2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS

School: Oakland Technical High School   **School ID:** 305

9th Grade (Oakland Tech)	Allocation	Total Expended	Total Remaining
Measure N	$125,000.00	$125,000.00	$0.00
Perkins		$0.00	$0.00
California Partnership Academy		$0.00	$0.00
Intel		$0.00	$0.00
CTEIG		$0.00	$0.00

Fashion, Art & Design Academy	Allocation	Total Expended	Total Remaining
Measure N	$104,894.00	$104,894.00	$0.00
Perkins		$26,000.00	-$26,000.00
California Partnership Academy	$75,150.00	$75,150.00	$0.00
Intel		$0.00	$0.00
CTEIG		$0.00	$0.00

Computer Academy	Allocation	Total Expended	Total Remaining
Measure N	$50,000.00	$50,000.00	$0.00
Perkins		$35,000.00	-$35,000.00
California Partnership Academy	$74,970.00	$74,970.00	$0.00
Intel	$232,500.00	$331,000.00	-$98,500.00
CTEIG		$0.00	$0.00

Health Academy	Allocation	Total Expended	Total Remaining
Measure N	$90,574.00	$84,208.00	$6,366.00
Perkins		$0.00	$0.00
California Partnership Academy	$74,970.00	$81,186.00	-$6,216.00
Intel		$0.00	$0.00
CTEIG		$0.00	$0.00

Engineering Academy (Oakland Tech)	Allocation	Total Expended	Total Remaining
Measure N	$74,464.00	#REF!	#REF!
Perkins		$0.00	$0.00
California Partnership Academy		$0.00	$0.00
Intel		$0.00	$0.00
CTEIG		$0.00	$0.00

Race, Policy & Law Academy	Allocation	Total Expended	Total Remaining
Measure N	$75,000.00	$75,000.00	$0.00
Perkins		$0.00	$0.00
California Partnership Academy		$0.00	$0.00
Intel		$0.00	$0.00
CTEIG		$0.00	$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOCIATED PATHWAY	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Conference registration, travel and lodging Math and literacy trainings - summer institutes (Kate Kinsella - literacy/ math?) (see below - rigorous academics)	9th Grade (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-9th Grade (Oakland Tech) -1
	Measure N	Benefits for staff @ %20 (included in extended contract amount?)	9th Grade (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-9th Grade (Oakland Tech) -2
$1,000.00	Measure N	Curriculum - Career Awareness	9th Grade (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-9th Grade (Oakland Tech) -3
$12,000.00	Measure N	Math intervention class? .2FTE ($12,000)	9th Grade (Oakland Tech)		Enter object code at left.		Enter position number at left.	0.20	305-9th Grade (Oakland Tech) -4

$20,000.00	Measure N	Extended contracts for teachers, SSS and counselors to collaborate during house meetings twice a month outside of the work day including a retreat in service of rigorous academics and student supports.	9th Grade (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	305-9th Grade (Oakland Tech) -5
$3,000.00	Measure N	Extended Contract for Pathway Coordination of Outreach Process	9th Grade (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	305-9th Grade (Oakland Tech) -6
$3,000.00	Measure N	Cal Studies participation in Ethnic Studies PLC (cost?)	9th Grade (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	305-9th Grade (Oakland Tech) -7
$4,000.00	Measure N	Extended Contract for 9th grade Board to meet weekly to coordinate across houses, align student supports, curriculum, plan PD	9th Grade (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	305-9th Grade (Oakland Tech) -8
$6,000.00	Measure N	Extended Contracts for Summer planning and curriculum development for teachers working to write improved and new curriculum.	9th Grade (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	305-9th Grade (Oakland Tech) -9
$7,000.00	Measure N	Extended contracts for teachers to provide Boost tutoring after and before school to support struggling students.	9th Grade (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	305-9th Grade (Oakland Tech) -10
$8,000.00	Measure N	Books other than textbooks as needed to support CCSS aligned curriculum.	9th Grade (Oakland Tech)	4200	Books other than Textbooks		Enter position number at left.	305-9th Grade (Oakland Tech) -11
$4,000.00	Measure N	Printing: Supplies to market pathways and inform the community in service of increasing pathway enrollment. Posters/ brochures	9th Grade (Oakland Tech)	4310	School Office Supplies		Enter position number at left.	305-9th Grade (Oakland Tech) -12
$3,000.00	Measure N	Food for Academy Outreach Events	9th Grade (Oakland Tech)	4311	Meeting Refreshments		Enter position number at left.	305-9th Grade (Oakland Tech) -13
$6,000.00	Measure N	Refreshments for parent meetings.	9th Grade (Oakland Tech)	4311	Meeting Refreshments		Enter position number at left.	305-9th Grade (Oakland Tech) -14
$5,000.00	Measure N	Registration, travel & lodging for conferences to support literacy and math	9th Grade (Oakland Tech)	5200	Travel And Conferences		Enter position number at left.	305-9th Grade (Oakland Tech) -15
$1,000.00	Measure N	Honoraria - Stipends for guest speakers for career awareness	9th Grade (Oakland Tech)	5825	Consultants		Enter position number at left.	305-9th Grade (Oakland Tech) -16

$15,000.00	Measure N	Transportation to field trips in service of pre-pathway development, House community building, and high school transition. (carryover - strike and teacher turnover prevented many field trips from happening this year)	9th Grade (Oakland Tech)	5826	External Work Order Services		Enter position number at left.		305-9th Grade (Oakland Tech) -17
$10,000.00	Measure N	Admissions for field trips in service of pre-pathway development, House community building, and high school transition. (carryover - strike and teacher turnover prevented many field trips from happening this year)	9th Grade (Oakland Tech)	5829	Admission Fees		Enter position number at left.		305-9th Grade (Oakland Tech) -18
$15,000.00	Measure N	Consulting: Facilitation support for whole pathway activities to allow the students in 9th grade houses to bond and ease high school transition.	9th Grade (Oakland Tech)	5829	Admission Fees		Enter position number at left.		305-9th Grade (Oakland Tech) -19
$2,000.00	Measure N	Licenses for SRA HUB advisory lessons to support pre-pathway college and career readiness.	9th Grade (Oakland Tech)	5846	Licensing Agreements		Enter position number at left.		305-9th Grade (Oakland Tech) -20
		Books (other than textbooks) for Computer Academy English courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines. (See literacy strategic actions)	Computer Academy		Enter object code at left.		Enter position number at left.		305-Computer Academy-21
		Extended Contract: Curriculum development for CTE aligned, WBL experiences to expand career readiness opportunities for students. (see pathway equity access & achievement))	Computer Academy		Enter object code at left.		Enter position number at left.		305-Computer Academy-22
$5,000.00	California Partnership Academy	Textbooks for Computer Science capstone curriculum including Change by Design textbooks for pilot 12th grade capstone course to increase A-G eligibility.	Computer Academy	4100	Textbooks		Enter position number at left.		305-Computer Academy-23
$5,000.00	California Partnership Academy	Books other than Textbooks: Set of contemporary and relevant novels with reading level indicated to add to classroom library set up, for students to read at or slightly above their reading level	Computer Academy	4200	Books other than Textbooks		Enter position number at left.		305-Computer Academy-24
$5,000.00	California Partnership Academy	Books (other than textbooks) for Computer Academy History courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines.	Computer Academy	4200	Books other than Textbooks		Enter position number at left.		305-Computer Academy-25
$15,000.00	California Partnership Academy	Supplies??- Computer Science instructional supports (AP review and supplemental materials) for pilot 12th grade capstone course to increase A-G eligibility.	Computer Academy	4310	School Office Supplies		Enter position number at left.		305-Computer Academy-26
$4,170.00	California Partnership Academy	Refreshments for targeted student outreach events to build community, and recruit and support all student groups.	Computer Academy	4311	Meeting Refreshments		Enter position number at left.		305-Computer Academy-27

Amount	Funder	Description	Program	Code	Object		Position		Line
$10,000.00	California Partnership Academy	Technology- Laptop cart (see line above)	Computer Academy	4420	Computer < $5,000		Enter position number at left.		305-Computer Academy-28
$1,000.00	California Partnership Academy	Lodging, and travel for Computer Academy teachers to attend CPA conferences to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Computer Academy	5200	Travel And Conferences		Enter position number at left.		305-Computer Academy-29
$2,000.00	California Partnership Academy	Honorarium: Guest speakers from industry to provide all Computer Academy students at least 3 career exploration awareness experiences per year.	Computer Academy	5825	Consultants		Enter position number at left.		305-Computer Academy-30
$19,800.00	California Partnership Academy	Transportation for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at least 3 career exploration experiences per year.	Computer Academy	5826	External Work Order Services		Enter position number at left.		305-Computer Academy-31
$3,000.00	California Partnership Academy	Admissions for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at lest 3 career exploration experiences per year.	Computer Academy	5829	Admission Fees		Enter position number at left.		305-Computer Academy-32
$5,000.00	California Partnership Academy	Licenses & fees: Certification programs and licenses to expand CTE aligned experiences for students. CISCO certification, Intel certifications.	Computer Academy	5846	Licensing Agreements		Enter position number at left.		305-Computer Academy-33
$90,000.00	Intel	TSA to distribute leadership in order to increase WBL experiences and comprehensive student supports for all Computer Academy students; set up infrastructure for internships and mentoring in preparation for the ending of the Intel partnership	Computer Academy	1112	Enter object code at left.		Enter position number at left.		305-Computer Academy-34
$36,000.00	Intel	Supplies for Computer marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Computer Academy	4300	Materials & Supplies		Enter position number at left.		305-Computer Academy-35
$7,000.00	Intel	Furniture: Collaborative classroom furniture through Intel to provide Computer Academy students with instructional experiences that are CTE and industry aligned.	Computer Academy	4432	Furniture < $5,000		Enter position number at left.		305-Computer Academy-36
$82,000.00	Intel	Internship stipends- through Intel to provide at least 60% of Computer Academy 11th graders with internships.	Computer Academy	5200	Travel And Conferences		Enter position number at left.		305-Computer Academy-37
$56,000.00	Intel	1.0 FTE Student Support Specialist to provide differentiated interventions for at risk populations of Computer Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Computer Academy	5825	Consultants		Enter position number at left.		305-Computer Academy-38

$60,000.00	Intel	Mentorships through Intel to provide Computer Academy students with ongoing career exploration opportunities.	Computer Academy	5825	Consultants		Enter position number at left.		305-Computer Academy-39
$32,000.00	Measure N	Extended contracts (for Computer Academy info nights and events, collaboration to facilitate curriculum design and provide targeted intervention to at risk students (not to exceed 500 hours across 7 teachers).	Computer Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Computer Academy-40
$5,000.00	Measure N	Extended contracts (for Computer Academy info nights and events, collaboration to facilitate curriculum design and provide targeted intervention to at risk students (not to exceed 500 hours across 7 teachers).	Computer Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Computer Academy-41
$5,000.00	Measure N	Textbooks for Computer Academy courses and core classes to ensure integration of CTE/CCSSS standards.	Computer Academy	4100	Textbooks		Enter position number at left.		305-Computer Academy-42
$2,000.00	Measure N	Supplies - Materials for core classes (english, history, or math) to use on integrated projects, like the career research project (poster paper, markers, etc)	Computer Academy	4310	School Office Supplies		Enter position number at left.		305-Computer Academy-43
$3,000.00	Measure N	Registration Linked Learning school site visit registration for Computer pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Computer Academy	5200	Travel And Conferences		Enter position number at left.		305-Computer Academy-44
$3,000.00	Measure N	Travel and Lodging for Computer pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Computer Academy	5200	Travel And Conferences		Enter position number at left.		305-Computer Academy-45
$5,000.00	Perkins	Technology Supplies- Materials for capstone project (rasberry pis, makers kits, etc.) to pilot 12th grade Computer senior project exhibition to increase A-G eligibility and student engagement.	Computer Academy		Enter object code at left.		Enter position number at left.		305-Computer Academy-46
$30,000.00	Perkins	Techology- Laptop cart for Senior Capstone class. The class requires laptops as opposed to chromebooks. We have 80 to 100 seniors that take this class and currently have 64 computers in two carts.	Computer Academy	4420	Computer < $5,000		Enter position number at left.		305-Computer Academy-47

		Extended Contract - Capstone Course Development (see pathway leadership and vision strategic actions)	Engineering Academy (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-Engineering Academy (Oakland Tech) -48
		1 FTE Student Support Specialist to support coordination of supports and intervention for our most struggling students (see personalized student supports)	Engineering Academy (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-Engineering Academy (Oakland Tech) -49
		Master scheduling: Better cohorting of all of our students in outside classes so we can develop a team of teachers and provide more interdisciplinary alignment and support (schoolwide Measure N funded)	Engineering Academy (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-Engineering Academy (Oakland Tech) -50
		Extended Contract - Capstone Course Development (see pathway leadership and vision strategic actions)	Engineering Academy (Oakland Tech)		Enter object code at left.		Enter position number at left.		305-Engineering Academy (Oakland Tech) -51
$20,000.00	Measure N	.2 CTE Coach - to continue establishment of Advisory board, build infrastructure for interships and mentoring & support CTE curriculum development	Engineering Academy (Oakland Tech)	1112	Enter object code at left.		Enter position number at left.	0.40	305-Engineering Academy (Oakland Tech) -52
$13,464.00	Measure N	Extended Contract: Summer stipends for three weeks of curriculum planning in order to further develop capstone course, restructure existing classes to support this course, and outreach to potential WBL partners.	Engineering Academy (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Engineering Academy (Oakland Tech) -53
$5,000.00	Measure N	Professional Development/ Conference fees: Support teaching technical writing	Engineering Academy (Oakland Tech)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Engineering Academy (Oakland Tech) -54
$2,000.00	Measure N	Food for outreach events & Student Design Team meetings	Engineering Academy (Oakland Tech)	4311	Meeting Refreshments		Enter position number at left.		305-Engineering Academy (Oakland Tech) -55
$10,000.00	Measure N	Supplemental Materials for Capstone Course and to ensure NCSS alignment across CTE classes	Engineering Academy (Oakland Tech)	5200	Travel And Conferences		Enter position number at left.		305-Engineering Academy (Oakland Tech) -56
$2,000.00	Measure N	Travel and Lodging for Conference to Support teaching technical writing	Engineering Academy (Oakland Tech)	5200	Travel And Conferences		Enter position number at left.		305-Engineering Academy (Oakland Tech) -57

$5,000.00	Measure N	Transportation and lodging: Linked Learning school site visits Engineering Academy teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway	Engineering Academy (Oakland Tech)	5200	Travel And Conferences		Enter position number at left.	305-Engineering Academy (Oakland Tech) -58
$3,000.00	Measure N	Honoraria for Mentors	Engineering Academy (Oakland Tech)	5825	Consultants		Enter position number at left.	305-Engineering Academy (Oakland Tech) -59
$3,000.00	Measure N	Transportation for 2 Mentoring program off site meetings	Engineering Academy (Oakland Tech)	5826	External Work Order Services		Enter position number at left.	305-Engineering Academy (Oakland Tech) -60
$6,000.00	Measure N	Transportation to field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.	Engineering Academy (Oakland Tech)	5826	External Work Order Services		Enter position number at left.	305-Engineering Academy (Oakland Tech) -61
$5,000.00	Measure N	Admission fees & lodging for field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.	Engineering Academy (Oakland Tech)	5829	Admission Fees		Enter position number at left.	305-Engineering Academy (Oakland Tech) -62
		New English teacher to attend Summer PBL institute and share with team learnings towards incorporating high level literacy instruction across content areas.	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.	305-Fashion, Art & Design Academy-63
		Dahlke - Mills Teacher Scholar inquiry work - to lead with our team	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.	305-Fashion, Art & Design Academy-64
		Extended contracts for FADA teacher collaboration to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade students. (see pathway leadership & vision strategic actions)	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.	305-Fashion, Art & Design Academy-65
		Classroom Supplies for Visual Arts program, integrated programming with ELA and History, Animation program, Fashion program, and 200-level FADA Fundamentals program in order to facilitate multidisciplinary PBL in service of student engagement (see Equity, Access & Achievement Strategic Actions)	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.	305-Fashion, Art & Design Academy-66

		Classroom Supplies for 12th grade students in AP Studio Art (which is their final course in their CTE sequence) in order to promote rigorous coursework in the pathway. (see Equity, Access & Achievement Strategic Actions)	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.		305-Fashion, Art & Design Academy-67
		1.0 FTE Student Support Specialist position (M. Bailey) to implement interventions and supports for at-risk students as well as supplemental supply funding to support student needs for intervention and support; provide differentiated interventions for special populations of FADA students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. (funded by schoolwide Meas N funds)	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.		305-Fashion, Art & Design Academy-68
$4,500.00	California Partnership Academy	Printing: Academy branding, including printed materials such as posters, postcards, brochures; website domain and maintenance, signage, table covers, business cards	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.		305-Fashion, Art & Design Academy-69
$18,165.00	California Partnership Academy	Conference period (.2 FTE) for Pathway Director (K.Johnson) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.	Fashion, Art & Design Academy	1105	Certificated Teachers' Salaries		Enter position number at left.	0.20	305-Fashion, Art & Design Academy-70
$18,745	California Partnership Academy	Conference period (.2 FTE) for Pathway Director (A.Arnold) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.	Fashion, Art & Design Academy	1105	Certificated Teachers' Salaries		Enter position number at left.	0.20	305-Fashion, Art & Design Academy-71
$6,000.00	California Partnership Academy	Extended Contracts: Summer stipends for strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade FADA students.	Fashion, Art & Design Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Fashion, Art & Design Academy-72
$2,000.00	California Partnership Academy	Budget allocation for supplemental supplies for our Student Support Specialist in service of student intervention	Fashion, Art & Design Academy	4310	School Office Supplies		Enter position number at left.		305-Fashion, Art & Design Academy-73
$2,000.00	California Partnership Academy	Supplies for College Awareness Event	Fashion, Art & Design Academy	4310	School Office Supplies		Enter position number at left.		305-Fashion, Art & Design Academy-74

