Science elective) Intro to Human Services (10th grade CTE elective) Law & Justice (11th)	Not Yet	Not Yet	Social Justice & Advocacy (not Intro to HS) w/ Macy Forensic Science - 10th grade students report enjoying forensic science and SJR Law & Justice pilot course (1st semester 11th grade) allowed teacher to build framework of course
Pathway Design Feature #2 (New/Emerging):	Implementation of career-oriented study trips	Yes	Yes	Intent was to expose students to careers and fields of study Funding for buses was a resource Establishing contacts in business sectors was a challenge Crime lab & Merritt College trip (10th) -students enjoyed 11th grade students report enjoying Courthouse tour/visit 11th grade students participated in OUSD Career Fair for first time
Pathway Design Feature #3 (New/Emerging):	Common prep periods	Yes	Yes	We have used the time to collaborate, plan, and debrief every other week.
Pathway Signature Element #1 (Established):	Cornell notes/Binder	Yes	Not Yet	Intent was to improve students' organization skills and develop note taking formulas. Wasn't effectively enforced outside of AVID sections.
Pathway Signature Element #2 (Established):	Tutorial / Academic Discourse strategies	Yes	Yes	Good participation and improved over time Specific strategies: socratic seminar, 3 Before Me, Philosophical Chairs, "book clubs"
Pathway Signature Element #3 (Established):	College tours	Yes	Yes	10th grade: Merritt College - enjoyed 11th grade: CSEB, Chabot College, Sac State, UC Davis - Need behavior contract for students on field trips so they don't miss future opportunities. Work to balance 11th grade tours between semesters.

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?	

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	Improve graduation rate by 5% in 2016-2017 and an additional 5% for each year thereafter 100% of SJR students complete a post-secondary plan, beginning with 2017-2018 school year	On Track to Graduate	All Students	Baseline will be determined after 18-19 school year (first class of graduates from this pathway)	N/A	N/A	Increase in graduation rate
Post-Secondary Readiness	Improve 4-year acceptance by 20%. 100% of SJR students enrolled in post-secondary plan	A-G Completion	All Students	Baseline will be determined after 18-19 school year (first class of graduates from this pathway)	N/A	N/A	Increase in graduation rate
Climate and Culture	Expand college and career exposure opportunities through the development of a series of field trips, guest speakers and a mentor program.	Culture/Climate: Student	All Students	Baseline will be determined after 15-16 school year	Increase access for all students	Increase in participation for all students	Decrease in suspension rate
Rigorous Academics	Develop and pilot two new CTE classes for 2016-2017 school year : Forensic Science (10th grade Biology-based Science elective) And Introduction to Human Services (10th grade, CTE elective) Increase AP, Honors and DE course enrollment by 1+ course per student in 11th and 12th grades Create and implement cross-curricular projects at 10th, 11th, and 12th grade levels.	AP Course Performance	All Students	Baseline will be determined after 15-16 school year	Will be determined after baseline data is available	Increase in access and participation for all students in on-site courses Field trips & guest speaker align with classroom curriculum	Increase in reading/writing achievement as assessed by SRI

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
<p>Schoolwide Language & Literacy Improvement Strategy:</p> <p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class. Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
<p>Schoolwide Mathematics Improvement Strategy:</p> <p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
<p>Schoolwide Culture & Climate/ SEL Improvement Strategy:</p> <p>PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.</p>	Personalized Student Support	School Leadership & School Vision
<p>Pathway Instructional Improvement Strategy</p> <p>Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.</p>	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions

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
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Pathway Measure N Design Feature #1:	Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) -new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
Pathway Measure N Design Feature #2:	Implementation of career-oriented study trips ('16-'17) Integration of cross-curricular content and projects to support field trips ('17-'18)	Work-Based Learning	Equity/Access/ Achievement
Pathway Measure N Design Feature #3:	Develop an Advisory Board consisting of representative industry partners	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision

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):	Organizational standard: use of Cornell notes/ binder/ daily planner	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Pathway Signature Element #2 (Established):	Tutorial/Academic Discourse strategies	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision
Pathway Signature Element #3 (Established):	College tours	Work-Based Learning	Equity/Access/ Achievement

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

Instructions: *Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, 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: Continue to develop high-quality CTE courses:
Forensic science (10th grade Biology-based Science elective) -new '16-'17
Intro to Human Services (10th grade CTE elective) - new '16-'17
Investigating Law & Justice (11th grade CTE elective) - new '17-'18
AP Gov't (12th grade capstone - "A" requirement) - new '18-'19

