

# Action Research

## [OUHS Measure N Summary](#)

**School:** Unity High School

Our Computer Science pathway helps students develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students are introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. They also spend time learning about robotics, PC systems and how to build and troubleshoot computers all of which offer students hands-on learning experiences.

**Pathway/s:** KEY SKILLS AND FEATURES  
Computer organization and architecture, multimedia, programming, graphics and editing, Internet/web pages design, HTML, and designing and maintaining networks. The pathway provides offers field trips to leading technology companies and Bay Area universities, internship opportunities and more.

- college enrollment
- graduation rate
- on/off track to graduate 10 and 11
- Pathway Enrollment (# of students)

Outcome Data

[Unity High School SPSA DATA](#)

### Top 5 Measure N Funding Commitments

- Computer Science teacher salary
- CodeHS Curriculum and Comp TIA Certification Fee
- Career and College Counselor and Internship Coordinator Salary
- Digital Media and Art teacher salary
- Tablets for Digital Media

### What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?

How do we successfully integrate a Technology and Digital Media Pathway with our existing A-G curriculum and provide ample and genuine student and staff supports for both?

### What did you discover in the past year? (Please use data to support.)

- In reflection last year working with the Measure N Commission and Linked Learning consultancy, we learned that we have strong student support and rigorous academics. This is part of our historic strength as a college prep school. However, as we grew in our understanding of Linked Learning, we learned that we had fallen short in development of a CTE pathway. We also need to continue to grow our developing Work Based Learning experience.
- Student support: high graduation rate, Wellness and Counseling services received by over 50% of students
- Rigorous academics: high relative student success rate on SBAC, high acceptance to four year colleges
- CTE: no clearly identified pathway arc in master schedule, no pathway enrollment
- WBL: growth of internship program from 9 to 20 students at senior level, Career and College research projecst implemented but no career expos or job shadowing

### What are you going to do differently or change moving forward?

- Implement comprehensive pathway pivot - Master Schedule with CTE pathway for Technology and Digital Media
- Implement and pilot integrated capstone projects at the 9, 10, 11 grade level.
- Coordinate Career Exposition Fair
- Pilot Job Shadowing for Juniors
- Build Industry Advisory Board

### How do you anticipate this will improve Measure N outcomes for your students moving forward?

- Students will receive a multi-year sequence of CTE courses around pathway.
- Students will have multi-disciplinary learning experiences centering around Technology and Digital Media
- Increase student engagement and increase development of tangible skills to help students attain internships and careers in technology and Silicon Valley

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

### 1A: ABOUT THE SCHOOL

1) School Name: Please type in your school name and ID.

2) School Description: Please copy and paste your school description from your 17-18 Site Plan.

3) School Mission and Vision: Please copy and paste your mission and vision from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

<b>School:</b>	<b>Oakland Unity High</b>	<b>School ID:</b> 01 61259 0100065
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#### School Description

Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college. Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 345 students: 91% Latino, 6% African American, and 3% other. Over 90% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

#### School Mission and Vision

##### Our Mission

It is the mission of Oakland Unity High School ("Unity") to prepare its students for admission to college and success in college and career. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

##### Our Vision

Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing life long professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

#### Family & Student Engagement

- Twice annual student conferences where students present to parents and Advisors on their college and career goals and progress to graduation. Students share information about their interests and extracurricular activities as part of the SLC.
- Monthly Coffee with Principal meeting to provide parents with opportunities to give feedback, bring questions, and be linked in on school development.
- As part of our SLC's we led a parent Promotional Initiative for Technology and Digital Literacy
- As part of our monthly Coffee with the Principal we conducted parent Focus Group work on our proposed pathway. We also conducted student Focus Group work on our pathway.
- Each year we have students take twice annual surveys on school climate and academics. We have parents take a annual survey to provide feedback.
- For the past four years, we have run a Technology Club for Unity Students as well as Girls Who Code. Tech Club has grown to 30+ students. They have an annual tradition of a field trip to Google and other field trips have included Microsoft and other technology partners.
- We have a yearly Back to School Night BBQ and Spring Festival, coplanned by staff and parent leaders

### SCHOOL DATA SLIDES

[Unity High School SPSA DATA](#)

**1B: 18-19 NEEDS ASSESSMENT**

**STRENGTHS & CHALLENGES**

**Task: Identify schoolwide strengths and challenges related to each data point.**

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

**Instructions:**

**Task: Identify school 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 site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (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."**