$8,000.00	California Partnership Academy	Classroom Supplies for WBL integrated projects for Visual Arts program, integrated programming with ELA and History, Animation program, and Fashion program in order to facilitate multidisciplinary PBL in service of student engagement.	Fashion, Art & Design Academy	4310	School Office Supplies		Enter position number at left.		305-Fashion, Art & Design Academy-75
$1,740.00	California Partnership Academy	Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, beginning of the year FADA Picnic and end-of-the-year FADA BBQ event and FADA Gala) to build community, and recruit and support students in order to reduce the current gender and achievement imbalances in the pathway.	Fashion, Art & Design Academy	4311	Meeting Refreshments		Enter position number at left.		305-Fashion, Art & Design Academy-76
$4,500.00	California Partnership Academy	Conference registration, lodging, and travel for FADA Academy teachers to attend CPA conference to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Fashion, Art & Design Academy	5200	Travel And Conferences		Enter position number at left.		305-Fashion, Art & Design Academy-77
$2,000.00	California Partnership Academy	Contractors/mentors for career exploration events (portfolio day, mentorships sessions, showcase) in service of career readiness.	Fashion, Art & Design Academy	5825	Consultants		Enter position number at left.		305-Fashion, Art & Design Academy-78
$7,500.00	California Partnership Academy	Consulting: Marcus Foster Education Fund Fiscal Sponsorship Services for Industry Professionals and Community Partnership expertise and mentorship to support curriculum collaborations, installations/exhibits, fashion showcases/student based enterprise e-commerce/retail pop-up shops	Fashion, Art & Design Academy	5825	Consultants		Enter position number at left.		305-Fashion, Art & Design Academy-79
$2,000.00	Measure N	Registration Fees: Industry Aligned Workshops for teachers and students	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.		305-Fashion, Art & Design Academy-80
$95,000.00	Measure N	1.0 FTE Content Specialist Teacher Position to add 200-Level FADA Fundamentals Course. This position will provide introductory-level content in all 3 pathway disciplines and will support rigorous, Project-Based Learning opportunities for all students integrated with our English and History cohorts. In addition, the 200-level course will provide community-building opportunities for our students, pathway alignment with Capstone expectations beginning with the Sophomore Capstone Project, and will provide portfolio development and website support for all students beginning in 10th grade and carrying through the vertical sequence of our academy.	Fashion, Art & Design Academy		Enter object code at left.		Enter position number at left.	1.00	305-Fashion, Art & Design Academy-81

$2,000.00	Measure N	Classroom Supplies and exam fees for 12th grade students in AP Studio Art (their final course in their CTE sequence) in order to promote rigorous coursework in the pathway.	Fashion, Art & Design Academy	4310	School Office Supplies		Enter position number at left.		305-Fashion, Art & Design Academy-82
$2,000.00	Measure N	Licensing/ Certification fees: Certification Programs for teachers in service of CTE alignment.	Fashion, Art & Design Academy	5200	Travel And Conferences		Enter position number at left.		305-Fashion, Art & Design Academy-83
$1,894.00	Measure N	Student Stipends: Internships	Fashion, Art & Design Academy	5825	Consultants		Enter position number at left.		305-Fashion, Art & Design Academy-84
$2,000.00	Measure N	Honorarium: Guest Speakers (min 3 per grade level)	Fashion, Art & Design Academy	5825	Consultants		Enter position number at left.		305-Fashion, Art & Design Academy-85
$14,000.00	Perkins	Equipment/items appropriate to the CPA career focus and used only for/by CPA students and staff Supplemental Supplies to support integrated academy collaborations for OUSD Vendors and Non-OUSD Vendor, including open purchase orders and employee reimbursements. This is to ensure that there are supplies available for continuing to implement PBL projects regardless of where they on the timeline of the OUSD budget calendar. (sewing machine replacements, irons, ironing boards, sewing tables, etc.)	Fashion, Art & Design Academy	4310	School Office Supplies		Enter position number at left.		305-Fashion, Art & Design Academy-86
$12,000.00	Perkins	Technology: Purchase of 8 iMac computers in service to ensure that each student will have full access to a functional computer that will run our industry-standard design programs necessary for the engagement with and completion of the Graphic Design, Animation and 200-level courses.	Fashion, Art & Design Academy	4420	Computer < $5,000		Enter position number at left.		305-Fashion, Art & Design Academy-87
		Textbooks for Health Academy courses to ensure integration of CTE/CCSSS standards. (See Language & Literacy Strategic Actions)	Health Academy		Enter object code at left.		Enter position number at left.		305-Health Academy-88
		Books (other than textbooks) for new Health Academy courses in order to support CTE aligned curriculum development and instruction across disciplines. (See Language and Literacy Strategic Actions)	Health Academy		Enter object code at left.		Enter position number at left.		305-Health Academy-89
		Honoraria: Guest speakers related to Health field to provide all Health Academy students with access to career exploration opportunities each year (See Pathway Equity Access & Achievement Strategic Actions)	Health Academy		Enter object code at left.		Enter position number at left.		305-Health Academy-90

$0.00		1.0 FTE Student Support Specialist to provide differentiated interventions for special populations of Health Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. (schoolwide Measure N funded)	Health Academy		Enter object code at left.		Enter position number at left.		305-Health Academy-91
$10,000.00	California Partnership Academy	First Aid/CPR equipment including new dummies to ensure industry/CTE standard aligned-instruction in the pathway.	Health Academy		Enter object code at left.		Enter position number at left.		305-Health Academy-92
$14,520.00	California Partnership Academy	Conference period (.2 FTE) for Pathway Director (S. Brandon) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.	Health Academy	1105	Certificated Teachers' Salaries		Enter position number at left.	0.20	305-Health Academy-93
$8,366.00	California Partnership Academy	Summer stipends for pathway directors for one day of strategic planning in order to hone pathway vision, reflect, and strategically plan a scope & sequence for 2018-19.	Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Health Academy-94
$5,500.00	California Partnership Academy	Textbooks: new and updated books for science to ensure integration of CTE/CCSSS standards.	Health Academy	4100	Textbooks		Enter position number at left.		305-Health Academy-95
$1,000.00	California Partnership Academy	Books other than textbooks: non-fiction to support literacy and science integration	Health Academy	4200	Books other than Textbooks		Enter position number at left.		305-Health Academy-96
$1,000.00	California Partnership Academy	Supplies to support projects, supplemental materials, group work, etc.	Health Academy	4310	School Office Supplies		Enter position number at left.		305-Health Academy-97
$1,000.00	California Partnership Academy	Supplies for dual enrollment including blood pressure cuffs, EMT books, and stethescopes for each student to provide Health-focused career awareness and training opportunities for students.	Health Academy	4310	School Office Supplies		Enter position number at left.		305-Health Academy-98
$15,000.00	California Partnership Academy	Printing: Health marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Health Academy	4310	School Office Supplies		Enter position number at left.		305-Health Academy-99
$1,000.00	California Partnership Academy	Conference registrationl for Health Academy teachers to attend CPA and other conferences and mental health training to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Health Academy	5200	Travel And Conferences		Enter position number at left.		305-Health Academy-100

$1,000.00	California Partnership Academy	Lodging, and travel for Health Academy teachers to attend CPA and other conferences and mental health training to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Health Academy	5200	Travel And Conferences		Enter position number at left.		305-Health Academy-101
$3,800.00	California Partnership Academy	CPR Certification programs (CPR cards for students) to ensure > 90% of Health Academy students graduate CPR certified.	Health Academy	5200	Travel And Conferences		Enter position number at left.		305-Health Academy-102
$16,000.00	California Partnership Academy	Transportation to field trips (16 buses) to provide all Health Academy students at least one career exploration field trip per year.	Health Academy	5826	External Work Order Services		Enter position number at left.		305-Health Academy-103
$3,000	California Partnership Academy	Admission and lodging fees for field trips (California Academy of Sciences, Monterey Bay Aquarium and Monterey lodging, Tech Museum, Berkeley Rep, ACT Theater) to provide all Health Academy students at least one career exploration field trip per year.	Health Academy	5829	Admission Fees		Enter position number at left.		305-Health Academy-104
$20,208.00	Measure N	Conference period (.2 FTE) for Pathway Director (K.Bailey) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.	Health Academy	1105	Certificated Teachers' Salaries		Enter position number at left.	0.20	305-Health Academy-105
$45,000.00	Measure N	.6 FTE English Teacher for cohorted Health Academy English in 12th grade to facilitate Health focused, CTE aligned Senior Capstone.	Health Academy	1112	Enter object code at left.		Enter position number at left.	0.60	305-Health Academy-106
$3,000.00	Measure N	Extended contracts (60 hours total) for Health Academy teachers' collaboration to facilitate curriculum design and integrating a new .6 Health Academy English teacher/12th grade Health English curriculum.	Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Health Academy-107
$5,000.00	Measure N	Stipend Summer Bridge staff for two weeks of Health Academy Summer Bridge to support at risk students and provide further targeted interventions for incoming 10th graders.	Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Health Academy-108
$2,500.00	Measure N	Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, end-of-the-year health block party event) to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Health Academy	4311	Meeting Refreshments		Enter position number at left.		305-Health Academy-109

$6,500.00	Measure N	Extended Contract: Program assistance, field trips, and food for two weeks of Health Academy Summer Bridge through BACR to support at risk students and provide further targeted interventions for incoming 10th graders.	Health Academy	4311	Meeting Refreshments		Enter position number at left.		305-Health Academy-110
$2,000.00	Measure N	Honraria: Stipends for speakers and presenters from diverse backgrounds who can speak to the variety of paths one can take to enter the health field and serve as models in particular for young men of color.	Health Academy	5826	External Work Order Services		Enter position number at left.		305-Health Academy-111
		Consulting: Student Support Specialist will continue to support students, especially in providing Tier 2 interventions and work-based learning opportunities. (see comprehensive student suports)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.		305-Race, Policy & Law Academy-112
		Planning period prep (.2 FTE) for new 12th grade English/CTE RPL teacher (Rivera) for curriculum development, collaboration, and pathway planning in order to create vertically aligned, culturally relevant PBL experiences for the first cohort of 12th grade RPL students. (see leadership strategic actions)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.		305-Race, Policy & Law Academy-113
		textbooks aligned to the coursework in the pathway as pathway has expanded to 3 cohorts	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.		305-Race, Policy & Law Academy-114
		CTE coach - explain why
The Pathway team next year will consist of 3 classroom teachers. Without the dedicated support of a CTE Coach, there will be no support for pathway development which is critical in the third year of the pathway when it will actually serve students from grades 10-12. In other words, it will be a complete pathway. Pathway development support can help guide curriculum to ensure that they align with the pathway theme, CCSS and CTE Standards. Furthermore, the 10th and 11th grade Pathway teachers have piloted curriculum in the initial two years of the pathway. In this 3rd year of the Pathway, the 12th grade students will be completing the Senior Capstone Project, and the CTE Coach can provide targeted support in meeting CTE Standards. Support from the CTE Coach can assist in reflecting on the efficacy of the pathway projects in meeting standards.
(see leadership & vision strategic actions)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.		305-Race, Policy & Law Academy-115

		SSS Position funded at 1.0 FTE in order to continue support of and further develop the job shadow portion of the Mentoring Program, piloted this year. (schoolwide measure N funded)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.	305-Race, Policy & Law Academy-116
		Planning period prep (.2 FTE) for 11th grade English/CTE RPL teacher (Coleman) for reflecting and institutionalizing the 11th grade Mentoring Program which was piloted in the 2018-19 school year. (see leadership & vision strategic actions)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.	305-Race, Policy & Law Academy-117
		Conference registration, lodging, and travel for 3 pathway teachers to gain exposure to and develop culturally-relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway. (see rigorous academics strategic actions)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.	305-Race, Policy & Law Academy-118
		***CTE coach - explain why Continued support from the CTE coach would ensure a smooth transition into the t year for the mentoring program. Her support builds the capacity of the Co-Directors to manage partnerships so that by the 4th year of the pathway's development, we will have institutionalized WBL experiences for students. (see leadershion & vision strategic actions)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.	305-Race, Policy & Law Academy-119
		Planning period prep (.2 FTE) for 11th grade English/CTE RPL teacher (Coleman) for reflecting and institutionalizing the 11th grade Mentoring Program which was piloted in the 2018-19 school year. (see leadership & vision strategic actions)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.	305-Race, Policy & Law Academy-120
$0.00		1 FTE Student Support Specialist (D. Borquez) shared with the Engineering pathway to provide differentiated interventions for special populations of RPL students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. (schoolwide measure N funded)	Race, Policy & Law Academy		Enter object code at left.		Enter position number at left.	305-Race, Policy & Law Academy-121

$11,000.00	Measure N	Extended Contract: Summer stipends (H. Madom, K.Coleman, and B. Rivera) for one week of strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade RPL students in this new pathway.	Race, Policy & Law Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Race, Policy & Law Academy-122
$13,400.00	Measure N	Extended contracts for RPL teacher collaboration (H. Madom, K. Coleman, and B. Rivera) to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade RPL students in this new pathway. Establish and maintain relationships with industry professionals.	Race, Policy & Law Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-Race, Policy & Law Academy-123
$3,000.00	Measure N	Books (other than textbooks) for new 12th grade RPL course in order to support CTE aligned curriculum development and instruction.	Race, Policy & Law Academy	4200	Books other than Textbooks		Enter position number at left.		305-Race, Policy & Law Academy-124
$3,000.00	Measure N	Class supplies for continuing the 2019-20 RPL integrated RPL course centered on art and communication for social change in service of implementing multidisciplinary PBL in our pathway	Race, Policy & Law Academy	4310	School Office Supplies		Enter position number at left.		305-Race, Policy & Law Academy-125
$4,000.00	Measure N	RPL marketing and classroom supplies to ensure integration of CTE/CCSS standards and increase student and parent knowledge about pathway program and student opportunities.	Race, Policy & Law Academy	4310	School Office Supplies		Enter position number at left.		305-Race, Policy & Law Academy-126
$4,000.00	Measure N	Supplies:RPL marketing and classroom supplies to ensure integration of CTE/CCSS standards and increase student and parent knowledge about pathway program and student opportunities.	Race, Policy & Law Academy	4310	School Office Supplies		Enter position number at left.		305-Race, Policy & Law Academy-127
$3,000.00	Measure N	Refreshments for targeted student outreach events to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Race, Policy & Law Academy	4311	Meeting Refreshments		Enter position number at left.		305-Race, Policy & Law Academy-128
$2,000.00	Measure N	Travel & Lodging: Linked Learning school site visit registration, travel, and lodging for RPL pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Race, Policy & Law Academy	5200	Travel And Conferences		Enter position number at left.		305-Race, Policy & Law Academy-129

$5,000.00	Measure N	Conference registration for 3 pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Race, Policy & Law Academy	5200	Travel And Conferences		Enter position number at left.		305-Race, Policy & Law Academy-130
$8,000.00	Measure N	Student summer internships through ECCO for 20 RPL 11th graders to ensure 50% of RPL 11th graders participate in an internship related to their pathway focus.	Race, Policy & Law Academy	5200	Travel And Conferences		Enter position number at left.		305-Race, Policy & Law Academy-131
$10,000.00	Measure N	Consulting: KDOL to provide support with integrating digital media tools into culturally relevant, interdisciplinary PBL experiences at grade 11 level of this new pathway in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups.	Race, Policy & Law Academy	5825	Consultants		Enter position number at left.		305-Race, Policy & Law Academy-132
$600.00	Measure N	Honoraria: Guest artist visits for the 2018-19 RPL pilot art and communication for social change elective in order to provide at least 3 career awareness experiences per year for all RPL students at each grade level.	Race, Policy & Law Academy	5825	Consultants		Enter position number at left.		305-Race, Policy & Law Academy-133
$8,000.00	Measure N	Field trip transportation and admission for RPL students in order to ensure 100% of RPL students at each grade participate in three CTE aligned career awareness experiences per year.	Race, Policy & Law Academy	5826	External Work Order Services		Enter position number at left.		305-Race, Policy & Law Academy-134
									305--135

PATHWAY:	9th Grade (Oakland Tech)	School:	Oakland Technical High School
Pathway Industry Sector:	Information and Communication Technologies	School ID:	305

Pathway Description:	Our 9th grade structure has been designed to assist all students (specifically Early Warning students) with the transition to high school. The "House" system provides a cohort of students to be shared with a cohort of teachers. All students participate in Freshman Seminar: 18 lessons that have a focus of College/Career and Social Emotional Learning. Students are also provided with structured tutoring before and after school given by 9th grade teachers. Administration and teachers meet on a biweekly basis to discuss student interventions, support and alignment of curriculum. 9th grade also provides teachers of the same content with release days for curriculum planning/alignment as well as personal release days to conduct peer observation cycles. Incoming first-time freshmen are assigned to a house of 140 - 160 students. (A house is an organizational arrangement that assigns students and teachers to teams in a set of rooms). Self-contained special education students will continue with the same level of support. Mainstreamed students, supported by special education instructors, will be assigned to a house with the same team expectations. Each House: consists of cross-curricular teams of English, science, and social studies teachers with one member serving as a team coordinator (Lead Teacher)(stipend should be provided due to involvement in school ILT), has a common planning period for staff to meet, students remain with the teachers in their houses the entire year.engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skill to address real world projects and problems,academically rigorous education that maintains high expectations for each student, careful monitoring of student performance and attendance, data-driven decision making, a modified block schedule, intensive literacy instruction delivered to students who are two grades or more below 9th grade level, frequent contact between school and parents, academic literacy infusion into all content areas, ongoing recognition of accomplishments, and a freshman course ""Freshman Seminar""
Pathway Mission & Vision:	Mission: In order to support students' smooth transition to the structures and expectations of high school and build a foundation for future college and career choices, we will establish a continuity of expectations, teach essential tools across disciplines, provide both collaborative and individual tasks that engage and challenge students. Vision: Individually and collectively, students will critically engage with questions to solve problems, build resilience, and advocate for their needs and the needs of their communities."

