

<b>Action Research</b>	<b>Oakland High School</b>
<b>School:</b>	Oakland High School
<b>Pathway/s:</b>	Environmental Science Academy, Visual Arts and Magnet Program, Public Health Academy, Project Lead the Way, Social Justice and Reform, New Comer Pathway (coming fall 2019)
<b>Outcome Data</b>	<a href="#">Oakland High Data Slides</a>
<b>Top 5 Measure N Funding Commitments</b>	<ol style="list-style-type: none"> <li>1. Staffing required for 8-period day and class size reduction</li> <li>2. Pathway allocations (different for each pathway, due to some having other funding sources)</li> <li>3. Extended contracts for dual enrollment</li> <li>4. Additional administrator to have 1:1 alignment with pathways and 9th grade families</li> <li>5. Additional case manager to have 1:1 alignment with pathways and 9th grade families</li> </ol>
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	<p>What supports are necessary to assist a new pathway with implementing Linked Learning best practices to support all scholars with college and career readiness?</p> <p>How to support the transition of a pathway from concept to implementation?</p>
<b>What did you discover in the past year? (Please use data to support.)</b>	<p>New pathways and existing pathways have designed or redesigned programs of study to align to industry standards and teachers are working on earning CTE credentials. This year we learned that new pathways require a different or more intense level of support than do their more established pathways. New pathways like SJR and PLTW are still trying to figure out their leadership style/configuration. One of the directors at one point decided that she didn't want to be the director anymore. So we met with the team to identify a distributive leadership model. Unfortunately that didn't work out as planned. We went through a few more configurations until ultimately the original director has recommitted to being the director. Ultimately both of the new directors are still trying to figure out all of the different task and deliverables required to lead a pathway. Our pathway coach and the other directors continue to offer support and lead by example. New pathways also require additional start up funding that more established pathways don't have. Newer pathways need to buy textbooks and other materials for new courses. More established pathways also have additional funding sources creating inequitable funding between pathways. To make the funding more equitable we distributed Measure N dollars according to the total amount of funding a pathway receives. PHA has several funding resources so they were not allocated any additional MN dollars. VAAMP and ESA have CPA funding and therefore received some funding but not as much as PLTW and SJR that don't have any additional funding sources.</p>
<b>What are you going to do differently or change moving forward?</b>	<p>Going forward we will have to figure out how to support other non pathway configurations like New Comer and SPED that are not in pathways but who generate MN funding. Additionally, we need to increase our coaching and support for the newer pathways as they struggle with how best to allocate MN funding in support of their vision and POS. The key growth area for the new pathways but to some degree all pathways is the student support plan. The newer pathways need additional support with implementing the Student of Concern protocol and being consistent with the identified supports. Next year we'll shift the focus to math for two reasons. One is that it is the subject our scholars are least successful with and because with the exception of one pathway math sits outside of the pathway preventing the math teacher from participating in the Student of Concern protocol.</p>
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	<p>Newcomer scholars will for the first time have experienced a pathway setting prior to transitioning into one of the other pathways. Based on the new funding structures, newer pathways should be able to provide the same level of support and experiences as the other pathways. Math support system will increase the passage rate of math courses in each grade level.</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

**School:** Oakland High School

**School ID:** 304

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$214,731.00	\$40,000.00	\$174,731.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$470,400.00	\$54,000.00	\$416,400.00
LCFF Supplemental	\$1,014,158.00	\$254,980.00	\$759,178.00
LCFF Concentration	\$25,000.00	\$0.00	\$25,000.00
Title I: Basic	\$335,651.00	\$10,000.00	\$325,651.00
Title I: Parent Participation	\$8,255.00	\$0.00	\$8,255.00
Measure N	\$1,324,300.00	\$1,040,370.40	\$283,929.60
<b>TOTAL</b>	<b>\$3,392,495.00</b>	<b>\$1,399,350.40</b>	<b>\$1,993,144.60</b>

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway (if relevant)</b>	<b>Budget Action Number</b>
1.0 FTE for Assistant Principal to align to pathway pod structure to support Linked Learning pathway development	All Students	Measure N	\$148,505.00	1305		Comprehensive Student Supports	A1.1 Pathway Programs		
.5 FTE for Pathway Coach to support Linked Learning Pathway development	Low-Performing Students	Measure N	\$64,465.00	2300		Building the Conditions	A1.1 Pathway Programs		
4.71 FTE of teachers to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$318,200.40	1105		Rigorous Academics	A1.3 A-G Completion		
Allocation to ESA for Pathway Development	All Students	Measure N	\$10,000.00	4399		Career Technical Education	A1.1 Pathway Programs		
Allocation to PHA for Pathway Development	All Students	Measure N	\$0.00	4399		Career Technical Education	A1.1 Pathway Programs		
Allocation to PLTW for Pathway Development	All Students	Measure N	\$50,000.00	4399		Career Technical Education	A1.1 Pathway Programs		
Allocation to VAAMP for Pathway Development	All Students	Measure N	\$10,000.00	4399		Career Technical Education	A1.1 Pathway Programs		
Allocation to SJR for Pathway Development	All Students	Measure N	\$40,000.00	4399		Career Technical Education	A1.1 Pathway Programs		
Allocation to New Comer Pathway for Pathway Development	All Students	Measure N	\$15,000.00	4399		Comprehensive Student Supports	A4.1 English Learner Reclassification		