State Dashboard Indicators	Strengths [1]	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	-High relative graduation rate: 89% overall 2017 89% for SED 5 year cohort graduation rate above 75%	-Attrition is over 10% for some cohorts - for the Class of 2015, 2016, and 2017, attrition by senior year was between 10% and 20% -Graduates have low rate (under 30%) of college completion	-Improve student engagement through CTE to reduce attrition -Increased competitiveness through CTE
<b>On Track to Graduate (11th Grade)</b>	-Data maintained on students graduation readiness, College Counselor coordinates intervention and family communication for students falling off track to graduate -Over 100+ (+30% student body) students enrolled in summer learning to provide remediation and credit recovery opportunities	-Lower rates among on track to graduate among vulnerable subgroups. -In Class of 2018, SPED students are over-represented in off-track to graduate rate (32% of off track to graduate are SPED/504)	-Implement MTSS model of coordinated intervention to increase effective support for vulnerable groups
<b>A-G Completion</b>	-97% of 2017 graduating class were A-G ready	-Students who are at risk of retention often struggle with A-G requirements. -Over 50% of students who transfer out are not on track to meet A-G requirements.	-Implement MTSS model of coordinated intervention to increase effective support for vulnerable groups
<b>SBAC ELA</b>	-65% met or exceeded on ELA SBAC	-Test scores have not improved over the past two years.	-Increased alignment to standards -Commitment to retention of teachers and teacher leaders

<b>SBAC Math</b>	-31% met or exceeded on Math SBAC	-Math performance scores have decreased over past two years	-Increased alignment to standards -Commitment to retention of teachers and teacher leaders
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	-76% dual enrollment pass rate. -50% AP pass rate	-AP pass rate is under 10% for non-AP Spanish tests	-Increase cohorting towards AP Calculus and AP US History
<b>Pathway Participation/CTE Enrollment*</b>	Leadership, staff, and students in support of Technology and Digital Media pathway development and piloting	-Needed to pivot to clearly defined pathway	-Pilot implementation of wall-to-wall Tech/Digital Media pathway with 100% of 10th and 11th graders participating in CTE pathway course.
<b>English Learner Progress</b>	-CELDT reclassification rate is 25% -English Learner progress on California School Dashboard is 100%	-LTELs are still a vulnerable subgroup at Unity	-Increase effectiveness of academic literacy intervention
<b>Suspension Rate</b>	-Suspension rate is 2.01% for 2016-17		

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Graduation Rate</b>	95% graduation rate		Long-Term English Learners	89%	90%	92%	
<b>On Track to Graduate (11th Grade)</b>	95% on track to graduate		Long-Term English Learners	79%	85%	90%	
<b>A-G Completion</b>	98% A-G completion		Long-Term English Learners	96.61%	97%	98%	
<b>SBAC ELA</b>	75% met or exceed		Long-Term English Learners	64.71%	70%	75%	
<b>SBAC Math</b>	60% met or exceed		Long-Term English Learners	31.43%	35%	40%	
<b>AP Pass Rate</b>	75% pass rate		Long-Term English Learners	50%	60%	65%	
<b>Dual Enrollment Pass Rate</b>	98%		Long-Term English Learners	76.34%	80%	90%	
<b>Pathway Participation/CTE Enrollment*</b>	100%		All Students	50%	75%	100%	
<b>English Learner Progress</b>	75%		English Learners	25%	40%	60%	
<b>Suspension Rate</b>	1%		All Students	2%	5%	4%	