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
Purchase classroom supplies for Forensic Science labs	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Social Justice & Reform-1
Teacher collaboration time to complete cross-curricular unit planning between 10th grade courses	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) -new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-2
Teacher collaboration time to complete cross-curricular unit planning between 11th grade courses	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) -new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-3

Teacher collaboration time to begin cross-curricular unit planning between 12th grade courses	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00	Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) - new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-4
Register Social Studies teacher for AP Gov't training (summer 2018)	A1.1: Pathway Programs	All Students	Measure N	\$1,500.00	Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) - new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-5
Professional development for teachers (Registration)	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00	Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) - new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-6
Professional development for teachers (hotels/travel)	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00	Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) - new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-7
						304-Social Justice & Reform-8
						304-Social Justice & Reform-9
						304-Social Justice & Reform-10

							304-Social Justice & Reform-11
							304-Social Justice & Reform-13
							304-Social Justice & Reform-14
							304-Social Justice & Reform-15
							304-Social Justice & Reform-16

Implementation of career-oriented study trips ('16-'17)							
Pathway Measure N Design Feature #2: Integration of cross-cirucular content and projects to support field trips ('17-'18)							

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
Busses for 10th grade college and career study trips	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Social Justice & Reform-17
Busses for 11th grade college and career study trips	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00		College tours	304-Social Justice & Reform-18
Busses for 12th grade college and career study trips	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00		College tours	304-Social Justice & Reform-19
Teacher release/additional time for collaboration at grade level (see Feature #1 above)	A1.1: Pathway Programs	All Students	Measure N			Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) -new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-20
Classroom supplies for PBL	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Continue to develop high-quality CTE courses: Forensic science (10th grade Biology-based Science elective) -new '16-'17 Intro to Human Services (10th grade CTE elective) - new '16-'17 Investigating Law & Justice (11th grade CTE elective) - new '17-'18 AP Gov't (12th grade capstone - "A" requirement) - new '18-'19	304-Social Justice & Reform-21
							304-Social Justice & Reform-22
							304-Social Justice & Reform-23
							304-Social Justice & Reform-24
							304-Social Justice & Reform-25
							304-Social Justice & Reform-26

							304-Social Justice & Reform-27
							304-Social Justice & Reform-28
							304-Social Justice & Reform-29
							304-Social Justice & Reform-30
							304-Social Justice & Reform-31
							304-Social Justice & Reform-32

Pathway Measure N Design Feature #3: Develop an Advisory Board consisting of representative industry partners

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
Development of industry partners data base (supported by WBLL)	A1.1: Pathway Programs	All Students		\$0.00		Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	304-Social Justice & Reform-33
Release/ additional time for teachers to meet with Advisory Board	A1.1: Pathway Programs	All Students	Measure N	\$1,000.00		Develop an Advisory Board consisting of representative industry partners	304-Social Justice & Reform-34
Refreshments for Advisory Board meetings	A1.1: Pathway Programs	All Students	Measure N	\$500.00		Develop an Advisory Board consisting of representative industry partners	304-Social Justice & Reform-35
							304-Social Justice & Reform-36
							304-Social Justice & Reform-37
							304-Social Justice & Reform-38
							304-Social Justice & Reform-39
							304-Social Justice & Reform-40
							304-Social Justice & Reform-41
							304-Social Justice & Reform-42
							304-Social Justice & Reform-43
							304-Social Justice & Reform-44
							304-Social Justice & Reform-45
							304-Social Justice & Reform-46
							304-Social Justice & Reform-47
							304-Social Justice & Reform-48

Pathway Signature Element #1 (Established): Organizational standard: use of Cornell notes/ binder/ daily planner

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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Purchase daily planners for 160 students	A1.1: Pathway Programs	All Students	Measure N	\$1,500.00		Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	304-Social Justice & Reform-49
Purchase binders for student use	A1.1: Pathway Programs	All Students	Measure N	\$500.00		Organizational standard: use of Cornell notes/ binder/ daily planner	304-Social Justice & Reform-50
							304-Social Justice & Reform-51
							304-Social Justice & Reform-52
							304-Social Justice & Reform-53
							304-Social Justice & Reform-54
							304-Social Justice & Reform-55
							304-Social Justice & Reform-56
							304-Social Justice & Reform-57
							304-Social Justice & Reform-58
							304-Social Justice & Reform-59
							304-Social Justice & Reform-60
							304-Social Justice & Reform-61
							304-Social Justice & Reform-62
							304-Social Justice & Reform-63
							304-Social Justice & Reform-64