Allocation for 9th grade families to support the teachers for the PLC so they can support students for scholars that need more intensive supports.	All Students	Measure N	\$35,000.00			Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
4 case managers that align to a pathway and a 9th grade family to do SSTs, RJ, COST, supprt all climate and culture efforts. 4 on base and 1 MN	All Students	Central Resources	\$260,000.00	2205		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
1 additional case managers that align to a pathway and a 9th grade family to do SSTs, RJ, COST, supprt all climate and culture efforts. 4 on base and 1 MN (multiple funding sources)	All Students	Measure N	\$65,000.00	2205		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
4 academic counselors aligned to families and pathways to support scheduling, academic intervention, college and career planning. 3 on base and 1 on Measure N	All Students	LCFF Supplemental	\$102,899.00	5732		Comprehensive Student Supports	A1.1 Pathway Programs		
Review SBAC data in Teacher Instrucitonal Leadership Team to evaluate goals.	Low-Performing Students		\$0.00			Rigorous Academics	A2.8 Data & Assessment		
Provide a leveled classroom library for 9th grade ELA classes.	All Students	Measure G: School Libraries	\$20,000.00			Rigorous Academics	A3.2 Reading Intervention		
Instructional Teacher Leader will increase the focus on reading non-fiction text, and increase text complexity in English and Social Studies classes.	All Students	TBD	\$110,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Offer a summer PD for teachers on text complexity and non-fiction reading strategies.	All Students	Measure N	\$5,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	All Students	General Purpose Discretionary	\$54,000.00			Building the Conditions	A2.7 Class Size Reduction		
Maintain a full-time reading intervention teacher for 9th graders.	All Students		\$90,000.00			Comprehensive Student Supports			
The 10th-12th grade ELA teachers will meet once a month as a PLC to vertically align the Senior Project.	All Students		\$5,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Develop a literacy walkthrough tool with department heads to identify visible teacher and student practices related to literacy.	All Students	Inkind				Building the Conditions	A2.1 Implementation of the CCSS & NGSS		

Partner with the ELLMA office to provide PD with a focus on LTEL strategies for the entire staff in the fall.	Long-Term English Learners	Central Resources				Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy		
Maintain a full-time ELL coach to support instructional practice that support newcomers	English Learners					Rigorous Academics			
Offer courses that reflect specific need to ELL subgroups - SIFE students , Newcomers who transition to an academy	English Learners	General Purpose Discretionary				Rigorous Academics			
Offer summer PD/retreat for newcomer ELD teachers to vertically align the Senior Project	English Learners					Rigorous Academics	A4.1 English Learner Reclassification		
Fees for free and reduced lunch students to take the advanced placement exam.	Low-Income Students	LCFF Supplemental	\$3,000.00	4310		Rigorous Academics	A2.9 Targeted School Improvement Support		
Credit recovery academic intervention program to support more students to get on track to graduate	Low-Performing Students	Measure N	\$64,000.00	1120		Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
Summer Bridge program for incoming 9th graders	All Students	Measure N	\$12,000.00	1120		Comprehensive Student Supports	A1.5 Summer Learning		
Chromebook cart to support graduate capstone	All Students	Measure N	\$14,000.00	4420		Rigorous Academics	A2.9 Targeted School Improvement Support		
Dual Enrollment textbooks for global courses		Measure N	\$5,000.00	4200		Rigorous Academics	A1.1 Pathway Programs		
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males					Work-Based Learning	A1.1 Pathway Programs		
Increased classroom presentations of internship opportunities within Latino Men & Boys Group	Latino Students					Work-Based Learning	A1.1 Pathway Programs		
Recruit more Latino males to share their career paths in classroom presentations	Latino Students					Work-Based Learning	A1.1 Pathway Programs		
Request Latino male presenters during career exploration visits	Latino Students					Work-Based Learning	A1.1 Pathway Programs		
Host onsite Options Fair for students to learn about employment and internship opportunities	All Students					Work-Based Learning	A1.1 Pathway Programs		
Recruit more Black males to share their career paths in classroom presentations	African American Males					Work-Based Learning	A1.1 Pathway Programs		
Request Black male presenters during career exploration visits	African American Males					Work-Based Learning	A1.1 Pathway Programs		