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<p><b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a></p>	<p><b>KEY:</b> 1: Not at all      3: Mostly 2: Somewhat      4: Completely</p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-School leaders have agreed upon and formulated a vision of Unity as a Technology and Digital Media Academy -- What do all students need to know to be better equipped for careers of 21st century - digital literacy.</li> <li>-School leaders have spoken to staff over the course of the year to communicate mission and vision and directly solicit staff and school community consensus and feedback on vision of Unity Academy</li> <li>-Leadership has presented to staff as a need for all school and all teacher buy in to effectively proceed - planted a flag - stake in the ground</li> </ul>	<ul style="list-style-type: none"> <li>-Need for more processing time for staff investment and deliberation</li> <li>-Need for more staff autonomy and investment in drafting process</li> <li>-More training and support in Pathways and Pathway Implementation</li> <li>-More training and support for teacher PD around CTE</li> </ul>
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-Leadership has deeply reflected and internalized rubric and pillars of linked learning as part of probationary reapplication status</li> <li>-We were supported by Career Ladders Project and District Provided PD on Linked Learning (Connect Ed) over the course of this year to have better understanding of enabling conditions to create linked learning structures</li> </ul>	<ul style="list-style-type: none"> <li>-share leadership proficiency more broadly throughout leadership team</li> <li>-actualizing and communicating mission of vision through systematic change plan</li> </ul>
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-Leadership has deeply committed to digital literacy as a equity imperative for all of our students to thrive as 21st century professional</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain capacity for pathways work amongst other leadership imperatives</li> <li>-Tension between high focus college prep mission and vision and academy model</li> </ul>
<p><b>School Leadership &amp; Vision Goal for 2018-19:</b></p>	<p>If we provide our students with an integrated and rigorous program of study, authentic work based learning experiences, and the student supports necessary to foster the skills needed for success in college and career, then we will improve graduation outcomes, increase academic engagement, and enrich our students' career trajectories. In order to actualize these goals, we must rethink our current school model and, with multiple stakeholders, engage in the design process to create a comprehensive Linked Learning Plan for Unity High School with a Technology and Digital Media pathway.</p>		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
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<p><b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-Measure N Committee visited and ranked us highly on school support structures</li> <li>-As part of staff consensus building structure, we have involved all staff members and leaders in pathway process</li> <li>-SPED department has gone through reflection on transitions plans - linkage to pathway</li> <li>-College Counseling has been a change driver through Measure N process</li> <li>-Academic Literacy has been part of Unity Measure N from 2016-17 school year</li> <li>-College Counselor as Parent Engagement Liason has facilitate presentations to families and School site council on Measure N</li> </ul>	<ul style="list-style-type: none"> <li>-Align Support Staff to promote to Career Readiness and understanding of vision - Operations and Parent Engagement</li> <li>- Align Wellness support staff in understanding how to leverage the vision of a Technology and Digital Media academy to provide better social, mental and emotional supports.</li> </ul>
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	3: Mostly	<ul style="list-style-type: none"> <li>- The Leadership teams holds numerous roles at our site including department chair, advisors, and classroom teachers</li> <li>- By virtue of being a small school, there is synergy amongst staff members playing numerous roles in leadership. Therefore we benefit from shared understanding of the goals and see ourselves as actualizers of these goals.</li> </ul>	<ul style="list-style-type: none"> <li>-In response to feedback from the Measure N Commission, Unity has pivoted to a much more sharply defined vision as a Technology and Digital Media Academy. Building understanding around the ramifications of this pivot are by necessity an ongoing process</li> </ul>
<p><b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-As a small school community we work by achieving consensus as we move forward with all groups</li> <li>-All groups have been involved this year in our Measure N process - students, teachers, parents, community members, and our Unity Schools Board</li> </ul>	<ul style="list-style-type: none"> <li>- While students' best interests and passions are taken into consideration in all of our decision making processes, there is room for growth in increasing student agency in our school design process and our pathway implementation process.</li> </ul>
<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-Proposed master schedule, program of study are highly aligned with pathways model for fall of 2018-19</li> <li>-Small school means that all students by grade level are primarily in a single cohort - equity of resources therefore very strong</li> <li>- Master Schedule provides Professional Development time for all teachers during our minimum days for collaboration.</li> <li>- All teachers have only 1-2 preps</li> </ul>	<ul style="list-style-type: none"> <li>- Small school size presents limited ability to cohort students with diverse schedules-- important to leverage Community College Classes and Summers</li> <li>- Current facilities imposes limitations on number of sections, master schedule and room assignments</li> </ul>
<p><b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	3: Mostly	<ul style="list-style-type: none"> <li>-All students will participate in our pathway -- we are a single cohort model</li> <li>-Attention has been given in design to support all subgroups specifically in their access</li> <li>-Attention has been given in design to engage and support our vulnerable populations in success (African-American males, LTELs, FRL and foster youth)</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to build to support vulnerable populations</li> <li>-We believe high expectations are critical to equity - there is always room for growth in supporting vulnerable students in achieving high expectations</li> </ul>
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>	<ul style="list-style-type: none"> <li>-Pilot Technology and Digital Media Academy in full integrated model with 9-12 pathway program of study and A-G academic program</li> <li>-Continue to integrate support and auxiliary structures towards pathway implementation and success</li> <li>-Build staff and student identity (school culture) around Technology and Digital Media Academy - integrate Linked Learning philosophy and pillars with existing school culture</li> </ul>		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
-Hiring Computer Science CTE Teacher and Pathway Lead 1.0 FTE to launch successful implementation of the pathway pilot.	All Pathways	All Students	Measure N	\$70,000.00	1000, 3000	Career Technical Education	Goal 1: Graduates are college and career ready
- Hiring LTI Instructor 1.0 FTE to continue developing WBL experiences.	Work-Based Learning	All Students	Measure N	\$50,000.00	1000, 3000	Work-Based Learning	Goal 1: Graduates are college and career ready
-Staffing Digital Media CTE Teacher 1.0 FTE as pathway teacher	All Pathways	All Students	Measure N	\$75,000.00	1000, 3000	Career Technical Education	Goal 1: Graduates are college and career ready
-Staffing Comp TIA Teacher .25 FTE as pathway teacher	All Pathways	All Students	Measure N	\$15,000.00	2000, 3000		Goal 1: Graduates are college and career ready
-Allocate the paid teacher time during the already established Professional Development arc to be solely dedicated for integrated projects and pathway collaboration to ensure transparency and alignment between A-G courses and CTE courses.	Departmental Team	All Students	General Purpose Discretionary			Rigorous Academics	Goal 5: Students are engaged in school everyday
-Code HS Curriculum fee for Introduction to Computer Science class for CTE pathway course	All Pathways	All Students	Measure N	\$15,000.00	4000	Career Technical Education	Goal 1: Graduates are college and career ready
Comp TIA IT Fundamentals Certification Exam fee. ~100/student. Comp TIA IT Fundamentals is an introductory pre-career certification course that helps students determine if they have a competency for information technology. CompTIA certifications align with the skillsets needed to build a career in IT. In order to get certified, students must take an exam.	All Pathways	All Students	Measure N	\$5,000.00	5000	Career Technical Education	Goal 1: Graduates are college and career ready
- Tablets for Digital Media Class for pathway course (Digital Media CTE), Students will use these tablets to create multimedia works of art that demonstrate knowledge of media and technology skills. Students will need these tablets to apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of both traditional and electronic media.	All Pathways	All Students	Measure N	\$12,000.00	4000	Career Technical Education	Goal 5: Students are engaged in school everyday