Pathway Signature Element #2 (Established): Tutorial/Academic Discourse strategies							
	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
							304-Social Justice & Reform-65
Purchase 3' X 4' white boards for Tutorial use in English & Soc Studies classes	A1.1: Pathway Programs	All Students	Measure N	\$1,500.00		Tutorial/Academic Discourse strategies	304-Social Justice & Reform-66
							304-Social Justice & Reform-67
							304-Social Justice & Reform-68
							304-Social Justice & Reform-69
							304-Social Justice & Reform-70
							304-Social Justice & Reform-71
							304-Social Justice & Reform-72
							304-Social Justice & Reform-73
							304-Social Justice & Reform-74
							304-Social Justice & Reform-75
							304-Social Justice & Reform-76

							304-Social Justice & Reform-77
							304-Social Justice & Reform-78
							304-Social Justice & Reform-79
							304-Social Justice & Reform-80

Pathway Signature Element #3 (Established): College tours

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
See Feature #2 above	A1.1: Pathway Programs						304-Social Justice & Reform-84
							304-Social Justice & Reform-85
							304-Social Justice & Reform-86
							304-Social Justice & Reform-87
							304-Social Justice & Reform-88
							304-Social Justice & Reform-89
							304-Social Justice & Reform-90
							304-Social Justice & Reform-91
							304-Social Justice & Reform-92
							304-Social Justice & Reform-93
							304-Social Justice & Reform-94
							304-Social Justice & Reform-95
							304-Social Justice & Reform-96
							304-Social Justice & Reform-97
							304-Social Justice & Reform-98
							304-Social Justice & Reform-99

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
Stipends for student summer internships (\$400/student X 8 students)	A1.1: Pathway Programs	All Students	Measure N	\$3,200.00			304-Social Justice & Reform-100

Strategic academic intervention with individual students, as needed	A1.1: Pathway Programs	All Students	Measure N	\$2,300.00		Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	304-Social Justice & Reform-101
							304-Social Justice & Reform-102
							304-Social Justice & Reform-103
							304-Social Justice & Reform-104
							304-Social Justice & Reform-105
							304-Social Justice & Reform-106
							304-Social Justice & Reform-107
							304-Social Justice & Reform-109
							304-Social Justice & Reform-110
							304-Social Justice & Reform-111
							304-Social Justice & Reform-112
							304-Social Justice & Reform-113
							304-Social Justice & Reform-114
							304-Social Justice & Reform-115
							304-Social Justice & Reform-116
							304-Social Justice & Reform-117
							304-Social Justice & Reform-119
							304-Social Justice & Reform-120
							304-Social Justice & Reform-121
							304-Social Justice & Reform-122
							304-Social Justice & Reform-123
							304-Social Justice & Reform-124

							304-Social Justice & Reform-125
							304-Social Justice & Reform-126
							304-Social Justice & Reform-127
							304-Social Justice & Reform-128
							304-Social Justice & Reform-129
							304-Social Justice & Reform-130
							304-Social Justice & Reform-131
							304-Social Justice & Reform-132
							304-Social Justice & Reform-133
							304-Social Justice & Reform-134

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	KEY: 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>
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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	2	2		Existing AVID statement, including more language specific to the Social Justice careers and pathways our students will engage with.	Our leadership team has had years of working together. Our major challenge is having common meeting time in the school day.	Because many of us are teaching in multiple programs, we don't have common conference period
Leadership Configuration	3	3				
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	3	3		We have ensured that all of our students are enrolled in A-G courses and are on track for graduation. Our student population is reflective of the school as a whole.	When necessary, we have enrolled our students in s We have made field trips open to all students regard Students are unable to fit all required content and pa	The limitations of the 6 period day
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	3		grade level with clear industry connections	we made great progress this year in narrowing our	
Integrated Core	1	2		Students are also in dedicated SJR English and Social Studies classes together at each grade level.	After a year-long experiment with two 10th grade AV There are also challenges around implementation in	New course offerings not already i
Cohort Scheduling	2	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	2	2		whole class work.	While we do our best to schedule our students in sm	New pathway - not a priority for Ad
Collaborative Learning	2	2		Students also work collaboratively on a regular basis, particularly in tutorial, and on group	A pathway-wide focus was just chosen this year.	No CTE focus until this year