1 week health based internship (HEAL: Health Excellence and Academic Leadership) for academic credit recovery male studnets of color. Internship will occur after summer school.	African American Males					Work-Based Learning	A1.1 Pathway Programs		
AAMA facilitator will dedicate 2 class periods a month to work based learning by implementing ECCO curriculum in 9-12 grades	African American Males					Work-Based Learning	A1.1 Pathway Programs		
Host monthly or bimonthly application, resume, cover letter, and mock interview support. Services lead by pathway partners, Oakalnd High Alumni, school community partners, and parents.	All Students					Work-Based Learning	A1.1 Pathway Programs		
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students					Work-Based Learning	A1.1 Pathway Programs		
Create an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.	All Students	Measure N	\$200.00			Work-Based Learning	A1.1 Pathway Programs		
Hire Outside Work Experience teacher to provide support to studnets in securing, maintaining, pulling learnings, and providing academic credit for school year employment and internships.	All Students	Measure N				Career Technical Education	A1.1 Pathway Programs		
Newcomer teachers dedicate 1 class per month to work based learning by supporting students with professional introductions, resumes, interview skills, securing community service, internship/job application support	English Learners					Work-Based Learning	A1.1 Pathway Programs		
Coordinate 9th grade career day event with Oakland High Alumni Association	All Students					Work-Based Learning	A1.1 Pathway Programs		
11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.	All Students					Work-Based Learning	A1.1 Pathway Programs		
10th grade teachers provide class time to prepare students for career exploration visits and guest speakers by creating informational interview questions for industry professionals.	All Students					Work-Based Learning	A1.1 Pathway Programs		
Hire a third ECCO Summer Internship Seminar teacher	All Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs		
Thank you gifts for industry partners that volunteer for work based learning experiences	All Students	Measure N	\$1,000.00			Work-Based Learning			
Student incentives for attending lunch and/or afterschool career readiness workshops and presenations	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs		
Newcomer transportation	Latino Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs		
Internship and Job Fair	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs		

4 Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Other				Comprehensive Student Supports			
1 Additional Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Measure N	\$86,000.00						
AAMA Facilitator to support the kings and provides schoolwide support for African American males	African American Males	LCFF Supplemental	\$46,182.00			Comprehensive Student Supports			
1.0 FTE for Counselor services to ensure each pathway has dedicated counseling supports for each pathway	Low-Income Students	LCFF Supplemental	\$102,899.00	5732		Comprehensive Student Supports			
Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.	All Students		\$25,000.00	5736		Building the Conditions			
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	All Students	21st Century	\$40,000.00	5825		Comprehensive Student Supports			
Julia Deguzman contract for summer bridge support and 9th grade recruitment/transition supports.	Low-Income Students	Title I: Basic	\$10,000.00	5825		Building the Conditions			
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative			\$20,000.00	4310		Building the Conditions			
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition			\$20,000.00	4310		Building the Conditions			
Climate & Culture Team Stipends			\$3,000.00	1120		Building the Conditions			
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously			\$1,000.00	4310		Building the Conditions			
Train all teachers and execute a school-wide transcript and A-G Evaluation for all students						Building the Conditions			
Future Center and Senior Seminar teachers collaborate on timeline of activities and assignments to support Seniors with applying to college, financial aid completion, and matriculation towards college enrollment.						Building the Conditions			
Create and electronically publish High School playbook for how to prepare and go to college						Comprehensive Student Supports			
Senior incentives for completing college matriculation steps (i.e. prom tickets, college paraphernalia, college dorm kit, and school supplies)			\$5,000.00			Comprehensive Student Supports			

Funds to support Seniors with fees related to college applications (i.e. applying and sending SAT scores)			\$5,000.00			Comprehensive Student Supports			
Future Center Receptionist to help manage work plan, communication, and support with college readiness activities. This will help maximize the efforts of the college service providers.						Building the Conditions			
Oakland Promise contract with EBCF to support persistence services and outreach for students.	All Students	Measure N	\$80,000.00	5826					
Professional development and conferences for counseling team.	All Students	Measure N	\$5,000.00						
AVID training to send a team of 10 teachers to get trained on AVID strategies (\$10,000) Will continue in 2019-20	All Students	Measure N	\$0.00						

**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>	
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	All pathways include a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being. We have internships and CTE courses that align to fulfil that vision.	Include electives / departments / newcomers that are not embedded into a pathway and help them feel more a part of pathways. Our students with IEP's how do we make sure their needs are being met as we continue to seek a LRE in our pathways. LTELS who are in pathways and our ability to support them to be redesignated.
<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	Each pathway and family is supported by 1 admin, 1 case manager, and 1 counselor. Leader was able to distribute the ownership of completing this document to different parts or componenets to the stakeholders invested in each tab	We can support the persons involved in resourcing our pathways by making those supports more visible. We can build a better shared understanding within the staff on how these resources are aligned.
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	Admin and pathway directors are deliberate in creating goals and a course of study that supports pathway development. Using data and other information we reflect on it to help make decisions and improve student outcomes.	Building more leadership capacity within our school to support the pathways in growth.
<p><b>School Leadership &amp; Vision Goal for 2018-19:</b></p>		<p>By June 2019, all leaders will demonstrate, communicate, and commitment to the pathway mission and vision to effectively engage our varous sub groups (ie. Newcomers, SPED, LTELS, AA Males) that are not being served effectively or consistently by pathways.</p>	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<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>	4: Completely	Each pathway and family is supported by a Pod consisting of 1 admin, 1 case manager, and 1 counselor, SPED case carrier. Leader was able to distribute the ownership of completing this document to different parts or componenets to the stakeholders invested in each tab	Building additonal PD that focus on supporting EL students and newly transitioned "newcomers" who enter a pathway.
<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>	4: Completely	All leadership teams- SSC, Culture & Climate, PLCs, TILT, academy directors - have a shared understanding of the school's goals within the context of pathway development.	Although not leadersship teams, there is a need to better incorporate PTSA, SPED, Newcomer and classified staff in the understanding of school's goals within the context of pathway development.