## RIGOROUS ACADEMICS and Career Technical Education

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	1	1	3-	-Redesigned and relaunched Technology and Digital Media -Program of Study -Master Schedule -Implementation Plan
Integrated Core	1	2	3-	- Program of Study shows the integrated projects that will connect A-G curriculum with CTE sequence and our advisory arc
Cohort Scheduling	1	1	3+	-Small school with single pathway (Computer Science Sections 9/10 grade levels, Digital Media Art in 11th grade and section of CompTIA Certification Course)
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	1	1	3+	-High success rates in state accountability -Veteran teaching staff with department structure
Collaborative Learning	1	1	3	-Field trips and projects integrated into curriculum
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1	3	3+	<b>- Teachers are cohorted in Grade-Level teams, Departmental teams, and Advisory teams and meet regularly during allotted PD time</b>
Collaboration Time	1	1	4	- Teachers are cohorted in Grade-Level teams, Departmental teams, and Advisory teams and meet regularly during allotted PD time - 4 hours of weekly Professional Development time is provided for our staff to collaborate and engage in professional growth.
Professional Learning	1	2	3+	- Teachers are cohorted in Grade-Level teams, Departmental teams, and Advisory teams and meet regularly during allotted PD time - Veteran teachers serve as coaches and observe and meet their coachees weekly. - Strong support for first and second year teachers provided.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1. Robust Summer Academy to support skill remediation</p> <p>2. Benchmarks and Data Driven Instruction</p> <p>3. Scope and Sequence Initiative for each course</p> <p>4. Humanities developed Common Core Standards aligned Rubric to be used to assess argumentative and informational essays.</p> <p>5. Differentiated Student Led Conferences held twice a year to support student goal setting and reflection of accomplishments and areas of growth, and Career and College Success Self Assessment.</p> <p>6. Identify and develop pathway structure and CTE sequence and work with pathway consultant, Career Ladders, to develop a vision for combining our college preparatory curriculum with a career technical education component.</p>	Fully Implemented	Effective	<ul style="list-style-type: none"> <li>- Students regular attendance to summer school, credit remediation, and current progress towards next grade promotion.</li> <li>- Quarterly Departmental data presentations</li> <li>- SLC's survey results show positive impact on students, staff, and parents</li> <li>- Unity Rubric promoted vertical alignment amongst Humanity classes. Teachers use student data to compare and contrast student progress and achievement through the course of high school. Teachers work together to analyze writing samples and calibrate around student work to ensure rigor and align expectations across teachers.</li> <li>- Quarterly Unit Plans for each course</li> <li>- Scope and Sequence for Math realigned</li> <li>- Grade Level contracts for promotion</li> <li>- 2017-18 has been a Pathway pivot for our school. We have been in a redesign and change process from summer to midyear. Our change process has allowed us to surface issues and tensions to teaching staff as we develop understanding and consensus on our pathway. Establish a Computer Science and Digital Media pathway sequence</li> </ul>
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## IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Redevelop standards aligned graduate profile, including CTE Pathways outcomes	All Students	Unity Graduation Minimums and ESLRS	Develop pathway course sequence as part of graduation requirements	Complete Graduate Profile including Linked Learning principals	Goals #3: We will incorporate instructional norms across the curriculum to directly increase student learning and formalize the academic skills required for mastery of the California Common Core State Standards for Literacy and college and career readiness.
Graduate Capstone/Culminating Experience	Design and develop end of year summative projects for all grade levels.	All Students	12th Grade Capstone	Robust 12th Grade Capstone	11th Grade Summative Project	Goals #3: We will incorporate instructional norms across the curriculum to directly increase student learning and formalize the academic skills required for mastery of the California Common Core State Standards for Literacy and college and career readiness.
Course Passage Rates	Increase average student passage rate in all courses from 78% to 85%.	Long-Term English L	78%	80%	85%	Goals #3: We will incorporate instructional norms across the curriculum to directly increase student learning and formalize the academic skills required for mastery of the California Common Core State Standards for Literacy and college and career readiness.