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	50.8%	49.2%	98.7%	52.4%	5.2%	4.3%	9.2%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	27.9%	0.9%	17.5%	18.4%	1.3%	0.4%	24.5%	6.7%	0.4%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	N/A	N/A	N/A
On Track to Graduate (11th Grade)	N/A	N/A	N/A
On Track to Graduate (10th Grade)	78.7% of 9th graders are on track to graduate, which is the highest on track to graduate rate across grade levels. This foundation prepares students to be on track to graduate when they begin the 10th grade.	Only 57% of 10th graders remain on track to graduate, a 20% drop from 9th grade on track to graduate rates. Math presents the largest stumbling block with 34% of students off track.	Vertical alignment and common planning with 10th grade teachers within departments could help to ease students' transition between 9th and 10th grade. In addition, a more robust intervention program in 9th grade could help to alleviate gaps in learning early on in students' academic careers.
12th Grade A-G Completion	N/A	N/A	N/A
CTE Capstone Completion with a C- or better	Pathway Participation/ CTE Enrollment (since this is 9th grade only): 100% of students are enrolled in one of the three freshmen houses. As a part of the freshmen curriculum, all freshmen take an Ethnic Studies class which also includes a Freshman Seminar component. This begins to educate students about pathway options, college & career readiness, and CTE options at Oakland Tech. Almost all students completed pathway applications this year, due to beneficial changes in the pathway outreach/application/enrollment processes.	The Freshmen Seminar component has been partially developed and some students dislike and struggle in the ECS classes. There is no room in 9th graders schedules currently for intervention classes.	Implementing a robust intervention program, continuing to hone pathway outreach/application processes, and developing a robust Freshman Seminar/advisory component into our Ethnic Studies class will improve pathway participation and success.
Completion of two semesters of college coursework with a C- or better	N/A	N/A	N/A

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	NA		Coming soon	
On Track to Graduate (11th Grade)	NA		Coming soon	
On Track to Graduate (10th Grade)	Increase 10th grade on track to graduate rates by 5% by adding intervention classes, strengthening Freshman Seminar curriculum, and increasing vertical alignment with 10th grade teachers.		57%	62%

12th Grade A-G Completion	NA				Coming soon	
CTE Capstone Completion with a C- or better	NA				Coming soon	
Completion of two semesters of college coursework with C- or better	100% of freshmen complete pathway application process. Strengthen Freshman Seminar curriculum in ECS classes and create opportunities for intervention classes.			Low-Performing Students	100.0%	100% (with stronger Freshmen Seminar and intervention classes)

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*			
Mission and Vision	3	3	3	The mission and vision are consistent with pathway teachers' actions. Pathway teachers continue actualizing the vision for a robust 9th grade built around the House system.			
Leadership Configuration	2+	3	3	The 9th grade board has continued to formalize leadership structure and roles. The 9th grade team has already mapped out the trajectory next year's pathway Wednesdays, board meetings, and house meetings so professional development and collaboration will be in line with the 9th grade mission and vision.			
Distributive Leadership	3	4	4	Leadership is fully distributed. This year the board has gotten much better at getting input from course alike teams and house teams and then bringing it back to board meetings.			

Pathway Leadership & Vision Goal for 2019-20:	Continue to hone a strong distributed leadership structure in order to actualize the 9th grade mission and vision.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contract for 9th grade Board to meet weekly to coordinate across houses, align student supports, curriculum, plan PD	Enabling Conditions	Measure N	$4,000.00	1120			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*			
Open Access and Equitable Opportunities	4	3	3	9th grade Houses accept all students and then foster positive academic identities through culturally relevant curriculum and scaffolding. With this said, there are still persistent achievement gaps.			
Diverse Student Representation	4	4	4	All of the 9th grade core courses are as diverse as the school's composition. The three houses are each made up of a heterogeneous group of 9th graders.			
Closing the Opportunity Gap	2	2	2	Through inquiry work, 9th grade teachers are trying to address the needs of D & F students, but gradeb			

Pathway Equity, Access & Achievement Goal for 2019-20:	Improve efforts to support African American and Latinx males, in order to reduce the current achievement imbalance in the pathway.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contract for Pathway Coordination of Outreach Process	Enabling Conditions	Measure N	$3,000.00	1120			
Food for Academy Outreach Events	Enabling Conditions	Measure N	$3,000.00	4311			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.
What will your pathway do to align to the schoolwide focus for 2019-20?	Our team will develop signature practices for writing, reading, and discussing complex texts across all disciplines in order to promote language and literacy development.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Conference registration, travel and lodging Math and literacy trainings - summer institutes (Kate Kinsella - literacy/ math?) **(see below - rigorous academics)**							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	1	2	2	There is no pathway theme at the 9th grade level, with the exception of the Exploring Computer Science classes. 9th grade is currently pre-pathway. With this said, 9th graders are being more exposed to pathways than ever before in the past, and next year the career exploration/ advisory component of Ethnic Studies will be strengthened.
Integrated Core	3	3	3	The core is integrated in Cal Studies (blocked English/History), Biology, Exploring Computer Science, and teachers in these courses are experimenting with cross curricular collaboration. Algebra classes are currently 80% integrated, but PE and Foreign Language are not integrated.
Cohort Scheduling	3+	3	3	Cohorts are scheduled so that 9th graders take courses in Cal Studies, Biology, and Exploring Computer Science with students from within their House. House teachers share the same students and are able to check in about grades, behavior, socioemotional well-being etc.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	3	3	3	9th grade teachers integrate 5+ collaborative projects per course each year and are working towards more interdisciplinary projects that blend disciplines in coming years.
Collaborative Learning	3	3	3	There has been an increase in collaborative projects per course each year, and teachers are working towards more interdisciplinary PBL.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	2	2+	2-	Subject matter PLCs for Algebra 1, California Studies, and Biology meet weekly to share best instructional practices and align curriculum. House meetings are used for student support and strategic/visionary planning for the Houses.
Collaboration Time	1	3+	3+	Collaboration time is built into teachers' schedules with Houses sharing collaboration periods for House meetings, 9th grade board members sharing a collaboration period, and subject alike PLCs (like California Studies) sharing a common prep period. Only PE, foreign language, and some math teachers are not collaborating.
Professional Learning	2	3	3	Building off of our past 2 years' work with MTS, this year's collaboration emphasized analyzing student work focused on: cross-curricular planning, project based learning, and community engagement.

5B. Rigorous Academics Pathway Needs Assessment

*What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
There is no pathway theme at the 9th grade level, with the exception of the Exploring Computer Science classes. 9th grade is currently pre-pathway. With this said, 9th graders are being more exposed to pathways than ever before in the past, this year the pathway outreach process was refined through the ECS classes with the support of a Pathway Outreach and Coordination committee consisting of: 9th grade AP, 9th grade SSS, pathway coach, 9th grade TSA, ECS teacher lead, and 9th grade counselor.	Partially Implemented	Somewhat Effective	9th grade teachers integrate 5+ collaborative projects per course each year, and are working towards more interdisciplinary projects in coming years.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	9th grade teachers will continue to use culturally relevant PBL approaches to engage students in 5+ CCSS aligned projects per course, culminating with the Taking Action Project capstone in Cal Studies. The 9th grade teachers will continue to build towards more multidisciplinary PBL experiences. Increase pass rate in math and increase grade-level reading by 10%	All Students	3+ PBL projects throughout 9th grade, not across all courses 25% math failure rate 29% reading below GL	5+ PBL per course, major Taking Action Project for 100% of 9th graders 85% algebra 1 pass rate 89% GL reading
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. Pathways will anchor their curriculum/projects in their respective career fields. The 9th grade team will work to further align the Taking Action Project with the Senior Project in future years.	All Students	60%	100% senior project

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.** **If we implement focused interventions for students within houses, taught by the students' teachers themselves, students will make adequate progress in math and ELA and make more progress towards grade level readiness.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contracts for Summer planning and curriculum development for teachers working to write improved and new curriculum.	Enabling Conditions	Measure N	$6,000.00	1120			
Registration, travel & lodging for conferences to support literacy and math	Enabling Conditions	Measure N	$5,000.00	5200			

Extended contracts for teachers, SSS and counselors to collaborate during house meetings twice a month outside of the work day including a retreat in service of rigorous academics and student supports.	Comprehensive Student Supports	Measure N	$20,000.00	1120		
Cal Studies participation in Ethnic Studies PLC (cost?)	Rigorous Academics	Measure N	$3,000.00	1120		
Books other than textbooks as needed to support CCSS aligned curriculum.	Rigorous Academics	Measure N	$8,000.00	4200		
Math intervention class? .2FTE ($12,000)	Comprehensive Student Supports	Measure N	$12,000.00	1105?		0.20
Benefits for staff @ %20 **(included in extended contract amount?)**	Enabling Conditions	Measure N		1105?		

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	1	2	2	There are not many WBL experiences at the 9th grade level, but academic courses prepare students with the skills they will need to be successful in the modern workplace. During academy week, older students from within college pathways will come to Ethnic Studies classes and provide information and activities around careers. Next year the Freshman Seminar/advisory portion of Ethnic Studies will be built out to include more career exposure related to the career pathways open to students at Tech.
Pathway Outcomes	1	2	2+	Outreach and recruitment policies for career pathways have improved. Academy week and application processes provide students with more background about their choices. SpEd inclusion in this process was much improved this year.
Pathway Evaluation	1	2	2	Outreach and recruitment policies for career pathways have improved. Academy week and application processes provide students with more background about their choices. SpEd inclusion in this process was much improved this year.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Outreach and recruitment policies for career pathways have improved. Academy week and application processes provide students with more background about their choices.	Partially Implemented	Somewhat Effective	There are not many WBL experiences at the 9th grade level, but academic courses prepare students with the skills they will need to be successful in the modern workplace. During academy week, older students from within college pathways will come to Ethnic Studies classes and provide information and activities around careers. Next year the Freshman Seminar/advisory portion of Ethnic Studies will be built out to include more career exposure related to the career pathways open to students at Tech

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target

Career Awareness	100% of 9th graders students will participate in at least three initial career exploration experiences per year(guest speaker, Freshman Seminar/advisory activities, academy outreach activities).	All Students	60% 1 career awareness experience	100% 3 career awareness experiences
Career Exploration	100% of 9th graders will participate in pathway week and learn about the 5 career pathways Oakland Tech offers.	All Students		100%
Career Preparation	100% of 9th graders with complete pathway applications and pre-resume work in Ethnic Studies classes.	All Students	80%	100% pathway applications

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Printing: Supplies to market pathways and inform the community in service of increasing pathway enrollment. Posters/ brochures	Enabling Conditions	Measure N	$4,000.00	4310			
Honoraria - Stipends for guest speakers for career awareness	Career Technical Education	Measure N	$1,000.00	5825			
Curriculum - Career Awareness	Career Technical Education	Measure N	$1,000.00	?			

7. COMPREHENSIVE STUDENT SUPPORTS   *Previously called Integrated Student Supports

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	2	2	A portion of weekly 9th grade House meetings are used to discuss struggling students and their needs. An SSS supports a caseload of around 20 at-risk students by providing parent and teacher contact, one on one conferences, etc.One House is piloting a math intervention course to support struggling students in Algebra 1.
College & Career Plan	1	2	2	Currently, we have a developing advisory/Freshmen Seminar portion of the Ethnic studies class to be built out by a new counselor/ support position. This will provide a more solid college/career foundation for all students. Additionally, the 9th grade counselor provides course counseling and classroom presentations to all students.Finally, a career assessment and awareness portion will be added to the pathway outreach timeline for all 9th graders.

7B. Comprehensive Student Supports Pathway Needs Assessment

What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
A portion of weekly 9th grade House meetings are used to discuss struggling students and their needs. An SSS supports a caseload of around 20 at-risk students by providing parent and teacher contact, one on one conferences, etc. Currently, we are working to build a stronger advisory/Freshmen Seminar curriculum to include in the Ethnic Studies class next year. This will provide a more solid college/career foundation for all students. The 9th grade counselor provides course counseling and classroom presentations to all students.	Partially Implemented	Somewhat Effective	More evidence needs to be gathered around the efficacy of these efforts as they continue to be expanded in coming years.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	90% of our students will be on track for graduation when leaving 9th grade. More than 90% of students will be entering career pathways in the 10th grade.	All Students		90%
Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	An additional counselor will provide targeted interventions for a caseload of 9th grade students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact). The intervention strategies that the 9th grade piloted this year will support target populations of need. Intervention classes in English and Math will be implemented for students around 2 years below grade level.	Low-Performing Students		100% of caseload students

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended contracts for teachers to provide Boost tutoring after and before school to support struggling students.	Comprehensive Student Supports	Measure N	$7,000.00	1120			
Transportation to field trips in service of pre-pathway development, House community building, and high school transition. (carryover - strike and teacher turnover prevented many field trips from happening this year)	Enabling Conditions	Measure N	$15,000.00	5826			
Admissions for field trips in service of pre-pathway development, House community building, and high school transition.(carryover - strike and teacher turnover prevented many field trips from happening this year)	Enabling Conditions	Measure N	$10,000.00	5829			
Refreshments for parent meetings.	Comprehensive Student Supports	Measure N	$6,000.00	4311			
Consulting: Facilitation support for whole pathway activities to allow the students in 9th grade houses to bond and ease high school transition.	Enabling Conditions	Measure N	$15,000.00	5829			
Licenses for SRA HUB advisory lessons to support pre-pathway college and career readiness.	Career Technical Education	Measure N	$2,000.00	5846			

1. ABOUT THE PATHWAY

PATHWAY:	Computer Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Information and Communication Technologies	**School ID:**	305

Pathway Description:	The Computer Academy is for students who enjoy using computers and want to learn more about them. The academy program will develop for students the computational thinking practices of algorithmic development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues of software engineering. They also spend some time learning about robotics, PC systems and how to build troubleshoot computers all of which offer students a hand-on learning experience. Key skills and features include: Computer organization and architecture, multimedia, word processing, spreadsheet and database applications, computer repairs, computer programming, graphics and editing, Internet/web pages design and HTML, designing and maintaining networks.
Pathway Mission & Vision:	The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. Vision/ Mission: Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	70.6%	29.4%	97.6%	45.5%	4.8%	2.6%	6.9%	Coming soon	Coming soon

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	21.7%	0.3%	31.5%	11.6%	0.8%	0.5%	26.5%	6.1%	0.0%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers

Pathway Graduation & Dropout Rates	We have a 85% graduation rate in this academy, which is higher than the district average.	There is a high Special Ed dropout rate. High needs students are being admitted but then subsequently leave the Computer Academy.	Student Support Specialist dedicated to a caseload of at risk academy students, as well as a Computer Academy TSA can help to support struggling students and provide targeted interventions (parent contact, tutoring, classroom observations, one-on-one meetings).
On Track to Graduate (11th Grade)	76.5% of 11th grade Computer students are on track to graduate, as opposed to 62.5% of 11th grade students schoolwide. This is up 10% from 2016-17. EL, IFEP, and RFEP students are succeeding in the pathway with 89% on track to graduate, as compared to 67% in 2016-17. Students eligible for free and reduced lunch are slightly outperforming their counterparts who are not eligible for free and reduced lunch in this metric.	White, Asian, Multiple Ethnicity, and AA 11th graders are outperforming their Latino counterparts considerably in the Computer Academy. Latino 11th graders in this academy are only 57% on track to graduate. Math presents the largest stumbling block, with 18% of Computer Academy 11th graders non on track in Math.	A Student Support Specialist dedicated to a caseload of at risk academy students, as well as a Computer Academy TSA can help to support struggling students and provide targeted interventions (parent contact, tutoring, classroom observations, one-on-one meetings). Math intervention courses in the 9th grade could help to alleviate this problem by closing learning gaps early on in students' academic careers. In addition, more alignment with the Math department may help increase on-track-to-graduate rates. Further parent outreach and a more robust mentoring program are other ideas being considered by pathway stakeholders.
On Track to Graduate (10th Grade)	67.4% of 10th grade Computer students are on track to graduate, as opposed to 56% of 10th grade students schoolwide. EL, IFEP, and RFEP students are succeeding in the pathway with over 75% on track to graduate. Students eligible for free and reduced lunch are succeeding at the same rate as students who are not eligible for free and reduced lunch in this metric	White, Asian, and Multiple Ethnicity 10th graders are outperforming their AA and Latino counterparts by about 10% in the Computer Academy Math presents the largest stumbling block, with 20% of Computer Academy 10th graders non on track in Math.	A Student Support Specialist dedicated to a caseload of at risk academy students, as well as a Computer Academy TSA can help to support struggling students and provide targeted interventions (parent contact, tutoring, classroom observations, one-on-one meetings). Math intervention courses in the 9th grade could help to alleviate this problem by closing learning gaps early on in students' academic careers. In addition, more alignment with the Math department may help increase on-track-to-graduate rates. Further parent outreach and a more robust mentoring program are other ideas being considered by pathway stakeholders
12th Grade A-G Completion	70% of 12th graders met A-G completion in 2016-17, up 6% from 2015-16. This is slightly higher than schoolwide averages.	The number of students still enrolled in the Computer Academy as 12th graders appears quite low, according to the district dashboards.	In order to maintain Computer Academy enrollment rates, curriculum and instructional practices in the higher grade levels can be differentiated to better suit all students' needs. In addition, cohorting students in English/World History courses in higher grade levels may help provide additional spaces for academy focused support.

CTE Capstone Completion with a C- or better	2018/19 is the first year we have offered a Senior Capstone. We have 45 Seniors enrolled this year and have 80 enrolled for next year. As of 4/182019 the average grade in the clas as 83%	Students struggle in two domains. The first is writing a research paper. This class is the first time that they are asked to write a formal research paper. The second is managing a long term project as opposed to an assignment based curriculum.	For year two we have built new curriculum to address both difficulties. Research paper will be addressed through experience and iterating. As for the long term project management we will work to be much more intentional about the skills needed to manage this
Completion of two semesters of college coursework with a C- or better	For the last few years students have been able to take a Dual Enrollment Community College computer science course at Oakland Technical HS. The class meets three days a week during 6th period and after school.

The class provides students the opportunity to experience a college course. This is good for building skills such as test taking, study habits, and schedule-keeping. Additionally the class provides a GPA boost and offers double the credit as a HS course. | Recruitment is difficult because the counselors are not fully aware of what the class is and all of its benefits.

Additionally, the class conflicts with internship opportunities.

Students who have previous engagements such as work, family, extra curriculum or sports often cannot make it either. This means the student pool and thus recruitment, is limited. | We are working to ensure the counselors, students and their parents are clear on exactly what the opportunity is.

We have change the class so that it only meets first semester and the second semester is now available for internship opportunities especially the one at Cal. |

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Increase pathway retention by 10%. Increase Special Ed pathway retention and A-G eligibility by 10%.	Low-Performing Students	Coming soon	60%
On Track to Graduate (11th Grade)	Increase the number of students on track to graduate in Math by 5%.	Low-Performing Students	Coming soon	87%
On Track to Graduate (10th Grade)	Increase the number of students on track to graduate in Math by 5%.	Low-Performing Students	Coming soon	85%
12th Grade A-G Completion	Increase 12th grade A-G completion by 10% for all Computer Academy students.	Low-Performing Students	Coming soon	80%
CTE Capstone Completion with a C- or better	All Seniors take the class and receive 70% or better	All Students	Coming soon	100%
Completion of two semesters of college coursework with C- or better	Increase enrollment to 30 students	All Students	Coming soon	90% pass

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*

				Explanation
Mission and Vision	3	3	3	The pathway has an existing mission and vision, but it could be more fully integrated into the pathway. Directors are working to try to uniform the pathway and create common policies, including a cheating policy that was disseminated schoolwide.
Leadership Configuration	2	2	3	There are 2 pathway directors and several pathway stakeholders, including a designated Assistant Principal. There is a Thursday Leadership weekly check in which is productive and offers improved collaboration during the school day. Teachers are more close to identifying as pathway stakeholders, but without pathway purity this is difficult.
Distributive Leadership	2	2	2	Teachers are very involved in leadership, but the integration between school/district leaders and pathway directors is not sufficiently distributed. Pathway directors are overwhelmed by the workload, in addition to their teaching duties, and feel that more collaboration is needed to adequately run the pathway.