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		AVID, such as WICOR and inquiry-based learning. Teachers regularly participate in AVID	teachers collaborate and sit-in on each others' class	No common planning time in Mast
Collaboration Time	1	1			As previously stated, a major challenge centers on c	
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		AVID continues to lead study tours to college campuses for all 10th and 11th graders in the program	Focus to date has been on college-entry and as suc	No industry tie-in or focus
Pathway Outcomes	1	1			Career education has mostly been presented as a ti	
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	2	3		weekly basis and grades are reviewed after each marking period	All sophomores take the PSAT and juniors take the	Rigorous AVID training through Su

College & Career Plan	2	2		each marking period		All sophomores take the PSA 1 and juniors take the	Rigorous AVID training through Su
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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 High School	Pathway:	Visual Arts & Academics Magnet	School ID:	304
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1A. Pathway Description

The Visual Arts Academy (VAAMP) is a Career Partnership Academy, and we are the oldest academy at Oakland High School. VAAMP is in a transition of leadership, as the last of our academy founders retired last year and we are working to redefine our vision. One of our top priorities is to align our academy to industry standards more successfully.

1B. Pathway Mission and Vision

The mission of the Visual Arts Academy Magnet Program (VAAMP) is to provide a comprehensive education in the visual arts which will enable students to be college and career ready to succeed in and serve the diverse and continuously evolving global societies of the 21st century.

In 2016-17 our team plans to focus our attention on continuing to develop new courses, upgrading our equipment and course offerings to be current with today's industry standards and supporting students' academic readiness for A-G completion.

1C. Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	46.4%	53.6%			10.3%		8.9%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	29.9%	0.0%	37.1%	25.4%	3.6%	0.4%	0.9%	0.4%	

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)	92.3%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	5.1%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	16.7%	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	5.6%	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	47.0%	53.4%		48.2%	46.7%	TBD
On Track to Graduate (Grade 10)	34.5%	36.1%	46.2%	28.2%	33.6%	TBD
On Track to Graduate (Grade 11)	44.0%	49.0%	50.8%	39.4%	35.4%	TBD
On Track to Graduate (Grade 12)	65.4%	58.5%	55.1%	50.7%	44.8%	TBD
A-G Completion (Grade C or Better)	66.0%	66.7%	TBD	56.6%	51.2%	TBD

A-G Completion (African American Students)	37.5%	57.1%	TBD	40.3%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	33.3%	TBD	10.7%	15.6%	TBD
A-G Completion (English Learners)	0.0%	100.0%	TBD	20.0%	33.9%	TBD
A-G Completion (Foster Youth)	----	----	TBD	33.3%	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)	64.3%	31.8%	23.2%	25.1%	25.7%	TBD
AP Course Access (African American Students)	53.3%	26.1%	10.3%	16.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	3.8%	5.3%	TBD	4.1%	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	48.6%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	43.2%	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	9.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	17.7%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	9.6%	19.2%	TBD
Suspension Rate	0.6%	2.0%	0.5%	4.8%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	92.0%	91.9%	91.2%	TBD
No Suspensions (Foster Youth)	----	50.0%	100.0%	87.2%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	21.0%	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	6.5%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	9.6%	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)	21.6%	26.4%	TBD	32.4%	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 (List all challenges impacting each focal area.)</p>