<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	Equitable distribution of students in 9th grade families and academies, building on process to inform students and families on with pathways info sessions.	What decisions are made are not as clear. Decisions making process of all stakeholders need to be clear.
<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>	4: Completely	Resources budgeted to allow for 8-period block schedule; positions for pathway coach, work-based learning liason; master schedule provides for common planning time for pathways; Measure N moneys allocated to each pathway; common planning period to allow for teacher meeting and planning time.	More efforts can be made to distribute resources equitably considering the inequitable distribution of outside funding source.
<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	Blended case loads for SPED teachers to better support the interegration of SPED students to 9th grade families and pathways. The 9th grade options process includes student choice and heterogenius grouping into pathways. School counseling model that allows for school counseling access at every grade level.	Transition New Comers in to our pathways. Development of policies to better support departments that are not connected to pathways. There is room for improvement for equity of achievement as it relates to SPED students in pathways. We struggle to keep students on track to graduate which results in a high level of attrition.
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>	By June 2019 all leaders will increase their understanding and commitment to making sure all pathways serve all scholars with		

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	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE for Assistant Principal to align to pathway pod structure to support Linked Learning pathway development	Whole School	All Students	Measure N	\$148,505.00	1305		Comprehensive Student Supports	A1.1 Pathway Programs
.5 FTE for Pathway Coach to support Linked Learning Pathway development		Low-Performing Students	Measure N	\$64,465.00	2300		Building the Conditions	A1.1 Pathway Programs
4.71 FTE of teachers to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.		Low-Performing Students	Measure N	\$318,200.40	1105		Rigorous Academics	A1.3 A-G Completion
Allocation to ESA for Pathway Development	Whole School	All Students	Measure N	\$10,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to PHA for Pathway Development	Whole School	All Students	Measure N	\$0.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to PLTW for Pathway Development	Whole School	All Students	Measure N	\$50,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to VAAMP for Pathway Development	Whole School	All Students	Measure N	\$10,000.00	4399		Career Technical Education	A1.1 Pathway Programs

Allocation to SJR for Pathway Development	Whole School	All Students	Measure N	\$40,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to New Comer Pathway for Pathway Development	Whole School	All Students	Measure N	\$15,000.00	4399		Comprehensive Student Supports	A4.1 English Learner Reclassification
Allocation for 9th grade families to support the teachers for the PLC so they can support students for scholars that need more intensive supports.	All Pathways	All Students	Measure N	\$35,000.00	1120 5826		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
4 case managers that align to a pathway and a 9th grade family to do SSTs, RJ, COST, support all climate and culture efforts. 4 on base and 1 MN	All Pathways	All Students	Central Resources	\$260,000.00	2205		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
<del>1 additional case managers that align to a pathway and a 9th grade family to do SSTs, RJ, COST, support all climate and culture efforts. 4 on base and 1 MN (multiple funding sources)</del>	All Pathways	All Students	Measure N	\$65,000.00	2205		Comprehensive Student Supports	<del>A5.1 School Culture &amp; Climate (Safe &amp; Supportive Schools)</del>
4 academic counselors aligned to families and pathways to support scheduling, academic intervention, college and career planning. 3 on base and 1 on Measure N	Whole School	All Students	LCFF Supplemental	\$102,899.00	5732		Comprehensive Student Supports	A1.1 Pathway Programs

## LANGUAGE & LITERACY

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Our school-wide goal for '17-'18 was the following: "We will improve our students' ability to read complex text, their ability to support written and spoken claims with text based evidence, and their use of academic language through the use of discipline specific strategies as evidenced by SRI scores, classroom observations, and student work. Each department was asked to pick their own focus under this umbrella goal and engage in a group inquiry around their established goal during their department meetings. The Instructional Teacher Leader met with the department heads, once a month, to support their leadership around this work. In addition to this, we hired a full time reading intervention teacher who worked solely with 9th grade students with below grade level SRI scores. She utilized LightSail as her intervention tool. We also had a full time coach who worked with our newcomer department. She provided one on one coaching as well as professional development on essential practices for ELL achievement: 1) Access and Rigor - Adoption of National Geographic Learning Curriculum that prepares students with Common Core state standards. Students are supported with appropriate levels of scaffolding in ELD. Students receive daily instruction in both English Language Arts and English Language Development. PD for teachers on EL strategies including reconstruction of complex text 2) Integrated and designated ELD - ELLs receive designated ELD and integrated ELD in every content area. Teachers have received PD specifically on creating content language objectives that are clear and measurable. In addition all content areas implement the use of oral, reading and writing production of the English language. 3) Data Driven- With the adoption of curriculum there is a clear entrance and exit criteria to move to the next English level placement. ELLs have engaged with data snapshot to allow for reflection on assessments and set goals for reclassification. Specific courses have been offered to meet the needs of subgroups of ELL students, specifically SIFE students. In addition, SIFE students take a math literacy and fundamentals course to support latitude movement in math. Moreso, dual enrollment opportunities are offered in ESL with a focus for listening and speaking in English.</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>Giving each department the autonomy to decide their own literacy focus was effective, in that it gave departments ownership over the strategies and skills they honed in on. Out of nine departments, five did pick a focus and engaged in inquiry around their goals. The inquiry itself was implemented differently across the departments, but the focus was around collaborating on a problem of practice related to literacy. For example, the math department chose to focus on guiding their students to use clear mathematical language to support their reasoning. Teachers in the English department chose their own individual inquiry questions and provided each other with feedback through structured consultancies. The remaining four departments, which did not pick a focus or goal, expressed that other needs were more pressing. Once the school year started, it was apparent that the underlying goal was actually to encourage teacher collaboration and inquiry. Therefore, it was difficult to measure the impact of the implementation on student literacy outcomes. Rather, the impact was on the culture of the department meetings. The impact of hiring a full time reading teacher was more clear; she taught a total of 24 students. At mid-year, the students gained _____ in their SRI scores. _____ reclassification</p>