Pathway Leadership & Vision Goal for 2019-20:	Pathway development and management become appropriately shared by the majority of the pathway team, with at least 5 educators taking on lead for various aspects of pathway function.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
TSA to distribute leadership in order to increase WBL experiences and comprehensive student supports for all Computer Academy students; set up infrastructure for internships and mentoring in preparation for the ending of the Intel partnership	Enabling Conditions	Intel	$90,000.00	1112			
Registration Linked Learning school site visit registration for Computer pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Enabling Conditions	Measure N	$3,000.00	5200			
Travel and Lodging for Computer pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Enabling Conditions	Measure N	$3,000.00	5200			
Lodging, and travel for Computer Academy teachers to attend CPA conferences to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Enabling Conditions	California Partnership Academy	$1,000.00	5200			
Extended contracts (for Computer Academy info nights and events, collaboration to facilitate curriculum design and provide targeted intervention to at risk students (not to exceed 500 hours across 7 teachers).	Enabling Conditions	Measure N	$5,000.00	1120			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	3	3	3	New pathway recruitment and application processes allow for collaboration between all pathway directors and more open access. Efforts to recruit more female identifying students into the pathway have been successful this year
Diverse Student Representation	2+	3	3	Pathway directors are actively trying to recruit more females. There have been 2 years of improvement in the female population of the Computer Academy and multiple years of ethnic background mirroring the makeup of the school. There is still a need to increase the Latino population to mirror Tech's population.

Closing the Opportunity Gap	2	2+	2+	All Computer Academy students take an AP Computer Science course in 10th grade. An SSS supports a caseload of struggling students. However, more work needs to be done to support students struggling in AP classes, with some students dropping the pathway because of the difficulty of these classes.

Pathway Equity, Access & Achievement Goal for 2019-20:	Improve outcomes and integration of subgroups in rigorous academy classes (especially AP courses).

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended contracts (for Computer Academy info nights and events, collaboration to facilitate curriculum design and provide targeted intervention to at risk students (not to exceed 500 hours across 7 teachers).	Enabling Conditions	Measure N	$32,000.00	1120			
Supplies for Computer marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Enabling Conditions	Intel	$36,000.00	4300			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.
What will your pathway do to align to the schoolwide focus for 2019-20?	Our pathway team develop one signature practice each for writing, reading, and discussing complex texts across all disciplines in order to promote language and literacy development.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Books other than Textbooks: Set of contemporary and relevant novels with reading level indicated to add to classroom library set up, for students to read at or slightly above their reading level	Rigorous Academics	California Partnership Academy	$5,000.00	4200			

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2+	3+	3+	Our theme is relevant to modern career skills and classes all align with computer industry expectations. Industry partners support the pathway theme (Intel).
Integrated Core	1	1+	1+	Integration exists in the 10th grade in English/World History Courses (not pure cohorting but all have Computer Academy teachers). In 11th and 12th grades there are no pure courses and many Computer Academy students are not with the Academy English/History teachers These students would only be in academy CTE classes, making interdisciplinary projects and opportunities difficult.

Cohort Scheduling	2	2	2	Integration exists in the 10th grade in English/World History Courses (not pure cohorting but all have Computer Academy teachers). In 11th and 12th grades there are no pure courses and many Computer Academy students are not with the Academy English/History teachers These students would only be in academy CTE classes, making interdisciplinary projects and opportunities difficult.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2	3	3	There are strong critical thinking and PBL elements to most courses in the pathway. There are multiple PBL experiences in each course each year. A 10th grade interdisciplinary capstone project was developed, and we will offer a mandatory 12th grade capstone course for seniors next year (students switching between S.Ketcham and S.Wright)
Collaborative Learning	2+	3	3	There are collaborative, PBL elements to all courses in the pathway. Teachers emphasize heterogeneous groups.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	2	2	2	Teachers are not observing each other teaching, but they do share resources. Pathway Wednesdays twice monthly are used to share best practices. Young Whan works with pathway directors towards meaningful PBL interdisciplinary assessments.
Collaboration Time	1	2	2	Pathway teachers meet twice a month on pathway days. The 10th grade team meets weekly. More distributed leadership is necessary, as is more collaboration time built into the school day.
Professional Learning	2	2	2	Young Whan works with pathway directors towards meaningful PBL interdisciplinary assessments. Pathway teachers occasionally attend relevant PDs, like the conference Education for Career in Sacramento each year.

5B. Rigorous Academics Pathway Needs Assessment

*What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway Wednesdays twice monthly are used to share best practices. These meetings have been focused on developing PBL assessment in our individual classes, and doing an inquiry cycle with lesson development. Pathway teachers occasionally attend relevant PDs, like the conference Education for Career in Sacramento each year. 3-4 teachers are planning to attend a PBL focused PD during the first week of summer	Partially Implemented	Effective	There are strong critical thinking and PBL elements to most courses in the pathway. There are multiple PBL experiences in each course each year. There are two 10th grade interdisciplinary capstone projects: a career research project in the fall, and an identity project with a creative writing component and coding component. We have piloted a 12th grade capstone course for seniors, in which students use the design thinking process to research and create a web based application that solves a technical need for a community member.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	10th grade teachers will continue their capstone PBL assignment in the Spring, and implement a second PBL unit in the Fall. An academy focused capstone PBL assignment will be implemented at each grade level.	All Students		1 CTE aligned per grade level, 2 in 10th grade
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. Computer students will complete a project related to their pathway's CTE focus. Computer Academy will offer a mandatory 12th grade capstone course for seniors next year.	All Students		100%

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	If we continue working to integrate PBL and develop interdisciplinary curriculum where possible, we will go as far as we can (given the current schedule configuration) in ensuring all students have rigorous, project-based engagement through all three years in our program. (Integration exists in the 10th grade in English/World History Courses (not pure cohorting but all have Computer Academy teachers). In 11th and 12th grades there are no pure courses and many Computer Academy students are not with the Academy English/History teachers These students would only be in academy CTE classes, making interdisciplinary projects and opportunities difficult. However, time is set aside in 12th grade English classes to support CA students, though this support is limited in terms of scope and understanding of what students may be doing.)

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Books (other than textbooks) for Computer Academy English courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines. **(See literacy strategic actions)**							
Books (other than textbooks) for Computer Academy History courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines.	Rigorous Academics	California Partnership Academy	$5,000.00	4200			
Textbooks for Computer Science capstone curriculum including Change by Design textbooks for pilot 12th grade capstone course to increase A-G eligibility.	Rigorous Academics	California Partnership Academy	$5,000.00	4100			
Supplies??- Computer Science instructional supports (AP review and supplemental materials) for pilot 12th grade capstone course to increase A-G eligibility.	Rigorous Academics	California Partnership Academy	$15,000.00	4310			
Technology Supplies- Materials for capstone project (rasberry pis, makers kits, etc.) to pilot 12th grade Computer senior project exhibition to increase A-G eligibility and student engagement.	Career Technical Education	Perkins	$5,000.00	4420?			
Supplies - Materials for core classes (english, history, or math) to use on integrated projects, like the career research project (poster paper, markers, etc)	Rigorous Academics	Measure N	$2,000.00	4310			
Textbooks for Computer Academy courses and core classes to ensure integration of CTE/CCSSS standards.	Career Technical Education	Measure N	$5,000.00	4100			
Techology- Laptop cart for Senior Capstone class. The class requires laptops as opposed to chromebooks. We have 80 to 100 seniors that take this class and currently have 64 computers in two carts.	Career Technical Education	Perkins	$30,000.00	4420			
Technology- Laptop cart (see line above)	Career Technical Education	California Partnership Academy	$10,000.00	4420			

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*

Types of Student Experiences	2+	3	3	Students have opportunities for career exploration visits at each grade level. Robust partnerships with Intel, Tech Equity, and Cal allow for numerous internship opportunities. The Intel mentorship program needs to be revamped to be more effective. Clubs like Girls Who Code and Robotics Club offer students extracurricular WBL experiences.
Pathway Outcomes	2+	2+	2+	Pathway WBL outcomes need to be better tracked and institutionalized across campus. There are many opportunities for internships but not designated tracking systems. In addition, a sustainable plan needs to be created for when Tech's partnership with Intel comes to an end.
Pathway Evaluation	3	2+	2+	Pathway WBL outcomes need to be better tracked and institutionalized across campus. There are many opportunities for internships but not designated tracking systems. In addition, a sustainable plan needs to be created for when Tech's partnership with Intel comes to an end.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Robust partnerships with Intel, Tech Equity, and Cal allow for numerous internship opportunities. The Intel mentorship program needs to be revamped to be more effective.	Fully Implemented	Effective	Students have opportunities for career exploration visits at each grade level. Clubs like Girls Who Code and Robotics Club offer students extracurricular WBL experiences. Robust partnerships with Intel, Tech Equity, and Cal allow for numerous internship opportunities. The Intel mentorship program needs to be revamped to be more effective.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of students at each grade level 3 career awareness experiences	All Students		100%
Career Exploration	100% of 10th graders participate in mentorship program	All Students		100%
Career Preparation	60% of 11th graders internships	All Students		60%

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contract: Curriculum development for CTE aligned, WBL experiences to expand career readiness opportunities for students. **(see pathway equity access & achievement))**							
Transportation for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at least 3 career exploration experiences per year.	Work-Based Learning	California Partnership Academy	$19,800.00	5826			
Admissions for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at lest 3 career exploration experiences per year.	Work-Based Learning	California Partnership Academy	$3,000.00	5829			
Licenses & fees: Certification programs and licenses to expand CTE aligned experiences for students. CISCO certification, Intel certifications.	Work-Based Learning	California Partnership Academy	$5,000.00	5846			

Refreshments for targeted student outreach events to build community, and recruit and support all student groups.	Work-Based Learning	California Partnership Academy	$4,170.00	4311			
Honorarium: Guest speakers from industry to provide all Computer Academy students at least 3 career exploration awareness experiences per year.	Work-Based Learning	California Partnership Academy	$2,000.00	5825			
Internship stipends- through Intel to provide at least 60% of Computer Academy 11th graders with internships.	Work-Based Learning	Intel	$82,000.00	5200			
Mentorships through Intel to provide Computer Academy students with ongoing career exploration opportunities.	Work-Based Learning	Intel	$60,000.00	5825			
Furniture: Collaborative classroom furniture through Intel to provide Computer Academy students with instructional experiences that are CTE and industry aligned.	Work-Based Learning	Intel	$7,000.00	4432			

7. COMPREHENSIVE STUDENT SUPPORTS   *Previously called Integrated Student Supports

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	2	3	An SSS supports a caseload of at-risk Computer Academy students with push-in/pull-out support. There is a functioning tutoring program and mentoring program, that could be further improved, but we have had consistent attendance this year. We could still improve on communication with parents.
College & Career Plan	2	2	2	A college visit is provided at each grade level, as well as career exploration field trips. Directors hope to provide Cisco courses, guest speakers, and mock interviews - as well as more formal college plans - in future years.

7B. Comprehensive Student Supports Pathway Needs Assessment

*What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
An SSS supports a caseload of at-risk Computer Academy students with push-in/pull-out support. A mentoring program also exists, as does a peer tutoring program. A college visit is provided at each grade level, as well as career exploration field trips.	Fully Implemented	Effective	More targeted support for students struggling in AP academy courses is necessary. The mentoring program needs to be reimagined and parent outreach systems enhanced. A peer tutoring program is in place, but stronger expectations need to be set and "contracts" respected. Directors hope to provide Cisco courses, guest speakers, and mock interviews - as well as more formal college plans - in future years.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	Develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all Computer students to visit one colleges per year during their time in the pathway.	Low-Performing Students		1 college visit per year, college plans for 100% of at risk students

Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	The Student Support Specialist will continue to provide targeted intervention for the caseload of Computer Academy students with academic and socio-emotional needs (one on one meetings, SST meetings, class observations, family contact). The Intel mentoring program and peer tutoring programs will be revamped and systemized to be more effective.	Low-Performing Students		100% of caseload students

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1.0 FTE Student Support Specialist to provide differentiated interventions for at risk populations of Computer Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Comprehensive Student Supports	Intel	$56,000.00	5825			

1. ABOUT THE PATHWAY

PATHWAY:	Engineering Academy (Oakland Tech)	**School:**	Oakland Technical High School
Pathway Industry Sector:	Engineering and Architecture	**School ID:**	305
Pathway Description:	The Engineering Academy is a rigorous academy that focuses on mechanical engineering. Starting in 10th grade, the students in this academy study engineering, physics (focused on mechanics), drafting, etc. Curriculum includes: Traditional and Computer-Aided Drafting; Design a house and build a model for the Oakland Rotary Club Annual Design Contest; Use advanced CAD software to construct 3-D models; College level statistics and dynamics.		
Pathway Mission & Vision:	The mission of the Engineering Academy is to successfully teach students physics mechanics through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in civil and mechanical engineering.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	52.7%	47.3%	99.2%	25.9%	2.1%	1.2%	3.3%	Coming soon	Coming soon

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	7.0%	0.0%	16.9%	13.2%	0.8%	0.0%	44.4%	13.2%	0.0%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Pathway graduation rates are high. Students in the Engineering pathway have traditionally been college-bound.	As pathway directors work to create a more heterogeneous pathway that reflects the diversity of the whole student body, the challenge will be to support at risk students adequately.	Hiring a full time SSS in the 2018-19 year is one high leverage action pathway directors are taking to address the change in population in the Engineering Academy. In addition, piloting a senior capstone class will help provide additional support to 12th graders in the academy.

On Track to Graduate (11th Grade)	87% of 11th grade Engineering students are on track to graduate, as opposed to 62.5% of 11th grade students schoolwide averages. This is far above schoolwide averages.	Math is the stumbling block for students who are off track. The 8 11th graders who are off track are all only off track in Math.	Hiring a full time SSS in the 2018-19 year is one high leverage action pathway directors are taking to address the change in population in the Engineering Academy. More relevant learning PBL experiences and WBL field trips may help increase student engagement. Formalized tutoring and intervention systems schoolwide could also address barriers.
On Track to Graduate (10th Grade)	More than 75% of 10th grade Engineering students are on track to graduate, which is higher than schoolwide averages.	Math is the stumbling block for students who are off track. Of the 16 10th graders who were off track to graduate in 2016-17, 15 were off track in Math and no other subject.	Hiring a full time SSS in the 2018-19 year is one high leverage action pathway directors are taking to address the change in population in the Engineering Academy. More relevant learning PBL experiences and WBL field trips may help increase student engagement. Formalized tutoring and intervention systems schoolwide could also address barriers.
12th Grade A-G Completion	96% of students in the Engineering Academy are A-G eligible. This is far above schoolwide averages. Students who are eligible for free and reduced lunch reach A-G eligibility at a similar rate to students not eligible for free and reduced lunch.	As pathway directors work to create a more heterogeneous pathway that reflects the diversity of the whole student body, the challenge will be to support at risk students adequately.	Piloting a senior capstone class for the second year will help provide additional support to 12th graders in the academy.
CTE Capstone Completion with a C- or better	The engineering pathway piloted a senior capstone course during the 2018-2019 school year. All students taking it have gotten better than a C-.	Since it was a pilot year, only 40% of students actually took the course	Aligning curriculum from sophomore and junior CTE classes will allow more students to take the course and successfully complete the capstone project
Completion of two semesters of college coursework with a C- or better			

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Maintain 12th grade A-G eligibility at above 95% for all subgroups.	All Students	Coming soon	>95%
On Track to Graduate (11th Grade)	Increase on track to graduate rates in Math by 5%.	All Students	Coming soon	92%
On Track to Graduate (10th Grade)	Increase on track to graduate rates in Math by 5%.	All Students	Coming soon	81%
12th Grade A-G Completion	Maintain A-G eligibility at above 95% for all subgroups.		Coming soon	>95%
CTE Capstone Completion with a C- or better	Increase enrollment in the senior capstone class by 25%	All Students	Coming soon	>63%
Completion of two semesters of college coursework with C- or better			Coming soon	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	Coming soon	Coming soon	3+	We have worked on updating our mission and vision and have a clearer idea of what need our pathway fills and what we expect our students to be able to do. We do not yet have a clear plan on how to implement all of the updated ideas
Leadership Configuration	Coming soon	Coming soon	2+	There are only two official teachers for the Engineering pathway and we share responsibilities for running the pathway.
Distributive Leadership	Coming soon	Coming soon	2-	This year we have had much more collaboration with administrators and other pathways, but it is mainly driven by teacher request.

Pathway Leadership & Vision Goal for 2019-20: Continue to use built in collaboration time to develop senior project and vertically map desired graduate outcomes.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contract: Summer stipends for three weeks of curriculum planning in order to further develop capstone course, restructure existing classes to support this course, and outreach to potential WBL partners.	Enabling Conditions	Measure N	$13,464.00	1120			
Transportation and lodging: Linked Learning school site visits Engineering Academy teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway	Career Technical Education	Measure N	$5,000.00	5200			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	Coming soon	Coming soon	2+	Our admissions process this year is much more focused on interest rather previous academic achievement. Outreach to middle school students is still limited.
Diverse Student Representation	Coming soon	Coming soon	3	Our rising 11th grade class and incoming 10th grade class are much more diverse than previous years and we believe this a result of changing our admissions process.
Closing the Opportunity Gap	Coming soon	Coming soon	2	No specific programs are currently in place for these groups, although SPED and ELL supports will be specifically developed into the curriculum. Addition of a part time SSS helped in the 2018-19 school year, but a full time SSS would be even more beneficial/effective.

Pathway Equity, Access & Achievement Goal for 2019-20: Improve efforts to recruit and support African American, Latinx, and females, in order to reduce the current ethnic and gender imbalance in the pathway.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Food for outreach events & Student Design Team meetings	Enabling Conditions	Measure N	$2,000.00	4311			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.