## THEORY OF ACTION

Theory of Action	<p>We used the support of Career Ladders to facilitate whole staff professional development on Linked Learning and the meaning of a career pathway. This culminated in an inclusive process to discuss our career pathway, with the purpose of distributing ownership to all stakeholders of the decision to be a pathway school. We surfaced teacher-leadership to join our Measure N Steering Committee as Pathway Teachers, in addition to our ongoing design team meetings and our work with student and parent interest groups. Throughout, we asked ourselves what were the truly essential professional skills that would provide maximum future opportunities for all of our students. As a result</p>
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<b>How are you building conditions for students and adult learning?</b>	groups. Throughout, we asked ourselves what were the truly essential professional skills that would provide maximum future opportunities for all of our students. As a result of this process, in the Fall of 2018-19 Oakland Unity High School will launch our Academy of Technology and Digital Media, with a four-year career technical sequence beginning with Introduction to Computer Science and culminating in on-site classes offering IT certification senior year. Interdisciplinary projects leveraging digital skills to power community advocacy and entrepreneurship will link our technology focus into our academic core and bind our pathway to our school values of service to the community and self-advocacy.			
<b>Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	X	X	X	X

### STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
9th Grade Summative Project: Career Exploration Project: What role does technology play in 21st century careers and in Social Change? Integrated with CTE, English 9, and Ethnic Studies. NFTE Start-Up Tech Challenge	All Students				Rigorous Academics	Goal 5: Students are engaged in school everyday
10th grade Summative Project: Social Media Campaign Project: What are the issues in my community and what assets are available in my community? How can IT and CS help solve these issues? Integrated with CTE, English 10, and Advisory	All Students				Rigorous Academics	Goal 5: Students are engaged in school everyday
11th grade Summative Exhibition: Biographical and Career Profile Web Design Project "How will my future interests and ambitions contribute to my community's advancement?" Intergrated with Digital Media and Design, English 11, Advisory	All Students				Rigorous Academics	Goal 5: Students are engaged in school everyday
-Hiring Computer Science CTE Teacher and Pathway Lead	All Students	Measure N	*Schoolwide Enabling Conditions		Career Technical Education	Goal 1: Graduates are college and career ready
-Staffing Digital Media CTE Teacher	All Students	Measure N	*Schoolwide Enabling Conditions		Career Technical Education	Goal 1: Graduates are college and career ready
Launch Computer Science and Digital Media pathway courses: Introduction to Computer Science in Javascript (9th and 10th) and Digital Media Arts (11th), COMP TIA Certification (12th)	All Students				Career Technical Education	Goal 1: Graduates are college and career ready
Develop and refine an OUHS Graduate Profile (including the key principles and priorities of the Linked Learning model)	All Students				Building the Conditions	Goal 1: Graduates are college and career ready

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	2-	2	-Senior cohort experiencing rich and supported internship program with on campus support for off campus learning opportunities -Proposed program of study has plan for WBL arc including Career Exposition Fair and Job Shadowing as well as Tech Comp TCIAA course in 12th grade
Pathway Outcomes	1	1	2	-Integrated projects and field trips in science classes and student clubs offer opportunities at multiple grade levels for WBL experiences -Financial literacy being taught in 9th and 12th grade humanities -Career exploration and research projects in Advisory curriculum and 12th grade Senior Transition
Pathway Evaluation	1	1	1+	- Pathway design established during 17-18 redesign as Technology and Digital Media, therefore we are working on developing the metrics of the success of this pathway and how we are providing Work Based Learning opportunities for our students in this industry. -Leadership is building industry partnership panel and formalized, semester reviews for Pathway evaluation -Industry partners include Google, CodeHS, EdPuzzle, and TechBridge, in addition to our current board members some of which are biotech engineers and software engineers.

## SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1. Grow and develop the Learnign through Internship (LTI) experience Create a vision Define LTI generally. Example: project, mentor, interest Define LTI specifically (what counts, credits, hours, weekend, on-site) Generate documents (background checks, set-up mtg protocol, worksite safety, etc) Establish and develop industry partnerships</p> <p>2. Create a Job Structure for incoming LTI/Career Counselor and discuss scope of work</p> <p>3. Refine and develop the 12th Grade Summative Project: NFTE Challenge- Students compete in the NFTE competition and activate an entrepreneurial mindset to solve real world problems in their communities using technology. Integrated with Economics, Eng 12, and Advisory</p>	Partially Implemented	Somewhat Effective	<p>1. 20 seniors in active internship placements: High engagement and great relationships. 2. Development of Learning through Internship curriculum and scope and sequence 3. Job Posting for LTI instructor and Career Counselor 4. 68/76 students created' Business Plans for entrance in NFTE competition</p>

## IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Organize and host a Career Exposition Fair with at least 10 companies/organizations represented for all 9th and 10th graders	All Students	-	-	180	
Career Exploration	Organize a job shadow with Industry Partners for 30 10th and 50 11th graders	All Students	10 students	30 students	80 students	
Career Preparation	Expand Learning through Internship program to 40 Seniors	All Students	9	20	40	

## THEORY OF ACTION

<b>Theory of Action</b>	Our students do not have access to a variety of careers in their community and often struggle to articulate a career path and identify the prerequisites for that career. In order to expose our students to a variety of careers, we will develop a scaffolded and sequence work based learning arc starting at the 9th grade culminating in a rich Learnign Through Internship year long experience.					
<b>How are you building conditions for students and adult learning?</b>	<ul style="list-style-type: none"> <li>- Expanding awareness of LTI program. Students presented to lower classmen on their internship</li> <li>- Support and finance Field Trips; Paypal, Google, and NFTE</li> <li>- Recruit board members to build out Industry Advisory Board</li> <li>- LTI program uses a curriculum for the development of non cognitive skills.</li> </ul>					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	X	X	X			

## STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
- Hiring LTI Instructor 1.0 FTE	All Students	Measure N	*Schoolwide Enabling Conditions		Work-Based Learning	Goal 1: Graduates are college and career ready

Form Industry Advisor Board comprised of Pathway Lead, School leadership, and at least 3 industry partners. Have a consultant from Big Picture Learning lead kick off meeting for establishing mission and vision.	All Students	Measure N	\$500.00	4000	Building the Conditions	Goal 6: Parents and families are engaged in school activities
Organize and host Career Expo with 10 careers	Low-Income Students	General Purpose Discretionary	\$1,000.00	4000	Work-Based Learning	Goal 1: Graduates are college and career ready
Organize job shadows for students	Low-Income Students	General Purpose	\$1,000.00		Work-Based Learning	Goal 1: Graduates are college and career ready

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1	1	2+	- Our school has extensive student support structures and systems including: Advisory, Wellness Services, and College and Career counseling. As we build to fully implement our Technology and Digital Media Pathway, we are working to develop our student support systems and integrate them with the Pathway team
College & Career Plan	1	1	3	-College and career counseling check-in system builds extensive and long-term relationships with students starting in 9th grade year and progressing up to senior year. -Career counseling is currently integrated into this model, with curriculum support in Advisory -2018-19 plans to expand counseling services with dedicated career counselor -Counseling staff participating in leadership visioning for Pathway plan

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
-Expand and develop our Wellness Services by staffing a secondary director and building capacity to host Intern counselors at our school. - Expand and develop or Special Education services by hiring more teacher aids.	Fully Implemented	Effective	- Over 50% of our students receive Wellness services. - Additionally, Wellness has created student support groups to target our vulnerable populations, such as the "Boys Group" which helps build academic and socioemotional skills for our 9th/10th grade boys. - Students and parents are advocating for our students to receive counseling and we have been able to accomodate all requests.