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<p><b>Reading Level</b></p>	<p>By midyear of 2019, we will see a 10% decline in the "multiple years below grade level" band for 9th grade students' mid-year SRI scores, and 10% growth in the "at grade level" band.</p>	<p>All Students</p>	<p>49.1% of 9th graders were multiple years below grade level at mid-year; 5.1% of 9th graders were at grade level.</p>			
<p><b>Common Core</b></p>	<p>By Spring of 2019, we will see a 50% growth in the "standards nearly met" category in both ELA and Mathematics on SBAC into the higher bands. We will move 40 students to a higher band level.</p>	<p>All Students</p>				

## THEORY OF ACTION

<b>Theory of Action</b>	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.			
<b>How are you supporting English Language Learners?</b>	We will partner with the ELLMA office to provide our teachers with professional development around strategies to use with our LTEL population. We will review semester data by fluency and have a PD to support teachers to provide integrated supports English Language Learners. [Tier 1]			
<b>How are you building conditions for students and adult learning?</b>	We will provide Creative Writing teachers with collaboration time, at least once a month, to share curriculum and to discuss student work. We will also provide the English and Social Studies departments with professional development over the summer around teaching non-fiction text. With an increase in the amount of non-fiction text, and an increase in text complexity, we should see gains in students' reading scores.			
<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>
		We will meet on February 12th to discuss our language and literacy goals for 2018-2019.		The department heads will meet as a PLC on February 26th to assess the impact of the '17-'18 goal and to brainstorm strategic actions for '18-'19.

### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Review SBAC data in Teacher Instructional Leadership Team to evaluate goals.	Low-Performing Students		\$0.00			Rigorous Academics	A2.8 Data & Assessment
Provide a leveled classroom library for 9th grade ELA classes.	All Students	Measure G: School Libraries	\$20,000.00	4200		Rigorous Academics	A3.2 Reading Intervention
Instructional Teacher Leader will increase the focus on reading non-fiction text, and increase text complexity in English and Social Studies classes.	All Students	TBD	\$110,000.00	4119		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Offer a summer PD for teachers on text complexity and non-fiction reading strategies.	All Students	Measure N	\$5,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	All Students	General Purpose Discretionary	\$54,000.00	1105		Building the Conditions	A2.7 Class Size Reduction
Maintain a full-time reading intervention teacher for 9th graders.	All Students		\$90,000.00			Comprehensive Student Supports	
The 10th-12th grade ELA teachers will meet once a month as a PLC to vertically align the Senior Project.	All Students		\$5,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Develop a literacy walkthrough tool with department heads to identify visible teacher and student practices related to literacy.	All Students	Inkind				Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Partner with the ELLMA office to provide PD with a focus on LTEL strategies for the entire staff in the fall.	Long-Term English Learners	Central Resources				Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy
Maintain a full-time ELL coach to support instructional practice that support newcomers	English Learners					Rigorous Academics	
Offer courses that reflect specific need to ELL subgroups – SIFE students, Newcomers who transition to an academy	English Learners	General Purpose Discretionary				Rigorous Academics	

Offer summer PD/retreat for newcomer ELD teachers to vertically align the Senior Project	English Learners					Rigorous Academics	A4.1 English Learner Reclassification
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## 5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	2.2	2.6	2.4	The next step here is to develop better partnership with partners to get their support and input with fine tuning the POS. ESA had a successful partners meeting this year. Our goal is for all pathways to have a similar meeting before 12/18.
Integrated Core	1.6	2.2	2.4	PHA sent a team of teachers to the High Tech High PBL PD in SD this year to support their PH integrating into all subjects. VAAMP and ESA teachers participated in OUSD PBL PD last summer and both continue to develop integrated units for all subjects and grades. ESA with the support of their AP and PWC have developed beginning and end of the year units for grade levels. SJR and PLTW are developing integration themes as they continue to develop their POS.
Cohort Scheduling	1.6	2.2	3.4	The master schedule supports having all scholars in grades 10-12 in pathway specific classes. All teachers in each pathway have a common prep period. The 8 period day supports the scholars ability to take additional classes outside of their pathway like art, DE, and AP.
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	2.2	2.0	2.6	The growth opportunity here are for all pathways to increase and improve the integration of the pathway theme into all pathway classes while consistently increasing rigor by expecting that all scholars read complex text, improve their ability to support written and spoken claims with text based evidence, and their use of academic language through the use of discipline specific strategies
Collaborative Learning	2.4	1.8	2.6	Although our ILT consistently provides opportunities for teachers to learn about and investigate different collaborative teaching and learning structures many teachers often resort to lecture and independent work. As more teachers within pathways develop units developed with PBL best practices we anticipate an increase in collaborative teaching and learning structures.
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	1.8	2.0	2.0	The ILT of which the pathway directors are apart of identified learning walks as a process to support the sharing of best practices. Although many teachers have participated in at least one learning walk it is difficult to get all teachers on board.
Collaboration Time	1.4	1.8	2.6	All pathways have a common prep period built into their weekly schedule. The efficiency to which the time is consistently used effectively varies from pathway to pathway. Some meet every week with a shared agenda in advance and others meet less frequently. As pathways increase their shared leadership model the collaboration time will become more efficient as more teachers begin to own different aspects of managing the pathway.