What will your pathway do to align to the schoolwide focus for 2019-20?	Throughout all of our classes, we have increased the frequency of assignments requiring justification and group work. These will support literacy development for all students. In addition, our junior and senior courses require presentations so that students can practice using formal academic language in an oral setting as well. Our 10th grade students are being cohorted in English classes so that they can be supported more directly in their literacy development by the teacher and our SSS.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contract - Capstone Course Development **(see pathway leadership and vision strategic actions)**							
1 FTE Student Support Specialist to support coordination of supports and intervention for our most struggling students **(see personalized student supports)**							
Professional Development/ Conference fees: Support teaching technical writing	Rigorous Academics	Measure N	$5,000.00	1120			
Travel and Lodging for Conference to Support teaching technical writing	Rigorous Academics	Measure N	$2,000.00	5200			
Master scheduling: Better cohorting of all of our students in outside classes so we can develop a team of teachers and provide more interdisciplinary alignment and support **(schoolwide Measure N funded)**							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	Coming soon	Coming soon	3	Courses being taught are chosen mostly through teacher expertise and what has been done historically, although we are looking more closely at the course sequence, and updating it to reflect student interest and industry needs. We added the capstone course to pull together lessons from sophomre and junior years. We are also and working on putting together an advisory board (we have had 2 meetings in the 2018-19 school year).
Integrated Core	Coming soon	Coming soon	3	There is technical coursework in all grade-levels that is integrated and builds on itself, but WBL experiences are limited to senior year.
Cohort Scheduling	Coming soon	Coming soon	3	Students course scheduling works well and allows them to take all necessary courses as well as most AP courses, but directors don't have a common prep period. Most classes outside the pathway are not cohorted

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3	Most courses are student-centered, and research and project based. Students have had experience presenting projects to engineering professionals
Collaborative Learning	Coming soon	Coming soon	2+	Students often work in pairs and/or groups, and many assignments involve giving and receiving feedback from others.

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	Coming soon	Coming soon	2	Directors discuss curriculum and teaching and grading, but they have not had time to observe each others classes formally and they lack a common planning period.

Collaboration Time	Coming soon	Coming soon	2	Teachers meet to discuss projects and assessments, but there is not always enough scheduled collaboration time.
Professional Learning	Coming soon	Coming soon	1	Very few PDs are catered to the needs of the pathway teachers.

5B. Rigorous Academics Pathway Needs Assessment

*What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Courses being taught are chosen mostly through teacher expertise and what has been done historically, although we are looking more closely at the course sequence, and updating it to reflect student interest and industry needs. We are also and working on putting together an advisory board. Most courses are student-centered, and research and project based, and the ones that aren't are being redesigned. Students have had experience presenting projects to engineering professionals There is technical coursework in all grade-levels that is integrated and builds on itself, but WBL experiences are limited to senior year.	Partially Implemented	Somewhat Effective	There is technical coursework in all grade-levels that is integrated and builds on itself, but WBL experiences are limited. Students course scheduling works well and allows them to take all necessary courses as well as most AP courses. Students often work in pairs and/or groups, but most assignments are still completed individually.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Engineering CTE teachers will work towards using culturally relevant PBL approaches to engage students in 3+ pathway themed projects aligned to CTE and CCSS standards per year	All Students		100% per grade level
Graduate Capstone	Tech will build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields. Engineering pathway is working on developing a mandatory Capstone course, which will be a pilot next year (Li).	All Students		100% senior exhibition

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Supplemental Materials for Capstone Course and to ensure NCSS alignment across CTE classes	Rigorous Academics	Measure N	$10,000.00	5200			
Extended Contract - Capstone Course Development **(see pathway leadership and vision strategic actions)**							
.2 CTE Coach - to continue establishment of Advisory board, build infrastructure for internships and mentoring & support CTE curriculum development	Rigorous Academics	Measure N	$20,000.00	1112		0.40	

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*

Types of Student Experiences	Coming soon	Coming soon	1	The directors are currently conducting outreach to develop industry partners. All 11th graders in Physics go to Great America, and next year there will be Architecture field trips to SF/LA. Some industry guest speakers come into classes.
Pathway Outcomes	Coming soon	Coming soon	1	The directors are currently conducting outreach to develop industry partners. There are no tracking systems in place yet. Pathway directors realize this is an area of growth.
Pathway Evaluation	Coming soon	Coming soon	1	The directors are currently conducting outreach to develop industry partners. There are no tracking systems in place yet. There are no tracking systems in place yet. Pathway directors realize this is an area of growth.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The directors are currently conducting outreach to develop industry partners. All 11th graders in Physics go to Great America, and next year there will be Architecture field trips to SF/LA. Some industry guest speakers come into classes.	Partially Implemented	No Impact/Not Effective	There is no evidence yet. This is an area of growth for the Engineering pathway.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of Engineering students in each grade will participate in at least three career awareness experiences per year (field trips, guest speaker panel, job shadow).	All Students		100%
Career Exploration	100% of Engineering 11th graders will participate in ongoing mentorship sessions with practicing designers/architects/engineers around the design process.	All Students		100%
Career Preparation	25% of Engineering 11th graders will participate in an internship related to the pathway focus during the summer.	All Students		25%

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we focus on institutionalizing systems around WBL, then we will be better able to record, evaluate, and expand career readiness opportunities for students.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Transportation to field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.	Work-Based Learning	Measure N	$6,000.00	5826			
Admission fees & lodging for field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.	Work-Based Learning	Measure N	$5,000.00	5829			

7. COMPREHENSIVE STUDENT SUPPORTS   *Previously called Integrated Student Supports

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon	1	This is an area of growth for the pathway. Because more high needs students are being recruited into the pathway for the first time, additional student supports are necessary. An SSS will be hired next year (and shared with RPL) to support a caseload of at risk students.

College & Career Plan	Coming soon	Coming soon	1	This is an area of growth for the pathway. Because more high needs students are being recruited into the pathway for the first time, additional student supports are necessary. An SSS will be hired next year (and shared with RPL) to create college & career plans for a caseload of at risk students.

7B. Comprehensive Student Supports Pathway Needs Assessment

*What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway directors have worked to make the pathway more equitable this year by revamping the application and enrollment processes. The focus for coming years will be supporting this more heterogeneous cohort of students effectively.	Partially Implemented	Somewhat Effective	This is an area of growth for the pathway. Because more high needs students are being recruited into the pathway for the first time, additional student supports are necessary. An SSS will be hired next year to support a caseload of at risk students. The development of a mentoring program with members from the advisory board has begun.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	An SSS will develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all Engineering students to visit one or more colleges over the course of their 3 years at Oakland Tech.	Low-Performing Students		100% of at risk students have college & career plans, 1+ college visit during time in pathway
Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	A full time Student Support Specialist will be hired to provide further targeted interventions for the caseload of Engineering students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact).	Low-Performing Students		100% of at risk students have SSS support

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Transportation for 2 Mentoring program off site meetings	Comprehensive Student Supports	Measure N	$3,000.00	5826			
.1FTE Consultant Student Support Specialist to provide differentiated interventions for special populations of Engineering students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. **(schoolwide Measure N funded)**							
Honoraria for Mentors	Comprehensive Student Supports	Measure N	$3,000.00	5825			

1. ABOUT THE PATHWAY

PATHWAY:	Fashion, Art & Design Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Fashion and Interior Design	**School ID:**	305
Pathway Description:	The Fashion, Art & Design pathway features classes in fashion design, visual arts, and graphic design. Our academy incorporates many hallmarks of the high school reform movement, such as creating a close, family-like atmosphere, integrating academic and career technical education, and establishing business partnerships. 10th-, 11th-, and 12th-graders are eligible to participate in the Academy. The three-year program provides students with a project-based curriculum, a mentor program, classroom speakers, field trips, and exploration of college and career options through job shadowing and internships.		
Pathway Mission & Vision:	Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world experience in a post-secondary path in the fields of fashion, art, and design.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	45.7%	54.3%	99.1%	53.7%	4.1%	3.5%	15.0%	Coming soon	Coming soon

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	36.0%	0.0%	13.0%	15.9%	1.5%	0.6%	22.7%	8.3%	0.0%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers

Pathway Graduation & Dropout Rates	65% of FADA 12th graders completed A-G requirements in 2016.	The number of 12th graders still enrolled in FADA appears low according to district data dashboards. There is an issue with students dropping the pathway as 12th graders in order to take classes they need to graduate instead of FADA CTE electives.	The designated SSS offers differentiated support to a diverse group of at-risk, caseload students. We will continue to offer AP Studio Art in an effort to increase 12th grade retention rate and appeal to students who want a more rigorous option within the pathway. Creating college plans for all at-risk, caseload students will help increase FADA students' A-G completion rates over time. We are building our capacity to maintain our students from 10th-12th grade by hiring an additional teacher and opening up more sections at the upper level in order to accommodate our rising students.
On Track to Graduate (11th Grade)	All FADA 11th graders have 100% completion of F and G requirements.	49.3% of 76% of FADA 11th graders are on track to graduate, which is down 1.7% from in this student subgroup from last year. Math continues to present the largest stumbling block for on track to graduate status, with 41.1% of students off track. 76.9% of white students in 11th grade are on track to graduate. Only 25% of Latino students are on track to graduate. Only 39.4% of African American 11th grade students are on track to graduate, and only 8% of Special Ed students are on track to graduate.	The designated SSS provides a variety of supports for FADA students. In addition, Mr. Hu provides Math tutoring for struggling FADA students, and has been included in our pathway professional learning community this year. It is our intent to continue to collaborate with Mr. Hu as a pathway team member in SY 2019-20.
On Track to Graduate (10th Grade)	60.9% of FADA 10th graders are on track to graduate, which is higher slightly lower than schoolwide averages. On track to graduate rates African American students are 62.1%, which is higher than schoolwide averages.	Math and Language Arts present the largest stumbling blocks with 20.7% of FADA 10th graders off track in Math and 21.8% off track in Language Arts	The designated SSS provides a variety of supports for FADA students. In addition, Math teacher Mr. Hu provides Math tutoring for struggling FADA students, as a new addition to our pathway team..Better cohorting and integration of 10th grade English & World History courses with CTE courses may offer struggling FADA students more support
12th Grade A-G Completion	65% of FADA 12th graders completed A-G requirements in 2016.	The number of 12th graders still enrolled in FADA appears low according to district data dashboards. There is an issue with students dropping the pathway as 12th graders in order to take classes they need to graduate instead of FADA CTE electives.	The designated SSS offers differentiated support to a diverse group of at-risk, caseload students. Offering AP Art is an effort to increase 12th grade retention rate and appeal to students who want a more rigorous option within the pathway. Creating college plans for all at-risk, caseload students will help increase FADA students' A-G completion rates over time
CTE Capstone Completion with a C- or better	100% of FADA Students are scheduled to present their graduate capstone project, Spring 2019	Because our 12th grade students have not been consistently cohorted into a single pathway English class, we have experienced less than desired consistency with our graduate capstone project experience. Much of the student support for the graduate capstone is being done in the CTE courses	We are in the process of hiring/placing a FADA English 11th/12th teacher to support the development and implementation of a rigorous integrated Senior Capstone Project for all students. We intend to have our English teachers and CTE teachers work together to sequence and align the 10th-12th grade capstone experience at FADA.

	We currently offer AP Studio Art to FADA Seniors in the Visual Art & Design strand. This course is open to students in all strands of FADA as well. We are piloting a Dual Enrollment program that is academy-themed for the first time in SY 2019-20.	We have historically lacked support in providing academy-themed alignment in our past DE options. This past year, students voiced a financial barrier to taking the AP Exam. Only 53% of enrolled students have registered and paid to take the exam.	We would like to allocated Measure N funding towards paying for student AP Studio Art exam fees in order to transcend the financial barrier that students are experiencing. We are in the process of mapping out a college coursework plan for FADA, with the intent to pilot Dual Enrollment course options in SY 2019-20. We are working with our WBL liaison to continue to build relationships and research course sequence options for implementation in our academy.
Completion of two semesters of college coursework with a C- or better			

2B. Pathway Goals					

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Increase 12th grade A-G completion rates by 5%.	All Students	Coming soon	80%
On Track to Graduate (11th Grade)	Increase on track to graduate rates by 5%.	All Students	Coming soon	91%
On Track to Graduate (10th Grade)	Increase on track to graduate rates by 10%.	All Students	Coming soon	71%
12th Grade A-G Completion	Increase 12th grade A-G completion rates by 10%.	All Students	Coming soon	85%
CTE Capstone Completion with a C- or better	100% of FADA pathway seniors will complete a Senior Capstone project and presentation with a C- or higher.	All Students	Coming soon	100%
Completion of two semesters of college coursework with C- or better	40% of FADA Senior Class of 2020 will have taken and completed two semesters of college coursework with a C- or better.	All Students	Coming soon	40%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION				

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	Coming soon	Coming soon	3+	The pathway met in 2016-17 to intentionally develop a mission and vision statement. This was then brought back to the staff over the summer of 2017. The vision and mission were accepted and continue to guide pathway development. The pathway continues to work towards vertically mapping desired graduate outcomes and developing stronger senior project (portfolio) protocol.
Leadership Configuration	Coming soon	Coming soon	3	The pathway directors are working together to distribute responsibilities. Directors meet at least once a week during their common planning period to work collaboratively, and on a twice weekly basis directors meet with Marcus (SSS) to discuss interventions and student support. Directors also meet with a contracted curriculum design coach (Trena Nova) to help with CCSS and CTE aligned PBL. Most of our team has been consistently and actively involved in our academy professional learning community; we are continuing to build capacity with our team as well as distributive leadership among all team members.

Distributive Leadership	Coming soon	Coming soon	2+	There is a strong group of people on the FADA pathway team who work together and want to be involved in our academy. There has been significant improvement in this arena. In addition, the collaborative work with all pathway directors to improve and solidify recruitment and enrollment processes for pathways has been positive this year. We meet in bi-monthly pathway meetings where group input is sought and information shared.				

Pathway Leadership & Vision Goal for 2019-20:	Continue to use built in collaboration time to develop our senior capstone project (portfolio) and vertically map desired graduate outcomes.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1.0 FTE Content Specialist Teacher Position to add 200-Level FADA Fundamentals Course. This position will provide introductory-level content in all 3 pathway disciplines and will support rigorous, Project-Based Learning opportunities for all students integrated with our English and History cohorts. In addition, the 200-level course will provide community-building opportunities for our students, pathway alignment with Capstone expectations beginning with the Sophomore Capstone Project, and will provide portfolio development and website support for all students beginning in 10th grade and carrying through the vertical sequence of our academy.	Enabling Conditions	Measure N	$95,000.00	1112?		1.00	
Conference period (.2 FTE) for Pathway Director (A.Arnold) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.	Enabling Conditions	California Partnership Academy	$18,745	1105		0.20	
Conference period (.2 FTE) for Pathway Director (K.Johnson) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.	Enabling Conditions	California Partnership Academy	$18,165.00	1105		0.20	
Conference registration, lodging, and travel for FADA Academy teachers to attend CPA conference to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Career Technical Education	California Partnership Academy	$4,500.00	5200			
Extended Contracts: Summer stipends for strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade FADA students.	Enabling Conditions	California Partnership Academy	$6,000.00	1120			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	Coming soon	Coming soon	3+	FADA pathway directors worked extremely diligently with Mr. Price, Ms. Langston, and the other pathway directors to collaborate and streamline outreach and placement processes. This is a new process that has helped to improve equity across pathways. This was the second t time a team of directors came together to communicate about the process and understand each academy's needs; this has benefitted FADA and created an equitable system of placing high needs students first and consulting with teachers to ensure student needs will be met.
Diverse Student Representation	Coming soon	Coming soon	4	FADA reflects the diversity of Oakland Tech. The nurturing community that staff and students create in FADA embraces this diversity and helps to sustain it. The teachers on upper campus provide a nurturing, family-like environment for all students.

Closing the Opportunity Gap	Coming soon	Coming soon	3+	Almost all students are meeting CTE benchmarks for FADA in pathway courses (Animation, Fashion, Art). However, there are achievement gaps in terms of A-G completion and on track to graduate rates for our student subgroups. Gaps in literacy and math skills mirror schoolwide areas of focus. These achievement gaps seem to be improving over time with FADA's highly effective SSS (Marcus) and Mr. Hu's willingness to tutor academy students on the Upper Campus, though he is not technically a part of the pathway team.

Pathway Equity, Access & Achievement Goal for 2019-20:	Sustain an inclusive and supportive environment for all student groups academically and emotionally, including non-gender binary students.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, beginning of the year FADA Picnic and end-of-the-year FADA BBQ event and FADA Gala) to build community, and recruit and support students in order to reduce the current gender and achievement imbalances in the pathway.	Enabling Conditions	California Partnership Academy	$1,740.00	4311			
Printing: Academy branding, including printed materials such as posters, postcards, brochures; website domain and maintenance, signage, table covers, business cards	Enabling Conditions	California Partnership Academy	$4,500.00	4310?			
Classroom Supplies for WBL integrated projects for Visual Arts program, integrated programming with ELA and History, Animation program, and Fashion program in order to facilitate multidisciplinary PBL in service of student engagement.	Career Technical Education	California Partnership Academy	$8,000.00	4310			
Classroom Supplies and exam fees for 12th grade students in AP Studio Art (their final course in their CTE sequence) in order to promote rigorous coursework in the pathway.	Rigorous Academics	Measure N	$2,000.00	4310			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.
What will your pathway do to align to the schoolwide focus for 2019-20?	We are welcoming a new English teacher to our team who is also a literacy coach with Mills Teacher Scholars and who we are asking to support us in aligning strategies for high level literacy instruction across content areas.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
New English teacher to attend Summer PBL institute and share with team learnings towards incorporating high level literacy instruction across content areas.							
Dahlke - Mills Teacher Scholar inquiry work - to lead with our team							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	Coming soon	Coming soon	3+	The pathway theme is strong, with three unique strands students can choose between. All three pathway directors have industry partners who keep them abreast of what is current and help align CTE/CCSS projects with industry standards. In addition, we are adding a 200-level course teacher that will teach from all 3 strands in a wheel model to all incoming 10th grade FADA students in the 2019-20 school year.
Integrated Core	Coming soon	Coming soon	2+	Because only some FADA students are cohort in CP English/World History, and pathway cohorting is not pure, this is a challenge. However, we were able to internally hire an English teacher, Ms. Dahlke, who is committed to working with us to create rigorous, multidisciplinary academy-themed Project Based Learning units and will attend the District PBL training with our FADA cohort at the end of this school year in service of planning and preparation for an integrated learning experience at FADA.
Cohort Scheduling	Coming soon	Coming soon	2-	FADA students (particularly 10th graders) are more cohorted in English and History than ever before which has opened up new possibilities. We are continuing to build out our cohorting scheduling with the intent to have a 10th grade English teacher as well as an 11th/12th English teacher for FADA students. This will enable us to continue to vertically align our pathway sequence.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3	Pathway teachers' curriculum reflects the processes and products of industry professionals. Using Studio Habits of Mind, students are building skills necessary for both the technical and academic worlds. Students complete at least 2 PBL projects in each course throughout the course of the year. This year, AP Studio Art is also being offered for the first time for 12th graders through FADA in order to promote 12th grade retention and a more rigorous option within the pathway. The pathway hopes to institutionalize and promote stronger and more strategic dual and concurrent enrollment opportunities for FADA students.
Collaborative Learning	Coming soon	Coming soon	3	Students do group work frequently in all CTE courses and in the cohorted English course. Students complete oral presentations, peer critiques, and a self evaluation for all projects across strands to teach students feedback protocols. These are similar processes across strands that will be further honed and vertically/horizontally aligned over time.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	Coming soon	Coming soon	3	The pathway directors have regular team meetings and an effective team email group. They have had two release days this year to work on mission and vision and collaborative curriculum design. They also have industry partners related to each strand to help develop best practices.
Collaboration Time	Coming soon	Coming soon	2+	For the directors, collaboration time is built into the daily schedule and used at least weekly. However, Mr. Heckle and other pathway teachers do not have a common prep period. Therefore, collaborative work is limited to pathway Wednesdays after school.
Professional Learning	Coming soon	Coming soon	2+	The pathway has a contracted curriculum design coach who has introduced academy-wide practices along the Harvard Project Zero model (Studio Habits of Mind and Teaching for Understanding). Using this kind of thinking framework, FADA directors are at the beginning stages of developing what interdisciplinary curriculum development can look like. This is new this year and has been effective professional development.