Graduate Outcomes	Our graduation rate is higher than the district graduation rate at 84%.	Cohesive alignment of academy classes would make implementation of programs like ECCO easier. Identifying dual-enrollment courses and professors that work well with our academy has been challenging as well and we are not easily able to track student performance in dual-enrollment classes because it is not available on the data dashboard. We have struggled with interventions having our graduation rate drop 10% since the prior year.	Increasing our graduation rate from 84%.
Post-Secondary Readiness	With addition of our Senior Seminar class, we have more students getting exposure to community college, UC and State Universities. Our A-G readiness increased since the last year to 66.7%	Our students, especially African American and Special Education students, are struggling to be A-G ready when they graduate. Our academy is not intervening early enough to help students achieve academic success. Real time data that shows students "gradebook grades" rather than semester grades would be helpful in early interventions. Although our A-G readiness increased, our goal was to increase to 70% and we fell short and only increase by .7% to 66.7%.	Increasing our A-G readiness from 66.7%
Climate and Culture	Our suspension rate is lower than the school wide suspension rate with only 2.2% of VAAMP students being suspended. Oakland High's suspension rate is currently at 3.5%.	Our attendance showed a 3.3% decrease since last year. We have been working to address our student's attendance and our efforts are not reflected in the data.	Raising our attendance from 92%
Rigorous Academics	Increase number of dual-enrollment classes offered, increased number of offerings in our pathway industry classes. Implementation of Intersession has been successful.	Developing academy themed curriculum throughout our academic class. Math classes are slow to progress towards industry themed content. The lack of planning time makes this particularly difficult to address.	36.6% of OHS students did not meet SBAC standards in ELA and 60.1% of students did not meet standards in math.

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	Increasing our graduation rate from 84%.	We lost our academy counselor and intervention specialist. New counselor has been split between two academies and our intervention specialist has had to acclimate.	Personalized Student Support
Post-Secondary Readiness	Increasing our A-G readiness from 66.7%	Students are struggling to succeed in Math, English and History. Teachers across the school are using outdated teaching strategies that do not reflect more recent research about how students learn. VAAMP will be working on developing student-centered approaches to instruction in those content areas.	Building a Rigorous Academic Core: Student Conditions
Climate and Culture	Raising our attendance from 92%	We are not sure why our students are struggling in attendance, but our intervention specialist has agreed to target the bottom 5% and commit to a strong support system to improve academics and attendance.	Personalized Student Support

Rigorous Academics	36.6% of OHS students did not meet SBAC standards in ELA and 60.1% of students did not meet standards in math.	Our teachers are collaborating on integrating more arts based instruction in the academic classes so that we have more student relevant instruction to engage students.	Building a Rigorous Academic Core: Teacher 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:	Using 21st century technology in the classroom, college and career readiness, student academic support services, pathway culture and curriculum development, developing experiential learning experience.	Not Yet	Yes The intent of this strategy is to provide students with 21st century skills and simplifying the ECCO curriculum to the core basics of career building (resume building, going over 16 career clusters, researching career of choice, how to prepare for an interview). Resources that were used and available were Graphic Design and Photography used Adobe Suite, cPanel in Web design class, Google Classroom throughout all classes, and ECCO booklets available for all students. These strategies have been effective for both the students and teachers. Students have acquired 21st century skills and understand how to be professional. We have implemented these strategies by carefully scaffolding the steps for students to understand how to use and apply these skills. Barriers have been finding time to effectively planning during the summer. Evidence of effectiveness: Interest in Photography & Graphic Design Classes. Data showing number of students who interact with Google Classroom Capacity for Change: Potential for extra classes with Photography, choosing different software for Graphic Design classes. Were curious about how to arrange for mock interviews for ECCO.
Pathway Design Feature #1 (New/Emerging):	Upgrading CTE equipment to align with industry standards.	Not Yet	Yes VAAMP spent a large portion of our technology budget buying equipment and cameras to get our dual enrollment photography class of the ground including 24 Digital SLR Cameras. This was coordinated with other teachers in the academy that were aware that a bulk of our technology budget. Additionally we invested in obtaining the Adobe Suite software on all computers in the lab. Graphic Design teacher, Photography teacher and Web Design teacher all agreed that this would be a worthwhile investment as the software could be and were used in all of our classes. One of the barriers we faced was finding enough funding to fully carry out the plans we had. Evidence that this was effective can be found in the work students have produced using the equipment such as Digital photos, websites and graphic art.
Pathway Design Feature #2 (New/Emerging):	Developing two new dual enrollment classes in cooperation of Peralta Colleges	Yes	Yes The intent was for students to earn both college credit and high school credit for each dual enrollment class hence the name "dual enrollment." A Web Design Class was implemented in partnership with Berkeley Community College. Intro to Digital Photography was implemented in partnership with Laney College. The classes were planned for effectively and were implemented with fidelity. Main barrier to implementation was a lack of funds for in class tutors. Evidence of success is the college credit and the grades received from community colleges by the students enrolled. We are curious about adding more Adobe suite classes for dual enrollment.