Professional Learning	1.8	2.2	2.0	Each pathway determines how to best allocate limited resources to provide additional PD opportunities for their teachers. PHA sent a group of teachers to High Tech High's PBL PD. PLTW constantly sends a teacher or two to the summer PLTW PD. All pathways also have the flexibility to use one Wednesday a month to support the professional development of their teachers. Additionally, all teachers at OHS participate in the schoolwide annual PD agenda.
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**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
Increased the number of dual enrollment classes. Revamped senior seminar class to support all seniors with graduate capstone and college readiness. Two pathways have taken significant strides to develop interdisciplinary units based on PBL best practices.	Partially Implemented	Somewhat Effective	78.4% of all courses were passed with a C or higher (fall semester 17-18)

**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
<b>Standards Based Instruction/ Project-Based Learning</b>	Increase the number of teachers participating in PBL PD. Increase the number of PBL units each pathway implements. Increase the number of students experiencing a PBL unit. Increase the number of PBL units by pathway and by grade level.	All Students		Currently the PHA team has invested considerable time and resources to develop their PBL curriculum by attending the High Tech High PBL conference. Also teachers from ESA and VAAMP participated in an OUSD sponsored PBL PD last summer.		

<b>Graduate Capstone/Culminating Experience</b>	Increase the number of pathway specific capstone experiences. VAAMP and ESA currently align their capstone experience with the theme of their pathway. The two newer pathways (SJR and PLTW) and the one that has gone through major leadership changes (ESA) are beginning to better articulate a capstone experience that is aligned to the theme of their pathway	All Students		All seniors must complete and pass the senior capstone including research paper and presentation.	All seniors will have experienced a project based lesson/unit that supports the development of their senior capstone that is aligned to the theme of the pathway	
<b>Course Passage Rates</b>	Increase the number of semester course passage rate to 80% of all courses	All Students				

**THEORY OF ACTION**

<b>Theory of Action</b>	If we significantly increase the resources invested in the 9th grade to support all 9th graders to increase their appreciation for reading then all 9th graders will be better readers as evidenced by increased SRI scores, asking more questions, better attendance, fewer disciplinary infractions, and an increase in all measures of climate and culture on the CHKS survey.					
<b>How are you supporting English Language Learners?</b>	Oakland high believes in a heterogeneous level model to support students in their English language acquisition rather than grouping students by English ability. The benefit of this model is two-fold. One, students learn English at a faster by being in an environment where students are producing language at higher rates. Two, students that are producing more language than others have a high level of empathy and support their peers, which in turn, supports the teacher as well.					
<b>How are you building conditions for students and adult learning?</b>	One aspect of creating conditions for learning is connected to our Climate and Culture work and PROPS (Positive, Respectful, On Task, Professional, Safe) is its foundation. For five years we continue to reflect on and revamp how we utilize PROPS in service of creating the conditions for student and adult learning. Students and staff are rewarded for their active engagement in our PROIPS reward system. Teachers are rewarded for using PROPS to acknowledge student behavior and students receive PROPS for demonstrating PROPS. Additionally, we have established 4 instructional goals ( 1. see L&L tab, 2. Checking for Understanding, 3. SEL, 4. Backwards Mapping) with an aligned PD calendar and dedicated funding to support it.					
<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>		
	Student focus groups	TILT	Pathway Directors PLC			

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Fees for free and reduced lunch students to take the advanced placement exam.	Low-Income Students	LCFF Supplemental	\$3,000.00	4310		Rigorous Academics	A2.9 Targeted School Improvement Support



Credit recovery academic intervention program to support more students to get on track to graduate	Low-Performing Students	Measure N	\$64,000.00	1120		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Summer Bridge program for incoming 9th graders	All Students	Measure N	\$12,000.00	1120		Comprehensive Student Supports	A1.5 Summer Learning
Chromebook cart to support graduate capstone	All Students	Measure N	\$14,000.00	4420		Rigorous Academics	A2.9 Targeted School Improvement Support
Dual Enrollment textbooks for global courses		Measure N	\$5,000.00	4200		Rigorous Academics	A1.1 Pathway Programs

## 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	1.8	2.0	2.4	Evidence that our scholars are given the opportunity to participate in off campus study tours are the two 6 inch binders that hold all of the Study Tour forms for the year. Each pathway spends considerable resources taking their scholars off campus to engage in experiences not possible on campus. The growth area here is to be more intentional and strategic. Each pathway needs to clearly articulate how each Study Tour supports the POS. Additionally, each pathway with support of the WBLL invites industry professionals to the campus to meet with our scholars. Often time our scholars will intern at one of their organizations at the end of their 11th grade year.
Pathway Outcomes	1.4	1.6	2.4	The growth area here is to more directly align the WBL experience with the curriculum experience to make sure scholars can make a direct connection between what happens in class at what is learned from industry experts and study tours.
Pathway Evaluation	1.2	1.6	1.6	As the pathways develop advisories with representatives from the industry we will be able to use their expertise to evaluate the scholar experience as compared to industry needs.