5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?				
Summary of 18-19 Strategic Actions	**Fully Implemented?**	**Evidence of Effectiveness?**	**Evidence of Impact and Analysis**	
FADA students (particularly 10th graders) are more cohorted in English and History than ever before which has opened up new possibilities. The pathway has a contracted curriculum design coach who has introduced academy-wide practices along the Harvard Project Zero model (Studio Habits of Mind and Teaching for Understanding). Using this kind of thinking framework, FADA directors are at the beginning stages of developing what interdisciplinary curriculum development can look like. AP Art is also being offered for the first time for 12th graders through FADA, in order to promote 12th grade retention and a more rigorous option within the pathway. FADA CTE teacher will participate in High School Linked Learning professional development, teacher externship at the end of SY 2018-19 in order to make student learning relevant by integrating career and community related knowledge and skills into PBL and integrated disciplinary units within all classes in the pathway.	Partially Implemented	Somewhat Effective	An integrated curriculum of Boxers and Saints with Ms. Benner (CP English), Mr. Clarke (CP World History), and all CTE teachers was implemented for the first time in SY 2017-18 with help from Trena Nova (Curriculum Coach - ACOE/CCA). Pathway teachers' curriculum reflects the processes and products of industry professionals. Using Studio Habits of Mind, students are building skills necessary for both the technical and academic worlds. Students complete at least 2 PBL projects in each course throughout the course of the year. A team of FADA teachers is committed to attending the district PBL training at the end of SY 2018-19 in order to build capacity with PBL implementation.	

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	FADA CTE teachers will continue to use culturally relevant PBL approaches to engage students in (2+ Art, 3+ Fashion, and 2+ Animation) pathway themed projects aligned to CTE and CCSS standards per year, and continue to create 1 or more opportunities for multidisciplinary PBL each year with English/World History teachers at one or more grade levels.	All Students		1+ multidisciplinary PBL project
Graduate Capstone	Tech will build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields, and FADA will work to align this with an authentic portfolio.	All Students		portfolio for 100% of students

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**						
Rigorous Academics Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**	**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Extended contracts for FADA teacher collaboration to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade students. **(see pathway leadership & vision strategic actions)**							
Classroom Supplies for Visual Arts program, integrated programming with ELA and History, Animation program, Fashion program, and 200-level FADA Fundamentals program in order to facilitate multidisciplinary PBL in service of student engagement **(see Equity, Access & Achievement Strategic Actions)**							

Equipment/items appropriate to the CPA career focus and used only for/by CPA students and staff Supplemental Supplies to support integrated academy collaborations for OUSD Vendors and Non-OUSD Vendor, including open purchase orders and employee reimbursements. This is to ensure that there are supplies available for continuing to implement PBL projects regardless of where they on the timeline of the OUSD budget calendar. (sewing machine replacements, irons, ironing boards, sewing tables, etc.)	Enabling Conditions	Perkins	$14,000.00	4310			
Technology: Purchase of 8 iMac computers in service to ensure that each student will have full access to a functional computer that will run our industry-standard design programs necessary for the engagement with and completion of the Graphic Design, Animation and 200-level courses.	Enabling Conditions	Perkins	$12,000.00	4420			
Classroom Supplies for 12th grade students in AP Studio Art (which is their final course in their CTE sequence) in order to promote rigorous coursework in the pathway. **(see Equity, Access & Achievement Strategic Actions)**							

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	Coming soon	Coming soon	2+	Guest speakers, career exploration visits, and internships are available for students in the pathway. No dual enrollment courses specific to FADA were offered or advertised to pathway directors or students. A more strategic plan around sequencing of WBL needs to be developed in coming years, especially with an emphasis on promoting strong concurrent and dual enrollment opportunities.FADA directors continue to network to develop industry related community partnerships.
Pathway Outcomes	Coming soon	Coming soon	3	Outside industry experts are brought in annually at each grade level to provide in-classroom experiences, including portfolio development and review. Strengthening processes around internships and allowing students more career opportunities outside of school are still a work of process. FADA directors continues to network to develop college and career related community partners.
Pathway Evaluation	Coming soon	Coming soon	2+	Although a lot is going on through community organizations and partnerships, institutionalized tracking systems around WBL are still needed to better record and evaluate student opportunities.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

Guest speakers, career exploration visits, and internships are available for students in the pathway. Outside industry experts are brought in annually at each grade level to provide in-classroom experiences, including portfolio development and review.	Fully Implemented	Somewhat Effective	No dual enrollment courses specific to FADA were offered or advertised to pathway directors or students. A more strategic plan around sequencing of WBL needs to be developed in coming years, especially with an emphasis on promoting strong concurrent and dual enrollment opportunities. Institutionalized systems around WBL are still needed to better record and evaluate student opportunities. FADA students participate with the AME Showcase Coalition, an OUSD CPA cross collaboration that provided space for community/industry partner sponsored WBL events, curated exhibits, fashion showcase cross-pathway projects, that integrates Graduate Capstone alignment and industry partnerships to support the collaboration that strengthened student career experience impact. Students have taken interests and over achieved in the few pathway theme related internships, and over 25 students commit to internships each year. Last summer FADA students volunteered to provide live musical entertainment for the High School Linked Learning office mastery showcase, all logistical planning, equipment and manpower was student led and supported by host site. Many FADA students pursue post-secondary art related disciplines and several have graduated college and are in fashion and visual art related careers. FADA Alumni participate as mentors, guest speakers, and provide relevant project development knowledge for pathway presentation and community events throughout the year.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of FADA students in each grade will participate in at least three career awarenss experiences per year (field trips, guest speaker panel, job shadow)	All Students		100% of students at each grade level 3 career exploration experiences
Career Exploration	100% of FADA students at each grade level participate in annual mentorship sessions with practicing designers/artists/animators around portfolio development and development of artistic voice, style, and skill.	All Students		100% annual mentorship sessions at each grade level
Career Preparation	At least 50% of FADA 11th graders will participate in an internship related to the pathway focus during the summer.	All Students		50% of 11th graders internship

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Honorarium: Guest Speakers (min 3 per grade level)	Career Technical Education	Measure N	$2,000.00	5825			
Registration Fees: Industry Aligned Workshops for teachers and students	Work-Based Learning	Measure N	$2,000.00	5200??			
Student Stipends: Internships	Work-Based Learning	Measure N	$1,894.00	5825			

Consulting: Marcus Foster Education Fund Fiscal Sponsorship Services for Industry Professionals and Community Partnership expertise and mentorship to support curriculum collaborations, installations/exhibits, fashion showcases/student based enterprise e-commerce/retail pop-up shops	Work-Based Learning	California Partnership Academy	$7,500.00	5825		
Contractors/mentors for career exploration events (portfolio day, mentorships sessions, showcase) in service of career readiness.	Work-Based Learning	California Partnership Academy	$2,000.00	5825		
Licensing/ Certification fees: Certification Programs for teachers in service of CTE alignment.	Career Technical Education	Measure N	$2,000.00	5200		

7. COMPREHENSIVE STUDENT SUPPORTS   *Previously called Integrated Student Supports

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon	3+	A dedicated Student Support Specialist does an excellent job of supporting the FADA caseload of high risk students with services including one-on-one meetings, group meetings, grade reviews, counselor contact, data tracking, parent/teacher communication, and classroom observations. The FADA SSS correspondences yearly directly with college admissions officers to maintain personal relationship for FADA students, obtain current requirements/changes which provides students with direct access to information for smooth school post-secondary transition. This school year, our SSS brought targeted students on a shadow day to UC Berkeley.
College & Career Plan	Coming soon	Coming soon	2	A more structured college and career plan and tracking system for students is being developed (10th, 11th, 12th). It has yet to be rolled out because as written it is too time-intensive and requires too manpower given current personnel and master schedule structures. Several FADA related colleges have come to campus, and UC Berkeley curriculum around college decisions and planning has been integrated into 11th and 12th grade CTE classes (Fashion & Art - not yet Animation).

7B. Comprehensive Student Supports Pathway Needs Assessment

*What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
A dedicated Student Support Specialist does an excellent job of supporting the FADA caseload of high risk students with services including one-on-one meetings, group meetings, grade reviews, counselor contact, data tracking, parent/teacher communication, and classroom observations. Several FADA related colleges have come to campus, and UC Berkeley curriculum around college decisions and planning has been integrated into 11th and 12th grade CTE classes (Fashion & Art - not yet Animation).	Fully Implemented	Effective	A more structured college and career plan and tracking system for students is being developed (10th, 11th, 12th). It has yet to be rolled out because as written it is too time-intensive and requires too manpower given current personnel and master schedule structures. In addition to weekly one-on-one FADA SSS regularly attends all COST and IEP meetings, RJ sessions, spot-checks in class visits and direct teacher progress reports; works with OT counselors to ensure transcript data accuracy, facilitate needed class change for on-track graduation, emails parent updates, schedules and attends student/parent conferences. Maintain contact with OUSD small schools, i.e. Ralph Bunch, Street Academy, Dewey Academy and Sojourner Truth Independent Study for high-risk students that require alternative academic options.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	Institutionalize college planning curriculum and processes pathway-wide, including a college speed-dating day, in CTE classes for all 11th and 12th graders. Develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all FADA students to visit one or more colleges over the course of their 3 years at Oakland Tech.	All Students		100% at-risk students college & career plans, 1+ college visit
Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	Student Support Specialist will continue to provide further targeted interventions for the caseload of FADA students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact). FADA directors will work to align interventions for students with IEPS/504s/specific learning needs with Special Education teachers and systemize these collaborative practices.	Low-Performing Students		100% caseload students SSS support

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	**If we collaborate and align interventions between teachers and in collaboration with SpEd teachers and systematize our college and career opportunities, our students most in need of support and opportunities will gain access and have increased success.**

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1.0 FTE Student Support Specialist position (M. Bailey) to implement interventions and supports for at-risk students as well as supplemental supply funding to support student needs for intervention and support; provide differentiated interventions for special populations of FADA students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. **(funded by schoolwide Meas N funds)**							
Budget allocation for supplemental supplies for our Student Support Specialist in service of student intervention	Comprehensive Student Supports	California Partnership Academy	$2,000.00	4310			
Supplies for College Awareness Event	Comprehensive Student Supports	California Partnership Academy	$2,000.00	4310			

PATHWAY:	Health Academy	School:	Oakland Technical High School
Pathway Industry Sector:	Health Science and Medical Technology	**School ID:**	305

Pathway Description:	The Oakland Tech Health Academy has been helping students prepare for college and careers in health since 1984. We have active partnerships with local hospitals, health service organizations, local colleges and professional schools that provide opportunities for field trips, guest speakers, an after-school Pre-EMT Club, internships, and health-related service projects. Our focus is on clinical and emergency medicine- from both science and personal caretaking aspects of health care. In tenth grade, students will learn about human anatomy and physiology, take vital signs and conduct a health survey. In eleventh grade, students will take Chemistry and Medical Chemistry, learning about the chemicals and reactions of the human body and how medicines work. Students will become certified in First Aid and CPR. Our Health Academy English and Social Studies Classes will integrate health topics in their curriculum.
Pathway Mission & Vision:	All Oakland Tech students interested in health and/or health careers · Will learn about clinical medicine, emergency medicine and public health · Will acquire skills in first aid, health education and basic clinical skills · Will learn about and be exposed to a variety of health care careers · Will contribute to our community's health · Will become a supportive community for each other

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	36.8%	63.2%	97.9%	53.4%	4.3%	4.0%	7.4%	Coming soon	Coming soon

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	29.1%	0.9%	21.2%	21.8%	1.2%	0.9%	17.2%	5.2%	0.6%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	65% of Health Academy 12th graders are on-track to graduate. This is consistent with schoolwide averages. Students who qualify for free and reduced lunch achieve A-G completion at similar rates to students who do not qualify for free and reduced lunch.	Health Academy only has cohorted English in the 10th grade, currently. This means that in the 11th and 12th grade Health Academy students no longer receive the same in-Academy support in Humanities.	Health Academy directors will hire a .6% English teacher so that Health Academy 12th graders can be cohorted together with at least one Health Academy teacher. This will allow for a Health Academy teacher to check in on struggling students more regularly before graduation.
On Track to Graduate (11th Grade)	63% of Health Academy 11th graders are on track to graduate, consistent with schoolwide averages. Above 75% of IFEP and RFEP Health 10th graders are on track to graduate.	EL, AA, and Latino Health Academy 11th graders are far less likely to be on track to graduate than their White and Asian counterparts.	An SSS for the Health Academy provides support (conferences, class visits, parent contact) to a caseload of struggling students. Health Academy teachers work together to align curriculum and expectations. Course recovery practices are offered on a case by case basis.

On Track to Graduate (10th Grade)	63% of Health Academy 10th graders are on track to graduate, 10% above schoolwide averages. Above 80% of IFEP and RFEP Health 10th graders are on track to graduate.	Only 25% of EL Health Academy 10th graders are on track to graduate. AA and Latino Health Academy 10th graders are far less likely to be on track to graduate than their White and Asian counterparts.	The cohorted Health Academy English class allows students another period a day to be checked in on by a familiar adult from within the academy.
12th Grade A-G Completion	65% of Health Academy 12th graders are on-track to graduate. This is consistent with schoolwide averages. Students who qualify for free and reduced lunch achieve A-G completion at similar rates to students who do not qualify for free and reduced lunch.	AA and Latino students are far less likely to meet A-G requirements than their White and Asian counterparts. AA students are the lowest performing subgroup in this pathway with only 42% of 12th graders meeting A-G requirements.	An SSS for the Health Academy provides support (conferences, class visits, parent contact) to a caseload of struggling students. Health Academy teachers work together to align curriculum and expectations. Course recovery practices are offered on a case by case basis. Health Academy directors will hire a .6% English teacher so that Health Academy 12th graders can be cohorted together with at least one Health Academy teacher. This will allow for a Health Academy teacher to check in on struggling students more regularly before graduation.
CTE Capstone Completion with a C- or better	For 12th grade students, a Capstone Project that receives a 70% or above is a requirement for graduation.	Students work on this project in their English class, and can receive support from a chosen Health Academy teacher who acts as an adviser. The students present their projects to younger students to provide a model for the rising 11th and 12th graders.	Not having all of our 12th grade students in a pathway English class makes it hard to ensure that all 12th graders are doing a Capstone that relates to health, but our SSS can help with checking in with these students.
Completion of two semesters of college coursework with a C- or better	We have a limited amount of students who complete 2 semesters of a dual enrollment course or other college level course, about 20% at this time. By working to deepen our partnership with the Peralta College liaison, we hope to encourage more students to undertake this option.	We also want our students to do an internship in a health setting to get a sense of the real life challenges and rewards of these positions. These internships are time consuming and often take place at the same time as college courses.	We will continue to offer both and support students in undertaking either, but our best path might be to continue to work with our linked learning office to make sure that students receive elective credit for their internships, which might free up their schedule to take a college course later on.

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Health Academy directors will hire a .6% English teacher so that Health Academy 12th graders can be cohorted together with at least one Health Academy teacher. This will allow for a Health Academy teacher to check in on struggling students more regularly before graduation.		Coming soon	100%
On Track to Graduate (11th Grade)	Increase ELs on track to graduate rates by 10%.	English Learners	Coming soon	10%
On Track to Graduate (10th Grade)	Increase ELs on track to graduate rates by 10%.	English Learners	Coming soon	35%
12th Grade A-G Completion	Increase AA 12th grade A-G completion rates by 10%.		Coming soon	52%
CTE Capstone Completion with a C- or better			Coming soon	
Completion of two semesters of college coursework with C- or better			Coming soon	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*

Mission and Vision	Coming soon	Coming soon	3+		We have a clear statement of goals, and Academy students as well as prospective students, are made aware of the Academy focus. Presentations to 9th graders were effective in reaching prospective Health Academy students and giving them a clear picture of the Academy's mission and vision.			
Leadership Configuration	Coming soon	Coming soon	4		We have two academy directors that each have an extra period of prep and who meet once a week. They divide work amongst grade level, finances, and community partnerships. We also have a Student Support Specialist who helps our most at-risk students with academic intervention and emotional support.			
Distributive Leadership	Coming soon	Coming soon	3		There is strong distributive leadership. A non-director teaching our summer internship course is an example of distributed leadership, as well as bi-monthly pathway meetings where group input is sought and information shared.			