Pathway Design Feature #3 (New/Emerging):	VAAMP is transitioning one of our core academic classes from science to art-based math classes	Yes	Yes	I relied mostly on other art teachers within the academy in order to draw inspiration for projects and design techniques and strategies. At least two design/art related projects were implemented within each semester. Projects were aligned to the existing state and district Common Core math standards. Since there was no existing curriculum to work from, lessons and projects had to be developed and aligned from scratch. Given more time a more detailed pacing and implementation plan could have been created. Effectiveness would hopefully be measured after this year by comparing the performance of the Geometry by Design class with that of students in more traditional Geometry courses. Next year I would hope to integrate more art and design elements in the project rubrics and curriculum in order to more vertically align them with their junior and senior courses.
Pathway Signature Element #1 (Established):	Teacher collaboration retreats	Yes	Yes	Bodega Bay Retreat Fall Semester *Goals included team building with new staff in academy, vertical and horizontal lesson planning, outlining plan for integrating SDC/RS students *Agenda was well planned and executed *Calendared major events *In regards to effectiveness, see document titled "OHS Pathway Narrative Reflection"
Pathway Signature Element #2 (Established):	Providing intervention specialist support	Not Yet	Not Yet	*The intent was to provide tier 2 and 3 interventions for students who need additional support to be academically successful *case manager (Gerald Low) for VAA *specific interventions could have been planned better/in advance *Implemented w/ fidelity ??? *barriers included: services of case manager shared with 9th grade family; abundance of students with substantial need; *evidence of success includes: ?? improved student retention? Improved student attendance? Decrease of D/F grades in VAA classes??
Pathway Signature Element #3 (Established):	Team building field trip for all VAAMP students to build community and relationships with teachers.	Yes	Yes	This field trip was intended to bring all students and staff in the academy together to build relationships and create and integrate an academy culture. We used various community building activities and techniques that our staff members were familiar with. The trip was planned in advance and there were set goals and agendas. All staff members took the trip very seriously and followed through with their commitments. We were limited by the number of staff members so it was difficult to guide students to their correct stations and to advise students who did not want to do the activities. Evidence is anecdotal. Students expressed their opinions. We could have a more formal evaluation via google forms. We as a staff did a reflection after the field trip with pluses and deltas that we will review when we plan again next school year.

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?		

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	All graduating seniors will have passed at least one dual-enrollment class. Improving our graduation rate after a decline to 84% and closing the achievement gap so that all students are graduating and A-G ready.	Concurrent Enrollment	All Students			100%	Increase in graduation rate
Post-Secondary Readiness	Increase A-G readiness to 80% for all students. All graduating seniors will have passed at least one dual-enrollment class. Increase declining graduation rate to 95% from 85% in 2015-16.	A-G Completion	All Students	55.8	70%	80%	Increase in graduation rate
Climate and Culture	With a sense of community students leave with an understanding of the art scene and culture in the Bay Area. Our students will leave participants and advocates of the art scene and industry in Oakland. We are working to improve our attendance from 94% especially among our tenth grade students.	Culture/Climate: Student	All Students				Decrease in chronic absenteeism
Rigorous Academics	Increase dual-enrollment offerings, provide industry certification.	Pathway Participation	All Students				Increase in graduation rate

5. STRATEGIES	Complete this by:
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Focused Annual Plan (FAP) Major Improvement Strategies	
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<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:	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars. Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class. Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Schoolwide Culture & Climate/ SEL Improvement Strategy:	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	Personalized Student Support	School Leadership & School Vision
Pathway Instructional Improvement Strategy	Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions

Pathway Measure N Design Features	
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<i>Identify up to three Measure N design features that support your goals.</i>	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
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Pathway Measure N Design Feature #1:	Upgrading CTE equipment to align with industry standards	Work-Based Learning	Equity/Access/ Achievement
Pathway Measure N Design Feature #2:	Work Based Learning support and expansion.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