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Work-Based Learning.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Reduce attrition from the 9th through the 12th grade	African American Students	53% attrition	30% attrition	25% attrition	
College Access	Expand College and Career Counseling Staff	All Students	1	1	2	

<b>Differentiated Interventions</b>	Develop MTSS program to coordinate intervention between SPED, Wellness, and Student Culture supports	All Students	Programs exist, but are siloed	Programs have standing meeting structure with school leadership	All program leads and school leadership have weekly standing meeting to discuss supports and response to intervention	
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### THEORY OF ACTION

<b>Theory of Action</b>	We have historic strengths in providing student supports. As our school grows and student needs increase, it is becoming more and more important to coordinate the support systems following a model of Multiple Tiered of Student Support (MTSS).				
<b>How are you building conditions for students and adult learning?</b>	As part of our professional development rotation arc, the Special Education team works with our teachers to develop KTTs for all or students with IEPs and 504s in order to share best practices and ensure that the elements of the students' education plan are being implemented. Additionally, the Wellness team also makes themselves available for workshops to help with our highly vulnerable populations and have begun to "push in" into the classrooms as well. Students are starting to understand that they all have a team of adults and are able to identify those adults during Student Led Conferences.				
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>	
	X	X	X		

### STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
-Implement MTSS model of coordinated intervention to increase effective support for vulnerable groups	Students with Disabilities	LCFF Supplemental			Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
- Hiring LTI Instructor 1.0 FTE	All Students	Measure N	*Schoolwide Enabling Conditions		Comprehensive Student Supports	Goal 1: Graduates are college and career ready
-Multiple stakeholders developing graduate profile to create student-facing data targets and have clear understanding of where our students need to be by the end of their high school career	All Students	LCFF Supplemental			Building the Conditions	Goal 2: Students are proficient in state academic standards

#### 4. TOTAL SCHOOL FUNDING ALLOCATIONS

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century		\$0.00	\$0.00
After School Education & Safety (ASES)		\$0.00	\$0.00
General Purpose Discretionary		\$16,000.00	-\$16,000.00
LCFF Supplemental		\$0.00	\$0.00
LCFF Concentration		\$0.00	\$0.00
Title I: Basic		\$0.00	\$0.00
Title I: Parent Participation		\$0.00	\$0.00
Measure N	\$182,175.00	\$242,500.00	-\$60,325.00
<b>TOTAL</b>	<b>\$182,175.00</b>	<b>\$258,500.00</b>	<b>-\$76,325.00</b>

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
-Hiring Computer Science CTE Teacher and Pathway Lead 1.0 FTE to launch successful implementation of the pathway pilot.	All Students	Measure N	\$70,000.00	1000, 3000	Career Technical Education	
- Hiring LTI Instructor 1.0 FTE to continue developing WBL experiences.	All Students	Measure N	\$50,000.00	1000, 3000	Work-Based Learning	
-Staffing Digital Media CTE Teacher 1.0 FTE as pathway teacher	All Students	Measure N	\$75,000.00	1000, 3000	Career Technical Education	
-Staffing Comp TIA Teacher .25 FTE as pathway teacher	All Students	Measure N	\$15,000.00	2000, 3000		
-Allocate the paid teacher time during the already established Professional Development arc to be solely dedicated for integrated projects and pathway collaboration to ensure transparency and alignment between A-G courses and CTE courses.	All Students	General Purpose Discretionary			Rigorous Academics	
-Code HS Curriculum fee for Introduction to Computer Science class for CTE pathway course	All Students	Measure N	\$15,000.00	4000	Career Technical Education	
Comp TIA IT Fundamentals Certification Exam fee. ~100/student. Comp TIA IT Fundamentals is an introductory pre-career certification course that helps students determine if they have a competency for information technology. CompTIA certifications align with the skillsets needed to build a career in IT. In order to get certified, students must take an exam.	All Students	Measure N	\$5,000.00	5000	Career Technical Education	