## 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
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<p>Hired Work Based Learning Liaison          PHA: PBL includes strategic connections to WBL and community exposure experiences whenever possible          PLTW: Prepare and plan to participate in design challenges around the bay area          Project Based Learning Professional Development for pathway teachers</p>	<p>Fully Implemented</p>	<p>Highly Effective</p>	<p><b>PLTW</b> formed a Robotics and Girls Who Code Club. With the support of the club advisors students have applied engineering and design concepts to 1) build a robot and participate in Pioneers in Engineers Robotics Competition, and 2) design and build a Computer Science “CS” Impact Project that solves real world problems they care about through code.</p> <p><b>PHA</b> PBL includes linkages to community partners serving as guest speakers and hosting career exploration visits. Community partners include: Alameda County Public Health, Alameda County Health Alliance, Doctors Without Borders, Samuel Merritt University, OUSD Nutrition Services, Mentoring Medicine, HEAL, and HCSA.</p> <p><b>ECCO Summer Internship Program From 2015-2016</b>          100% increase of overall(30- 60 interns)          150% increase in African American Male (2 - 5 interns)          Increase in Latino Male (0 - 4 interns)          42% increase Asian/Pacific Islander (19 - 27 interns)          242% increase African American (7 - 24 interns)          700% increase Latino (1- 8 interns)</p> <p><b>ECCO 2016 Interns by Pathway: 60</b>          PHA 17, PLTW 11, ESA 11, SJR 10, VAAMP 7,Khepera 4</p> <p><b>ECCO 2015 Interns by Pathway: 30</b>          ESA 8, VAAMP 13,PHA 9</p> <p><b>2016-2017 Career Awareness Activities</b>          8 Career Fairs/Career Days, 16 Guest Speakers, 4 Workplace Tours</p> <p><b>2016-2017 Career Exploration</b>          15 Career Exploration Visits, 2 Project Based Learning, 1 Service Learning Project</p> <p><b>2016-2017 Career Readiness Activities</b>          All 6 pathways participated in Mock Interviews for 11th graders          2 Application Support Sessions          1 CPR Training          8 Career Themed College Visits          1 Professional Dress Workshop</p>
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**SJR:**

**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
<p><b>Career Awareness</b></p>	<p>Increase 9th grade career awareness through exposure to the industry sectors represented in our school's pathways. All 10th grade students conduct an informational interview with an industry professional.</p>	<p>All Students</p>				

<b>Career Exploration</b>	All 11th grade students participate in job readiness with the support of a classroom teacher.	All Students				
<b>Career Preparation</b>	Increase amount of African American and Latino males participating in internships	African American Males	ECCO Internship 6.67% (2) Black Males 0% (0) Latino Males	ECCO Internship 16.67% (5) Black Males 6.67% (4) Latino Males	ECCO Internship % Black Males % Latino Males	

**THEORY OF ACTION**

<b>Theory of Action</b>	If we provide every scholar in a pathway with multiple, strategic opportunities to engage industry experts than our scholars will significantly increase their awareness of careers and entrepreneurial opportunities within the pathway theme. Then our scholars will graduate with a plan and a clear understanding of their interest which will assist them with identifying their college and career goals. Then our scholars will become positive and productive citizens.					
<b>How are you supporting English Language Learners?</b>	Goal for 2018-19: 1) Career exposure, career readiness, and career awareness for ELL students through monthly in-class support including: professional introductions, resumes, interview skills, securing community service, internship/job application support. 2) One career exploration visit to industry partner with multilingual presenters. 3) Attend 1 career fair with newcomer chaperones to translate for full student engagement.					
<b>How are you building conditions for students and adult learning?</b>						
<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>		
			Pathway Director Team			

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males					Work-Based Learning	A1.1 Pathway Programs
Increased classroom presentations of internship opportunities within Latino Men & Boys Group	Latino Students					Work-Based Learning	A1.1 Pathway Programs
Recruit more Latino males to share their career paths in classroom presentations	Latino Students					Work-Based Learning	A1.1 Pathway Programs
Request Latino male presenters during career exploration visits	Latino Students					Work-Based Learning	A1.1 Pathway Programs
Host onsite Options Fair for students to learn about employment and internship opportunities	All Students					Work-Based Learning	A1.1 Pathway Programs