Pathway Measure N Design Feature #3	Improving arts-based instruction in academic classes.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
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):	Teacher collaboration for instructional improvements.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
Pathway Signature Element #2 (Established):	Providing intervention specialist	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Pathway Signature Element #3 (Established):	Culture building experiences and supplies for all VAAMP students to build community and relationships with teachers	Building a Rigorous Academic Core: Student Conditions	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 major improvement strategies, design features, signature elements, 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: Upgrading CTE equipment to align with industry standards
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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
Intersession Learning Experience	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Visual Arts & Academics Magnet-1
Purchasing Equipment for Dual Enrollment Classes	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00		Upgrading CTE equipment to align with industry standards	304-Visual Arts & Academics Magnet-3
Continue to develop Senior Capstone Class	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00		Upgrading CTE equipment to align with industry standards	304-Visual Arts & Academics Magnet-4
Sustaining equipment for Career Tech Education Classes	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00		Upgrading CTE equipment to align with industry standards	304-Visual Arts & Academics Magnet-5
Purchasing equipment for Special Needs Students	A1.1: Pathway Programs	Students with Disabilities	Measure N	\$1,500.00		Upgrading CTE equipment to align with industry standards	304-Visual Arts & Academics Magnet-6
Purchasing Industry related art materials for academic classes	A1.1: Pathway Programs	All Students	California Partnership Academy	\$2,000.00		Upgrading CTE equipment to align with industry standards	304-Visual Arts & Academics Magnet-7
							304-Visual Arts & Academics Magnet-8
							304-Visual Arts & Academics Magnet-9
							304-Visual Arts & Academics Magnet-10
							304-Visual Arts & Academics Magnet-11
							304-Visual Arts & Academics Magnet-12

							304-Visual Arts & Academics Magnet-13
							304-Visual Arts & Academics Magnet-14
							304-Visual Arts & Academics Magnet-15
							304-Visual Arts & Academics Magnet-16

Pathway Measure N Design Feature #2: Work Based Learning support and expansion.

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
ECCO students stipened	A1.1: Pathway Programs	All Students	Measure N	\$12,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Visual Arts & Academics Magnet-17
Cost and Tuition for students to participate in specialized industry classes.	A1.1: Pathway Programs	Low-Income Students	Measure N	\$2,000.00		Work Based learning support and expansion.	304-Visual Arts & Academics Magnet-18
							304-Visual Arts & Academics Magnet-19
							304-Visual Arts & Academics Magnet-20
							304-Visual Arts & Academics Magnet-21
							304-Visual Arts & Academics Magnet-22
							304-Visual Arts & Academics Magnet-23
							304-Visual Arts & Academics Magnet-24
							304-Visual Arts & Academics Magnet-25
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							304-Visual Arts & Academics Magnet-27
							304-Visual Arts & Academics Magnet-28
							304-Visual Arts & Academics Magnet-29
							304-Visual Arts & Academics Magnet-30
							304-Visual Arts & Academics Magnet-31
							304-Visual Arts & Academics Magnet-32

Pathway Measure N Design Feature #3: Improving arts-based instruction in academic 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
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							304-Visual Arts & Academics Magnet-35
							304-Visual Arts & Academics Magnet-36
							304-Visual Arts & Academics Magnet-37
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							304-Visual Arts & Academics Magnet-40
							304-Visual Arts & Academics Magnet-41
							304-Visual Arts & Academics Magnet-42
							304-Visual Arts & Academics Magnet-43
							304-Visual Arts & Academics Magnet-44
							304-Visual Arts & Academics Magnet-45
							304-Visual Arts & Academics Magnet-46
							304-Visual Arts & Academics Magnet-47
							304-Visual Arts & Academics Magnet-48

Pathway Signature Element #1 (Established): Teacher collaboration for instructional improvements.

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 Retreats	A1.1: Pathway Programs	All Students	Measure N	\$2,500.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Visual Arts & Academics Magnet-49
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							304-Visual Arts & Academics Magnet-52
							304-Visual Arts & Academics Magnet-53
							304-Visual Arts & Academics Magnet-54
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							304-Visual Arts & Academics Magnet-62
							304-Visual Arts & Academics Magnet-63
							304-Visual Arts & Academics Magnet-64

Pathway Signature Element #2 (Established): Providing intervention specialist

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
Stipened for Interventions Specialist	A1.1: Pathway Programs	African-American Students	Measure N	\$3,600.00		Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	304-Visual Arts & Academics Magnet-65
Planning time for teachers to develop intervention strategies	A1.1: Pathway Programs	All Students	Measure N	\$2,000.00		Providing intervention specialist	304-Visual Arts & Academics Magnet-67
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							304-Visual Arts & Academics Magnet-75
							304-Visual Arts & Academics Magnet-76
							304-Visual Arts & Academics Magnet-77
							304-Visual Arts & Academics Magnet-78
							304-Visual Arts & Academics Magnet-79
							304-Visual Arts & Academics Magnet-80