- Tablets for Digital Media Class for pathway course (Digital Media CTE), Students will use these tablets to create multimedia works of art that demonstrate knowledge of media and technology skills. Students will need these tablets to apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of both traditional and electronic media.	All Students	Measure N	\$12,000.00	4000	Career Technical Education	
9th Grade Summative Project: Career Exploration Project: What role does technology play in 21st century careers and in Social Change? Integrated with CTE, English 9, and Ethnic Studies. NFTE Start-Up Tech Challenge	All Students				Rigorous Academics	
10th grade Summative Project: Social Media Campaign Project: What are the issues in my community and what assets are available in my community? How can IT and CS help solve these issues? Integrated with CTE, English 10, and Advisory	All Students				Rigorous Academics	
11th grade Summative Exhibition: Biographical and Career Profile Web Design Project "How will my future interests and ambitions contribute to my community's advancement?" Intergrated with Digital Media and Design, English 11, Advisory	All Students				Rigorous Academics	
-Hiring Computer Science CTE Teacher and Pathway Lead	All Students	Measure N			Career Technical Education	
-Staffing Digital Media CTE Teacher	All Students	Measure N			Career Technical Education	
Launch Computer Science and Digital Media pathway courses: Introduction to Computer Science in Javascript (9th and 10th) and Digital Media Arts (11th), COMP TIA Certification (12th)	All Students				Career Technical Education	
Develop and refine an OUHS Graduate Profile (including the key principles and priorities of the Linked Learning model)	All Students				Building the Conditions	
- Hiring LTI Instructor 1.0 FTE	All Students	Measure N			Work-Based Learning	
Form Industry Advisor Board comprised of Pathway Lead, School leadership, and at least 3 industry partners. Have a consultatnt from Big Picture Learning lead kick off meeting for establishing mission and vision.	All Students	Measure N	\$500.00	4000	Building the Conditions	
Organize and host Career Expo with 10 careers	Low-Income Students	General Purpose Discretionary	\$1,000.00	4000	Work-Based Learning	
Organize job shadows for students	Low-Income Students	General Purpose Discretionary	\$1,000.00		Work-Based Learning	
-Implement MTSS model of coordinated intervention to increase effective support for vulnerable groups	Students with Disabilities	LCFF Supplemental			Comprehensive Student Supports	
- Hiring LTI Instructor 1.0 FTE	All Students	Measure N			Comprehensive Student Supports	

-Multiple stakeholders developing graduate profile to create student-facing data targets and have clear understanding of where our students need to be by the end of their high school career	All Students	LCFF Supplemental			Building the Conditions	
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## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
Aug-Sep 2017	Leadership and Pathway design team	Launch: Form a design team with multiple stakeholders and define scope of work.
Oct-Nov 2017	Leadership and whole staff	Vision: Hire a consultant to work with design team on pathway development and Linked Learning adoption.
Nov-Mar 2018	Leadership and pathway design team	Design: Clarify and map out pathway and all the components of a Linked Learning model.
April- May 2018	Leadership and pathway design team	Implement: Create a plan for pathway implementation proposal for 18-19 school year which includes a revised Program of Study aligned to the key principles and priorities of Linked Learning.
April- May 2018	Whole staff and Parents and Students	Feedback and Refine (ongoing): Ensure whole school understanding, engagement, and buy in to the Linked Learning model.
3/7/2018	Leadership and Director of Accountability	Complete Self Evaluation and reflect on progress of 17-18 school year and Needs Assessment.
3/8/2018	Leadership and Pathway teachers	School Wide Enabling Conditions and Data Reflection

3//15 and 3/16	Leadership	Administer interest survey to arents and students during Student Led Conferences. Gather feedback from parents on proposed program of study.
3/16/2018	Leadership and Pathway Teachers	RA Actions, WBL Actions, CSS Actions
3/27/2018	Pathway Lead to Departmental Group and Grade level Teams	Measure N staff reedback session on proposed program of study for 2018-19 and Site Plan Action Items

<i>Length of WASC Accreditation:</i>	6 years	<i>Last WASC Self-Study:</i>	2012-13	<i>Next Full Self-Study:</i>	2018-19
<b>SCHOOL WASC GOALS</b>					
<b>LCAP Goal Category</b>					
Goal #1: We will increase access to and success in advanced coursework in preparation for college for Unity Students. Staff will reflect upon our early college/concurrent enrollment initiative and revise as needed. We will use this strategy and others to help our students to access advanced, college credit coursework.					Goal 1: Graduates are college and career ready
Goal #2: We will pilot and implement a support and evaluation system for teachers. Instructional leaders will collaborate with staff, administrators and teachers, to create and begin the use of a Unity Teacher Effectiveness Rubric.					Goal 2: Students are proficient in state academic standards
Goal #3: We will incorporate instructional norms across the curriculum to directly increase student learning and formalize the academic skills required for mastery of the California Common Core State Standards for Literacy and college and career readiness.					Goal 2: Students are proficient in state academic standards
Goal #4: Staff will reflect upon e-learning strategies used at Unity and articulate best practices.					Goal 2: Students are proficient in state academic standards
Goal #5: Increase the English proficiency of the growing Long Term English language learner population at Unity in a way that supports their academic achievement and college and career readiness.					Goal 4: English learners are reaching English fluency

[1] Make qualitative data references