Pathway Leadership & Vision Goal for 2019-20:			Continue to use built in collaboration time to integrate curricula and re-establish connections to outside health industry partners that previous directors had built up:					
Pathway Leadership & Vision Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**		**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Conference period (.2 FTE) for Pathway Director (S. Brandon) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.	Enabling Conditions	California Partnership Academy	$14,520.00	1105			0.20	
Conference period (.2 FTE) for Pathway Director (K.Bailey) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.	Enabling Conditions	Measure N	$20,208.00	1105			0.20	
Summer stipends for pathway directors for one day of strategic planning in order to hone pathway vision, reflect, and strategically plan a scope & sequence for 2018-19.	Enabling Conditions	California Partnership Academy	$8,366.00	1120				
Conference registrationl for Health Academy teachers to attend CPA and other conferences and mental health training to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Career Technical Education	California Partnership Academy	$1,000.00	5200				
Lodging, and travel for Health Academy teachers to attend CPA and other conferences and mental health training to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Career Technical Education	California Partnership Academy	$1,000.00	5200				

3B. EQUITY, ACCESS & ACHIEVEMENT	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*				
Open Access and Equitable Opportunities	Coming soon	Coming soon	4	Efforts to have a representative academy that looks like the school are largely successful. More at risk students have enrolled in the academy than in past years. A clearer application process with all pathway directors collaborating together has facilitated this,				
Diverse Student Representation	Coming soon	Coming soon	4	Student demographics match the school demographics across courses and grade levels.				
Closing the Opportunity Gap	Coming soon	Coming soon	3	The Health Academy has partnered with Mentoring in Medicine and Science and Samuel Merritt University to bring more students of color into the fields of paramedics and nursing. Still, the results don't fully match our efforts. For evidence, see Khan, Daniel; Reed, Nehemiah. There are still persistent achievement gaps between subgroups.				

Pathway Equity, Access & Achievement Goal for 2019-20:			Improve efforts to recruit and support African American and Latinx males, in order to reduce the current gender imbalance in the pathway.					
Pathway Equity, Access & Achievement Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**		**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Honraria: Stipends for speakers and presenters from diverse backgrounds who can speak to the variety of paths one can take to enter the health field and serve as models in particular for young men of color.	Work-Based Learning	Measure N	$2,000.00	5826				

Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, end-of-the-year health block party event) to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Enabling Conditions	Measure N	$2,500.00	4311	

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.
What will your pathway do to align to the schoolwide focus for 2019-20?	We will align with the schoolwide vision by offering a variety of texts, encouraging students to produce complex texts, and continuing to offer multiple ways to engage in literacy such as speech and debate, analyzing images, and creating multimedia presentations.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Textbooks: new and updated books for science to ensure integration of CTE/CCSSS standards.	Rigorous Academics	California Partnership Academy	$5,500.00	4100			
Supplies to support projects, supplemental materials, group work, etc.	Rigorous Academics	California Partnership Academy	$1,000.00	4310			
Books other than textbooks: non-fiction to support literacy and science integration	Rigorous Academics	California Partnership Academy	$1,000.00	4200			

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	Coming soon	Coming soon	4	11th and 12th grade teachers continue to implement capstones for academy students centered around Health. 10th grade is building a capstone to align with the other two grade levels. There is a strong schoolwide understanding of academy theme.
Integrated Core	Coming soon	Coming soon	3-	In the summer of 2017, teachers were given extended contracts to integrate curriculum across subject and grade levels. There is unity in the assignments, and student understanding of their classes as a whole has increased. A 10th grade World History project will more explicitly integrate with Health themes.
Cohort Scheduling	Coming soon	Coming soon	3	All 10th grade students are in academy science, English language, and World History classes. There are still some students who are not cohorted in English and Social Studies in 11th and 12th grade, and hopefully a class can be created that matches the rigor of our school's AP classes that would pull these students in.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3+	Students are challenged with rigorous texts, topics, labs, and discussions. Many projects, themes, and discussions are interdisciplinary and carried across courses.
Collaborative Learning	Coming soon	Coming soon	3+	All academy CTE classes have students work collaboratively for labs and also as study groups. There is some continuity in structures and themes of group projects from 9th-11th grades.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)

Sharing Best Practice	Coming soon	Coming soon	3	Periodically, we meet as grade level teachers to discuss the effectiveness of past lessons and share upcoming themes and projects. The Health Academy created a cheating policy that is shared among all academy staff and included in all syllabi.
Collaboration Time	Coming soon	Coming soon	3+	We meet twice a month, in most months, in order to discuss students, set goals and evaluate progress, and plan curriculum. The Student Support Specialist meets every other month with grade level teachers to check on struggling student progress and missing work.
Professional Learning	Coming soon	Coming soon	2+	Given the budget cuts, there have been less opportunities for teacher externships and district/district funded professional developments have been less available.

5B. Rigorous Academics Pathway Needs Assessment

*What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
All academy CTE classes have students work collaboratively for labs and also as study groups. There is some continuity in structures and themes of group projects from 9th-11th grades. In the summer of 2017, teachers were given extended contracts to integrate curriculum across subject and grade levels. There is unity in the assignments, and student understanding of their classes as a whole has increased. A 10th grade World History project will more explicitly integrate with Health themes.	Partially Implemented	Effective	Students are challenged with rigorous texts, topics, labs, and discussions. Many projects, themes, and discussions are interdisciplinary and carried across courses. 11th and 12th grade teachers continue to implement capstones for academy students centered around Health. 10th grade is building a capstone to align with the other two grade levels. There is a strong schoolwide understanding of academy theme.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Bring in more community speakers (health professionals and researchers) to influence CCSS/CTE aligned PBL opportunities within pathway CTE courses. Continue to create 1 or more opportunities for multidisciplinary PBL for all students at each grade level with English/World History teachers.	All Students		min 1 per grade level
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. Health students will complete a project related to their pathway's CTE focus. Health Academy students will be cohorted as seniors with participating English teachers so they will be able to do a Health Academy Capstone.	All Students		100%

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
.6 FTE English Teacher for cohorted Health Academy English in 12th grade to facilitate Health focused, CTE aligned Senior Capstone.	Rigorous Academics	Measure N	$45,000.00	1112		0.60	
Extended contracts (60 hours total) for Health Academy teachers' collaboration to facilitate curriculum design and integrating a new .6 Health Academy English teacher/12th grade Health English curriculum.	Rigorous Academics	Measure N	$3,000.00	1120			
Printing: Health marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Rigorous Academics	California Partnership Academy	$15,000.00	4310			
Textbooks for Health Academy courses to ensure integration of CTE/CCSSS standards. (**See Language & Literacy Strategic Actions**)							

Books (other than textbooks) for new Health Academy courses in order to support CTE aligned curriculum development and instruction across disciplines. **(See Language and Literacy Strategic Actions)**					

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	Coming soon	Coming soon	3	We offer a large number and a wide range of field trips to professional organizations and work environments. We also help organize, promote, and support internships. With support of Linked Learning we included a successful Kaiser Hospital work based learning trip, although it is still difficult to find enough clinics to host work based learning trips.
Pathway Outcomes	Coming soon	Coming soon	3+	Students have an incredible array of internship opportunities that cater to their interests, and over 70 students commit to internships each year. In addition, students have over 20 field trips available to them throughout the year that include college tours, professional schools, community events and more. Attendance is usually 20+ per trip. Many of our graduates go on and actually want to go into healthcare according to our end of year senior survey.
Pathway Evaluation	Coming soon	Coming soon	3	Working with our Pathway coach, Carlyn Adamson, has allowed us to take time to self-assess during a fall retreat and then periodically in directors' meetings. We also meet for one day after the close of school in June to assess our outcomes for the year. More institutionalized systems around WBL tracking are still necessary school-wide.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We offer a large number and a wide range of field trips to professional organizations and work environments. We also help organize, promote, and support internships. With support of Linked Learning we included a successful Kaiser Hospital work based learning trip, although it is still difficult to find enough clinics to host work based learning trips. The Health Academy SSS helps facilitate WBL opportunities for students.	Fully Implemented	Highly Effective	Students have an incredible array of internship opportunities that cater to their interests, and over 70 students commit to internships each year. In addition, students have over 20 field trips available to them throughout the year that include college tours, professional schools, community events and more. Attendance is usually 20+ per trip. Many of our graduates go on and actually want to go into healthcare according to our end of year senior survey

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of 10th graders will complete a career research project in Physiology. Increase the number of lunchtime guest speakers from the Health field.	All Students		100% 10th grade career research project
Career Exploration	100% of Health Academy students in each grade will participate in at least one career exploration field trip experience per year and be part of at least one guest speaker presentation per year. Increase participation in Nursing Club and expand our collaboration with Samuel Merritt University, including visits to simulation lab.	All Students		100% 1 field trip, 1 guest presentation per year
Career Preparation	60% of Health Academy 11th graders will participate in an internship related to the pathway focus during the summer or during the school year. 90% of Health Academy students will be certified in CPR before they graduate.	All Students		60% of 11th graders internship; 90% CPR certified

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Supplies for dual enrollment including blood pressure cuffs, EMT books, and stethescopes for each student to provide Health-focused career awareness and training opportunities for students.	Career Technical Education	California Partnership Academy	$1,000.00	4310			

First Aid/CPR equipment including new dummies to ensure industry/CTE standard aligned-instruction in the pathway.	Career Technical Education	California Partnership Academy	$10,000.00	4410?			
Transportation to field trips (16 buses) to provide all Health Academy students at least one career exploration field trip per year.	Work-Based Learning	California Partnership Academy	$16,000.00	5826			
Admission and lodging fees for field trips (California Academy of Sciences, Monterey Bay Aquarium and Monterey lodging, Tech Museum, Berkeley Rep, ACT Theater) to provide all Health Academy students at least one career exploration field trip per year.	Work-Based Learning	California Partnership Academy	$3,000	5829			
CPR Certification programs (CPR cards for students) to ensure > 90% of Health Academy students graduate CPR certified.	Work-Based Learning	California Partnership Academy	$3,800.00	5200			
Honoraria: Guest speakers related to Health field to provide all Health Academy students with access to career exploration opportunities each year (See Pathway Equity Access & Achievement Strategic Actions)							

7. COMPREHENSIVE STUDENT SUPPORTS   *Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	Coming soon	Coming soon	4	With the new SSS our students have an abundance of support and are utilizing the SSS optimally, not just for academic support but for mental health and well being as well. Those are aspects teachers do not always have the ability to help students with but are needed for a successful academic career. SSS can also devote more time on days when HA teachers have subs to do pull-outs or push-ins with students of concern. Credit makeup continues to be offered on a case-by-case basis. More alignment in the Special Education department would be helpful for assistance creating modified assignments that a teacher new to the academy could make use of.
College & Career Plan	Coming soon	Coming soon	2+	We introduce students to various careers in healthcare that they may not have known about and take them on 2 college tours per year. They create resumes and cover letters and are encouraged to apply for at least one internship. There is not a concrete planning document that students compose, which is why we score low. However, there is a lot of this information that goes out to all students school-wide through counselors and the college and career center (e.g. College and Career Center; College Crunch Week).

7B. Comprehensive Student Supports Pathway Needs Assessment

*What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We introduce students to various careers in healthcare that they may not have known about and take them on 2 college tours per year. They create resumes and cover letters and are encouraged to apply for at least one internship.With the new SSS our students have an abundance of support and are utilizing the SSS optimally, not just for academic support but for mental health and well being as well.	Partially Implemented	Somewhat Effective	There is not a concrete planning document that students compose, but there are many academy specific and schoolwide opportunities for college planning and student supports. The SSS provides students with help with soft skills teachers do not always have the ability to help students with individually, but are needed for a successful academic career.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	Create an opportunity for all Health Academy students to visit one or more colleges in both the 10th and 11th grades. 100% of Health Academy 11th graders complete resumes and practice interviews in English classes.	All Students		100%

Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	Student Support Specialist will continue to provide further targeted interventions for the caseload of Health Academy students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact).	Low-Performing Students		100% of caseload at risk students

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1.0 FTE Student Support Specialist to provide differentiated interventions for special populations of Health Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. (**schoolwide Measure N funded**)			$0.00				
Stipend Summer Bridge staff for two weeks of Health Academy Summer Bridge to support at risk students and provide further targeted interventions for incoming 10th graders.	Comprehensive Student Supports	Measure N	$5,000.00	1120			
Extended Contract: Program assistance, field trips, and food for two weeks of Health Academy Summer Bridge through BACR to support at risk students and provide further targeted interventions for incoming 10th graders.	Comprehensive Student Supports	Measure N	$6,500.00	4311			

1. ABOUT THE PATHWAY

PATHWAY:	Race, Policy & Law Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Public Services	**School ID:**	305
Pathway Description:	Race, Policy & Law is Tech's newest pathway and provides students an examination of history, politics, theory and law related to race and ethnicity in America. Emphasis is on providing critical contextual perspective on the intersection between racialized experience and the law, and on increasing students' critical thinking, writing, and oral communication skills. International Relations (IR) deals with issues like sovereignty, environmentalism, development and human rights in the context of global affairs and is also concerned with the policies of individual states as far as they impact on the affairs of other states.		
Pathway Mission & Vision:	RPL is a safe and supportive community of interested and engaged students, teachers, and community members who are empowered to take action to address social justice issues. RPL encourages students to be more open to social issues through relevant curriculum and real world experience. We hope to understand how the past has shaped today's society through exploring different narratives, so we can have a lasting social impact on our community and on a larger scale, after we leave Oakland Tech.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	28.8%	71.2%	96.9%	44.8%	3.7%	3.1%	9.8%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	39.3%	0.0%	8.6%	21.5%	0.0%	0.0%	20.9%	5.5%	0.0%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	TBD	TBD	TBD

On Track to Graduate (11th Grade)	63% of 11th grade RPL students are on track to graduate, which aligns to the school statistic of 63.6% of 11th graders schoolwide. AA students in 11th grade RPL are 68.8% on track to graduate, which is significantly higher than the schoolwide average (47.3%). The gap between students eligible for free and reduced lunch and those who do not qualify has closed considerably since last year, with only 3.5% points difference between the two. Students enrolled in Special Ed in the 11th grade are more on track to graduate than their non-Special Ed counterparts, with 75% on track and 61.9% on track, respectively.	There continues to be a very wide range of student learning needs, academic levels, and past school experiences. Latinx 11th graders in the pathway match the schoolwide graduation rate at 42%, which is very low. EO students outperform their EL, IFEP, and RFEP counterparts considerably, with 75% on track to graduate as opposed to 50%, respectively.	The cohorted, blocked CTE - English model will continue into the 12th grade, allowing students two periods a day to be checked in on by the same pathway teacher. An SSS will soon be full time, expanding from a half time role, to to provide additional support to a caseload of LCFF population students. There is significant expansion of the career-readiness curriculum, including increased funding for paid summer internships, specifically targeted to students who struggle academically, as well as the establishment of a mentoring program that exposes students to a wide range of career options, on-site job shadows for immersive learning experiences, and the development of skills and resources such as resumes and interviewing skills. The maintenance and expansion of this program is dependent on the role of the CTE coach for the pathway, C. Fredrick, who has been cultivating partnerships and is instrumental in the success of students' career-readiness.
On Track to Graduate (10th Grade)	64% of 10th grade RPL students are on track to graduate as opposed to 57% of 10th graders schoolwide.	There is a very wide range of student learning needs, academic levels, and past school experiences. A larger number of white students joined the pathway, and their on track to graduate rate is significantly higher than AA and Latinx students.AA students in 10th grade RPL are 54.5% on track to graduate. This is only one percentage point higher than the schoolwide average for AA students. Latinx students are 54% on track to graduate, which is higher than the Latinx schoolwide average but lower than the total school wide average. Students eligible for free and reduced lunch are about 26% less likely to be on track to graduate than students who do not qualify for free and reduced lunch.	Students have had very different levels of support and encouragement, resulting in a wide range of self-perception. Many students have come to believe that school is not for them and others believe strongly in their right to advocate for their education. This requires a lot of differentiated support and more work around foundational literacy skills, which mirrors the schoolwide focuses around literacy and performance assessments. In addition, an Student Support Specialist (SSS) who is currently half time will expand her role to full time provide targeted support to a caseload of LCFF population students. We are focusing a significant amount of class time on career exposures through guest speakers, field trips, and hands on project based learning units like Mock Trial and redesign of the Justice system. Many of the PBL units continue to be developed with the support of CTE coach C. Fredrick,
12th Grade A-G Completion	We have identified the 12th grade teacher, who we believe is a very strong educator and will be a great fit for the Academy.	Ensuring that the 12th Grade teacher (and the pathway as a whole) has sufficient coaching support around curriculum development and work based learning opportunities will be essential in building the capacity of this teacher to be a part of pathway development. The curricular and professional supports that have previously played a critical role in the development of this pathway and the various curricula have almost uniformly been reduced or removed entirely as a result of budget cuts, which is of great concern and which imperils the capacity of the pathway to establish itself.	TBD
CTE Capstone Completion with a C- or better	We will be piloting our first Capstone class next year.	See "Strengths"	We are blocking the CTE Capstone class with the Senior year English class, which we believe will help strengthen the quality of student work, the depth of their understanding, along with college, career and community readiness.

	We have been able to bring two dual enrollment (DE) classes to Tech this year, both of which align with the pathway: Crime Scene Investigation (Fall 2018) and Principles and Procedures of Criminal Law (Spring 2019). We had 11 Race, Policy, and Law students enrolled in the Fall dual enrollment course, of which 81% passed the course with a C- or higher. We currently have 8 RPL students enrolled in the spring dual enrollment class. 11th grade RPL students enrolled in DE courses in the fall of 2018 made up 23% of 11th grade students enrolled in DE courses school-wide .	Enrollment of RPL students in the the DE classes has not been as high as we would like. One of the main factors have been the scheduling of the DE courses after school which conflicts with part-time employment, extracurricular activities, and other responsibilities.	Our hope is that when the school schedule changes to 7 period block schedule in the 2020-2021 school year, we will be able to offer the classes during the school day, which will allow more students to enroll.
Completion of two semesters of college coursework with a C- or better			

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Increase on track to graduate rate for 11th graders to 88.5% by the end of their senior year.	All Students	Coming soon	88.50%
On Track to Graduate (11th Grade)	Increase Latinx students' on track to graduate rates by 10% and increase AA students' on track to graduate rates by 10%, far above schoolwide averages.	Latino Students	Coming soon	78.80%
On Track to Graduate (10th Grade)	Increase on track to graduate rates to 85% for African American and Latinx.	African American Students	Coming soon	85%
12th Grade A-G Completion	See "Pathway Graduation & Dropout Rates" above	All Students	Coming soon	NA
CTE Capstone Completion with a C- or better	100% of RPL pathway students will complete a Senior Capstone project and presentation with a C- or higher.	English Learners	Coming soon	100%
Completion of two semesters of college coursework with C- or better	Maintain the current enrollment of RPL students in pathway-aligned DE classes until the schedule change in 2020.	All Students	Coming soon	NA

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	#N/A	#N/A	3	The pathway has a working versions of our mission statement and vision, as well as our graduate outcomes.We've also made substantial progress on vertically mapping and aligning our curriculum around CTE skills and the graduate outcomes.
Leadership Configuration	#N/A	#N/A	2	This is the second year of the pathway. The Academy now has two Co-Directors; the 10th grade teacher, who is a CTE credentialed teacher, and the 11th grade teacher. We also have selected a 12th grade teacher, who will be joining the Pathway team in 2019-20 . Students are not cohorted as a pathway so there are no additional teachers to collaborate with. The current Co-Directors have received significant support from the site-based curriculum development coach and the CTE Coach in terms of planning meetings, running meetings, budget decisions, curriculum development, work-based learning, etc. The Co-Directors have significant room for growth in terms of carrying all of the pathway responsibilities.