Pathway Signature Element #3 (Established): Culture building experiences and supplies for all VAAMP students to build community and relationships with teachers

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
Fall Field day for culture and community building	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Visual Arts & Academics Magnet-84
VAAMP T-shirts for all students	A1.1: Pathway Programs	All Students	Measure N	\$1,500.00		Grow quality wall to wall pathways to include all students in grades 10-12.	304-Visual Arts & Academics Magnet-85
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							304-Visual Arts & Academics Magnet-88
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							304-Visual Arts & Academics Magnet-102
							304-Visual Arts & Academics Magnet-103

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
							304-Visual Arts & Academics Magnet-104
							304-Visual Arts & Academics Magnet-105
							304-Visual Arts & Academics Magnet-106
							304-Visual Arts & Academics Magnet-107
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							304-Visual Arts & Academics Magnet-137
							304-Visual Arts & Academics Magnet-138
							304-Visual Arts & Academics Magnet-139

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	KEY: 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>
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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	1	2+		We have 6 teachers with one teacher having an extra period for academy planning.	Delineation of labor, although necessary, has also caused ambiguity in roles. Efforts to delegate has been difficult to hold each other accountable.	There are too many tasks and responsibilities for teachers to handle with teaching full class loads.
Leadership Configuration	3	3				
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	3	3+		Opposed to 70% of non-pathway students. Ethnic data for enrollment shows: Latino 22%, 35% Asian, 33% African American, remainder of students being white and "other." Oakland High uses a process during pathway enrollment within the school to make sure that all students have representation of the school.	Students diversity (strength) is a result of our work s	Many of our students are graduating
Diverse Student Representation	2	3				
Closing the Opportunity Gap	2	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	1	2		media and 3-d building). We developed dual enrollment classes in photography and web design, as well as developing an AP Studio Art class. We started enrolling our students (20	We have addressed the challenge of having a progr	Our academy was disconnected fr
Integrated Core	2	2				
Cohort Scheduling	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	3			teachers on multiple site visits in the last year to observe rigorous learning in other school sites, CPA conference and identified classes where we had concern about rigorous learning	We saw a strength in our English classes and are er	We saw our challenge of losing so
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		amount with the intent of not making and replenishing supplies but be able to keep our classrooms up to date with 21st century technology and maintain industry level equipment in our CTE classes. Most of our	Although we have maintained a strong core of teach	The root causes of trying to grow c
Collaboration Time	2	2				
Professional Learning	1	3-				

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+		experiences for our students this year. We are continuously working to place our students in internships; we have beefed up our career visits this year, and we are sending students	Some of our challenges have been having the time t	Our students who do not sign up fo
Pathway Outcomes	2	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	2	1		We lost our long time student case manager	It has been difficult to provide support outside of the	Our new counselor has too many ro

College & Career Plan	1	2		last year and our long time academy counselor. It has been difficult to provide support outside of the	Our new counselor has too many ro
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Academy Director Release Period PTLW			Measure N	\$13,500.00	1105		
Academy Director Release Period SJR			Measure N	\$12,241.13	1105		
Pathway Coach to support pathway development for each pathway.			Measure N	\$63,567.50	2305		
Additional Counselor to support a 1:1 pathway ratio of counseling services.			Measure N	\$100,000.00			
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway..			Measure N	\$133,269.00	1305		
Oakland Promise partnership for Oakland High			Measure N	\$80,000.00	5825		
Work Based Learning Liaison for each pathway			Measure N	\$84,853.00	2305		
Semester Dual Enrollment-Stipends for Teacher of Record for Courses (8 first semester and 8 second semester= 16 total)			Measure N	\$8,000.00	1120		
Dual Enrollment Stipends for After school for 2 days a week after school at the teacher rate of \$26.16 per hour for 3 DE classess			Measure N	\$6,384.00	1120		
Dual Enrollment Guided Support-Teacher Hourly for 2 classes			Measure N	\$5,400.00	1122		
Dual Enrollment Textbooks			Measure N	\$25,000.00	4200		
Dual Enrollment Coordination and stipend for coounselor			Measure N	\$1,000.00	1120		
Peralta Payment for Underenrollment			Measure N	\$2,500.00	Dues		
Dual Enrollment Supply Costs			Measure N	\$5,000.00	4310		
				\$540,714.63			
				320000			
				\$860,714.63			
				\$459,285.38			