Distributive Leadership	#N/A	#N/A	2	The Academy Directors have requested and received support from the school site in the form of one collaboration period with another teacher who serves as a site-based curriculum development coach, and from the district in the form of a CTE Coach who consistently meets with and supports the Academy Director. This group of three individuals makes up the Pathway Development Team right now, but the 12th grade teacher will become more and more involved in this work over the summer and next school year. The Pathway Development Team meets on a regular basis (approximately 2 to 3 times per week) and the Academy Directors and site-based curriculum coach meet on a daily basis. While the workload is shared evenly, since we are still in the growth and development phase of the pathway, leadership responsibilities are still a work in progress. But we are focused on building the capacity of the Co-Directors and the Student Support Specialist to take on more and more leadership responsibilities. We need to develop a clearer organizational structure as the pathway continues to mature so that it can be sustainable.

Pathway Leadership & Vision Goal for 2019-20:	The Pathway Development Team will continue to use shared, built in collaboration time to develop the pathway and vertically map its desired graduate outcomes, with a particular focus on developing and aligning the curriculum for the 12th grade classes, and increasing the leadership capacity of the Pathway Co-Directors.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Contract: Summer stipends (H.Madom, K.Coleman, and B. Rivera) for one week of strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade RPL students in this new pathway.	Enabling Conditions	Measure N	$11,000.00	1120			
Extended contracts for RPL teacher collaboration (H. Madom, K. Coleman, and B. Rivera) to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade RPL students in this new pathway. Establish and maintain relationships with industry professionals.	Enabling Conditions	Measure N	$13,400.00	1120			
Travel & Lodging: Linked Learning school site visit registration, travel, and lodging for RPL pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Enabling Conditions	Measure N	$2,000.00	5200			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	#N/A	#N/A	2	We provide students and families with information about the academy through Family Information Nights and interactive presentations to all 9th graders. An RPL recruitment video and brochure were developed to support this. RPL's student admission process is based on student choice and involves an application and interview for accepted students. Our effort to recruit students with the highest needs (African American and Latinx) males needs to improve, and we're hoping to do more targeted outreach next year during the Academy selection process.
Diverse Student Representation	#N/A	#N/A	1+	Our school wide admission process has yielded cohorts (both this year and next year) that are diverse from a racial and socio-economic standpoint, and reflect the diversity of Oakland. But we have a major sex and gender imbalance, as around 75% of the students in the pathway are female, and that number will remain the same in the new cohort of Sophomores who will be joining the pathway next year. We need to develop outreach to get more male identifying students into the pathway.
Closing the Opportunity Gap	#N/A	#N/A	2	We're making efforts to design and implement culturally relevant and sustaining curriculum, particularly for specific subgroups mentioned in the Measure N rubric, but many of those students are struggling academically. Almost all of the students who are failing the classes or are on the cusp of failing are African American or Latinx students, which indicates that we have a lot of work to do to ensure those students are integrated and supported in the pathway. We plan to use some of our Measure N funds to have our current Student Support Specialist work full time with RPL students to ensure we are able to do timely interventions with struggling students.

Pathway Equity, Access & Achievement Goal for 2019-20:	Improve efforts to recruit and support African American, Latinx, and males in order to reduce the current gender and achievement imbalances in the pathway.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Refreshments for targeted student outreach events to build community, and recruit and support African American, Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Enabling Conditions	Measure N	$3,000.00	4311			
Consulting: Student Support Specialist will continue to support students, especially in providing Tier 2 interventions and work-based learning opportunities. **(see comprehensive student suports)**							

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.
What will your pathway do to align to the schoolwide focus for 2019-20?	Our team will develop signature practices for writing, reading, and discussing complex texts across all disciplines in order to promote language and literacy development.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	#N/A	#N/A	3	In our second year as a pathway, the pathway team has met regularly with industry professionals formally as an Advisory Board and informally during our pathway collaboration periods to align the pathway theme to reflect student interests, local industry opportunities, and postsecondary options.
Integrated Core	#N/A	#N/A	2	The pathway currently consists of a well-integrated English and CTE course for the 10th and 11th grade cohorts which meet the Common Core and CTE standards. Efforts are being made to cohort students in world history, but there is not true pathway purity. Efforts to integrate academic coursework have been attempted at department meetings. , Since there is no designated teacher collaboration time with the history teachers, further integration is not yet possible.
Cohort Scheduling	#N/A	#N/A	2	Pathway students are cohorted for a blocked English & CTE class in grades 10 and 11 which allows for quality integrated projects. Pathway teachers have a shared collaboration period that allows for vertical alignment of skills. They are also cohorted for world history; however, teachers do not share a collaboration time to allow for integrated project planning. Students are not t cohorted for math and science or for US History currently
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	#N/A	#N/A	3	The 10th and 11th grade CTE & English teachers have used PBL approaches to engage students in several pathway themed projects aligned to CTE and CCSS standards that have involved creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Examples include: alternative prison design project presented to community panelists, and mock trials in 10th grade; organizing an issue campaign and creating mini-documentaries in the 11 grade on educational equity..

Collaborative Learning	#N/A	#N/A	2	In both their CTE and English courses, students regularly work in heterogeneous groups (by race, gender & ability) on daily assignments and longer term projects. The teachers are explicitly teaching collaboration and peer communication skills and implementing tools for accountability. The pathway team is also developing a vertical map of collaborative skills from grades 10-12, and determining systems to effectively share students' strengths and progress over the course of three years in the pathway.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	#N/A	#N/A	2+	While there are only two teachers currently in the pathway, through work with site-based curriculum coach and district CTE coach the CTE teacher receives observation and coaching, curricular resources, and support in project and curriculum development.
Collaboration Time	#N/A	#N/A	2	The Pathway Development Team (Two pathway teachers, site curriculum coach and district CTE Coach) meet bi-weekly during a collaboration period to create curricular units and reflect upon student work. It will be important as the pathway expands to grade 12 that there is designated, daily collaboration time for the pathway teachers to continue to vertically align the skills necessary for student success on major projects.
Professional Learning	#N/A	#N/A	2	The Pathway regularly meets on the second and fourth Wednesdays of the month for PD during which pathway team members have begun to share and reflect upon best practices with a focus on equity. In addition,this is the second year in a row where the pathway has met with the other Social Justice Pathway in the district (LSJ at Oakland High) to share curricular resources and meet with industry professionals. The pathway has a reflective structure for analyzing the effectiveness of all Pathway initiatives, and this will be true for the the professional development structure.

5B. Rigorous Academics Pathway Needs Assessment

*What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The pathway currently consists of a well-integrated English and CTE course for the 10th and 11th grade cohorts. Efforts are being made to cohort students in world history, but there is not true pathway purity. Since rehere is no designated teacher collaboration time, further integration is not yet possible. The CTE & English teachers use PBL approaches to engage students in several pathway themed projects aligned to CTE and CCSS standards that have involved creative and critical thinking, collaboration, use of digital media and video-making tools, and production and presentation of products. In their CTE and English courses, students regularly work in heterogeneous groups (by race, gender & ability) on daily assignments and longer term projects. The Pathway Development Team (Two Pathway teachers, site curriculum coach and district CTE Coach) meet at least twice a week during a collaboration period to create curricular units and reflect on student work. It will be important as the pathway expands to grade 12 that there is designated, daily collaboration time for the pathway teachers to meet to align projects to the pathway theme, CCSS and CTE standards.	Partially Implemented	Effective	Pathway students in grades 10 and 11are cohorted for a blocked English & CTE class which allows for quality integrated projects. They are also cohorted for world history, however, teachers do not share a collaboration time to allow for integrated project planning. Students are not cohorted for history, math or science. Examples of rigorous, relevant project based learning include alternative prison design project presented to community panelists, and mock trials in 10th grade; organizing an issue campaign and creating mini-documentaries on educational equity in the 11th grade.The teachers are explicitly teaching collaboration and peer communication skills and implementing tools for accountability. This is an area for further development next year. While there are only one teachers in the pathway, through work with site-based curriculum coach and district CTE coach the CTE teachers receive observation and coaching, curricular resources, and support in project development. Next year, all students will have engaged in at least 5 projects aligned to the pathway theme over the course of their 3 years within the pathway, including a Senior Capstone Project which we plan to implement when we have our first class of seniors in the 2019-20 school year.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	The CTE & English teachers will continue to use culturally relevant PBL approaches to engage students in 5+ pathway themed projects aligned to CTE and CCSS standards per year that involve creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Students will be grouped heterogenously and teachers will continue to devlop strategies to explicitly teach collaboration skills and tools for accountability.	All Students		5+ PBL for year
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. RPL students will complete a project related to their pathway's CTE focus.	All Students	N/A (no RPL seniors until 2019-20)	100%

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.						

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Planning period prep (.2 FTE) for new 12th grade English/CTE RPL teacher (Rivera) for curriculum development, collaboration, and pathway planning in order to create vertically aligned, culturally relevant PBL experiences for the first cohort of 12th grade RPL students. **(see leadership strategic actions)**							
Conference registration for 3 pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Career Technical Education	Measure N	$5,000.00	5200			
RPL marketing and classroom supplies to ensure integration of CTE/CCSS standards and increase student and parent knowledge about pathway program and student opportunities.	Enabling Conditions	Measure N	$4,000.00	4310			
Consulting: KDOL to provide support with integrating digital media tools into culturally relevant, interdisciplinary PBL experiences at grade 11 level of this new pathway in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups.	Rigorous Academics	Measure N	$10,000.00	5825			
textbooks aligned to the coursework in the pathway as pathway has expanded to 3 cohorts							
Books (other than textbooks) for new 12th grade RPL course in order to support CTE aligned curriculum development and instruction.	Rigorous Academics	Measure N	$3,000.00	4200			
CTE coach - explain why The Pathway team next year will consist of 3 classroom teachers. Without the dedicated support of a CTE Coach, there will be no support for pathway development which is critical in the third year of the pathway when it will actually serve students from grades 10-12. In other words, it will be a complete pathway. Pathway development support can help guide curriculum to ensure that they align with the pathway theme, CCSS and CTE Standards. Furthermore, the 10th and 11th grade Pathway teachers have piloted curriculum in the initial two years of the pathway. In this 3rd year of the Pathway, the 12th grade students will be completing the Senior Capstone Project, and the CTE Coach can provide targeted support in meeting CTE Standards. Support from the CTE Coach can assist in reflecting on the efficacy of the pathway projects in meeting standards. (see leadership & vision strategic actions)							

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	#N/A	#N/A	1+	Several industry partners have been guest speakers in the sophomore and junior CTE classes, and sophomore students have gone on 2 career field trips. All junior students participated in the first three-part mentoring program, which consisted of informational interviews with Bay Area professionals whose work aligns with the pathway mission, one-day job shadows, and practice student interviews with formal and informal feedback. This past summer, 18 students piloted pathway themed internships, a practice we plan on expanding in the upcoming summer semester.
Pathway Outcomes	#N/A	#N/A	1+	The pathway is developing a systematic plan for implementing WBL experiences strategically over the 3 years. After having completed a first round of the junior year mentoring program, we can now iterate on it to improve student experience and pathway efficiency.
Pathway Evaluation	#N/A	#N/A	1+	As the pathway has begun working with industry partners to create work-based learning experiences for students (mentorships, summer internships, etc.), we created first drafts of strategies and materials for reviewing and evaluating those WBL experiences from several perspectives, namely student participants, professional mentors, and pathway faculty / staff. Now that we have collected our first round of data, we can work on improving our data collection and evaluation processes.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The pathway is developing a systematic plan for implementing WBL experiences strategically over the 3 years. As the pathway begins working with industry and postsecondary partners to create work-based learning experiences for students (mentorships, summer internships, etc.) we will work to identify strategies for reviewing and evaluating those WBL experiences	Partially Implemented	Effective	During the 2018-19 school year, several industry partners have been guest speakers in the CTE classes and students have gone on 2 career field trips in the 10th grade including a visit to the Alameda County Courthouse. All 11th grade students have participated in a 3 part Mentoring Program which consisted of informational interviews with Bay Area professionals whose work aligns with the pathway mission, one-day job shadows, and practice student interviews with formal and informal feedback. This past summer, 18 students piloted pathway themed internships, a practice we plan on expanding in the upcoming summer semester. Tracking systems around WBL need to be created and institutionalized as we reflect on best practices.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of RPL students in each grade will participate in at least three career awareness experiences per year (field trips, guest speaker panel, job shadow)	All Students		100% of students at each grade level 3 career awareness experiences
Career Exploration	100% of RPL 11th graders will participate in quarterly mentorship sessions with community industry partners in careers related to the pathway theme and mission.	All Students		100% 11th graders trimester mentorship sessions
Career Preparation	50% of RPL 11th graders will participate in an internship related to the pathway focus during the summer of 2019.	All Students		50% of 11th graders participate in an internship

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	**If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
SSS Position funded at 1.0 FTE in order to continue support of and further develop the job shadow portion of the Mentoring Program, piloted this year. **(schoolwide measure N funded)**							

Description	Category	Measure	Amount	Code			
Planning period prep (.2 FTE) for 11th grade English/CTE RPL teacher (Coleman) for reflecting and institutionalizing the 11th grade Mentoring Program which was piloted in the 2018-19 school year. **(see leadership & vision strategic actions)**							
Conference registration, lodging, and travel for 3 pathway teachers to gain exposure to and develop culturally-relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway. **(see rigorous academics strategic actions)**							
Supplies:RPL marketing and classroom supplies to ensure integration of CTE/CCSS standards and increase student and parent knowledge about pathway program and student opportunities.	Career Technical Education	Measure N	$4,000.00	4310			
***CTE coach - explain why Continued support from the CTE coach would ensure a smooth transition into the t year for the mentoring program. Her support builds the capacity of the Co-Directors to manage partnerships so that by the 4th year of the pathway's development, we will have institutionalized WBL experiences for students. (see leadershion & vision strategic actions)							
Student summer internships through ECCO for 20 RPL 11th graders to ensure 50% of RPL 11th graders participate in an internship related to their pathway focus.	Work-Based Learning	Measure N	$8,000.00	5200			
Honoraria: Guest artist visits for the 2018-19 RPL pilot art and communication for social change elective in order to provide at least 3 career awareness experiences per year for all RPL students at each grade level.	Work-Based Learning	Measure N	$600.00	5825			
Class supplies for continuing the 2019-20 RPL integrated RPL course centered on art and communication for social change in service of implementing multidisciplinary PBL in our pathway	Rigorous Academics	Measure N	$3,000.00	4310			
Field trip transportation and admission for RPL students in order to ensure 100% of RPL students at each grade participate in three CTE aligned career awareness experiences per year.	Work-Based Learning	Measure N	$8,000.00	5826			

7. COMPREHENSIVE STUDENT SUPPORTS *Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*

Support of Student Needs	#N/A	#N/A	2+	Several industry partners have been guest speakers in the CTE class and students have gone on 2 career field trips. Additionally, a small group of students visited a law school. A substantial group of students piloted pathway-themed internships summer 2018 The pathway is developing outreach strategies to accomodate internships placements for the growing pathway population The pathway meets biweekly to review and assess student progress based on academic, career-based, and personal needs. The pathway is also developing strategies to coordinate with other resources based on student need. Pathway teachers and SSS coordinate with school-wide services and student families to provide appropriate support for students with identified academic, personal or social-emotional needs. Students are pulled from classes for short-term interventions and referred to school-wide, or district-wide services for long-term intervention. We hope to extend our capacity and be able to establish long-term interventions moving forward with a full-time SSS position.
College & Career Plan	#N/A	#N/A	2+	We are in Year 2 of our Pathway Development. The pathway is developing a systematic plan for implementing WBL experiences strategically over the 3 years. The pathway has held graduation and college-focused transcript reviews every semester for all 10th and 11th graders. The pathway has also coordinated with the College & Career Center to equip 10th & 11th grade students with more specific knowledge about college eligibility standards. 100% of 11th graders have created resumes and have had the opportunity to have them reviewed by community industry partners. Through the piloting of the mentoring program, all 11th graders and a few 10th graders have interviewed at least 3 community industry partners regarding their career trajectories and duties. 11th grade students have strengthened the partnerships and increased their career exposure by participating in job shadows at work places that interest them. The SSS has been instrumental in planning and executing all of the initiatives mentioned above.

7B. Comprehensive Student Supports Pathway Needs Assessment

*What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The Academy Team (2CTE Teachers, CTE coach, SSS, Curriculum coach, supported by AP) has gotten to know all the students in the pathway, and has met on a regular basis with curriculum support teacher and CTE coach to identify needs of particular students. The Pathway Team has engaged in some targeted intervention for particular students with academic and socio-emotional needs (COST referrals, one on one meetings, SST meetings, etc.) The SSS will be full time position, expanding from a half-time position from 2018-19. She (Borquez) will continue to provide Tier 2 intervention. She will continue to do transcript reviews especially with our 12th grade cohort and institutionalize systems within the pathway to support high school to college readiness. Lastly, she will work with the 11th grade CTE teacher (Coleman) and CTE Coach (Fredrick) to reflect upon and systematize the Work Based Learning experiences, particularly the Mentoring Program that was piloted this year.	Partially Implemented	Effective	The Student Support Specialist for RPL was onboarded as of March 2018. 100% of students have done transcript reviews this year. Juniors visited UC Berkeley. Planning on more college visits in the future. Students are getting into internships and had support appllying and completing and reflecting on internships last summer. The process is being improved upon and many more students will participate this year. In collaboration with the CTE coach, the SSS developed with the team a student intervention protocol for meeting every other week to ensure effective intervention.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target

College and Career Transition Supports	Develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all RPL students to visit one or more colleges throughout their time in the pathway.	Low-Performing Students		100% of students have college & career plans, 1+ college visit
Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	Systematize Tier 1,2, and 3 interventions for students identified by pathway team.	Low-Performing Students		100% of caseload students receive targetted intervention from SSS

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1 FTE Student Support Specialist (D. Borquez) shared with the Engineering pathway to provide differentiated interventions for special populations of RPL students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact. (schoolwide measure N funded)			$0.00				
Planning period prep (.2 FTE) for 11th grade English/CTE RPL teacher (Coleman) for reflecting and institutionalizing the 11th grade Mentoring Program which was piloted in the 2018-19 school year. **(see leadership & vision strategic actions)**							