Recruit more Black males to share their career paths in classroom presentations	African American Males					Work-Based Learning	A1.1 Pathway Programs
Request Black male presenters during career exploration visits	African American Males					Work-Based Learning	A1.1 Pathway Programs
1 week health based internship (HEAL: Health Excellence and Academic Leadership) for academic credit recovery male studnets of color. Internship will occur after summer school.	African American Males					Work-Based Learning	A1.1 Pathway Programs
AAMA facilitator will dedicate 2 class periods a month to work based learning by implementing ECCO curriculum in 9-12 grades	African American Males					Work-Based Learning	A1.1 Pathway Programs
Host monthly or bimonthly application, resume, cover letter, and mock interview support. Services lead by pathway partners, Oakland High Alumni, school community partners, and parents.	All Students					Work-Based Learning	A1.1 Pathway Programs
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students					Work-Based Learning	A1.1 Pathway Programs
Create an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.	All Students	Measure N	\$200.00			Work-Based Learning	A1.1 Pathway Programs
Hire Outside Work Experience teacher to provide support to studnets in securing, maintaining, pulling learnings, and providing academic credit for school year employment and internships.	All Students	Measure N	wish list			Career Technical Education	A1.1 Pathway Programs
Newcomer teachers dedicate 1 class per month to work based learning by supporting students with professional introductions, resumes, interview skills, securing community service, internship/job application support	English Learners					Work-Based Learning	A1.1 Pathway Programs
Coordinate 9th grade career day event with Oakland High Alumni Association	All Students					Work-Based Learning	A1.1 Pathway Programs
11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.	All Students					Work-Based Learning	A1.1 Pathway Programs
10th grade teachers provide class time to prepare students for career exploration visits and guest speakers by creating informational interview questions for industry professionals.	All Students					Work-Based Learning	A1.1 Pathway Programs
Hire a third ECCO Summer Internship Seminar teacher	All Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs
<del>Thank you gifts for industry partners that volunteer for work-based learning experiences</del>	All Students	Measure N	<del>\$1,000.00</del>			<del>Work-Based Learning</del>	
Student incentives for attending lunch and/or afterschool career readiness workshops and presentations	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs
Newcomer transportation	Latino Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs

Internship and Job Fair	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs
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## 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				
College & Career Plan				

#### 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
<p>The below strategic actions are supported by our administrators, case manager, community schools manager, restorative practice facilitator, college &amp; career readiness specialist, community partners, teachers, and students.</p> <p>We continue to create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.</p> <p>Being on time to class is an action that represents being Professional, which is area we worked on addressing at Oakland High this year. We revamped tardy protocol to build consistency and identify targeted populations who need support. This includes providing a predictable schedule for academic hour during lunch and after school. In addition, we track our tardy sweep passes to understand which Academy and 9th grade family has the lowest or highest number of tardies. This information helps us celebrate students who are on time, and working with students who are not on time to find solutions.</p> <p>We implemented PROPS 4.0 that includes: establishing a more identifiable and secure location for PROPS Shop, and working with students to create an orientation video of what PROPS look like to future incoming 9th graders.</p> <p>We continued to support teachers in building a relationship centered school. We encouraged, modeled, facilitated, or supported positive relationship building through using team building and restorative practices.</p> <p>We will be hosting a series of focus groups and senior exit interviews to better understand the student's school experience on tardy and diversity &amp; acceptance. We hope to use these stories in future PDs to ignite deep reflection on our practices and create changes in order to positively impact teaching and learning.</p> <p>Future Center staff and community partners worked in coordinated efforts with School Counselors and teachers in Senior Seminar classes to support college readiness activity, such as college application, A-G presentations, financial aid, and scholarship applications.</p> <p>Implement a feedback process for students who were referred through COST to give feedback on whether or not the service they were connected to has helped them improve the identified life functioning area they need support in.</p>	Fully Implemented	Effective	<p>In 2016-2017, we collected approximately 5,000 PROPS tickets. As of December 2017, students turned in 4,230 PROPS tickets. At this rate, we will double the number of PROPS tickets being turned in at PROPS shop or Main office for raffle. This shows that teachers are distributing for good behavior, and students are redeeming. In turn, increasing positive relationships and decreasing classroom behavior.</p> <p>From 2015-2016 to 2016-2017, there are been positive growth in the following indicators for culture and climate:</p> <ul style="list-style-type: none"> <li>- 11% decrease in suspension incident</li> <li>- 11.8% increase in students stating they feel safe at Oakland High</li> <li>- 8% increase in students stating they have a relationship with an adult that cares about them</li> <li>- 9.5% increase in staff stating Oakland High is a supportive and inviting place to work</li> </ul> <p>Because of the above growth, we continued to provide current structure and strategies, such as administrative support pods, PROPS, restorative practices, summer bridge, coordinated activities for first two weeks of school, trauma fundamentals trainings, and staff wellness.</p> <p>In addition, our goal was to reach 80% of Seniors who completed financial aid completion, and we exceeded that goal by getting 87% completion rate.</p>

## IMPLEMENTATION GOALS

<b>Identify three 2018-19 implementation goals related to Comprehensive Student Supports.</b>						
<b>Goal Area</b>	<b>Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Conditions for Student Learning (School Climate and Culture)</b>	By June 2020, 70% of ALL students will indicate that they feel safe or very safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measured by the California Healthy Kids Survey.	All Students	50% indicated feel safe; 63.7% indicate having a good relationship with an adult on campus	55% indicated feel safe; 70% indicate having a good relationship with an adult on campus	60% indicated feel safe; 75% indicate having a good relationship with an adult on campus	
<b>College Access</b>	90% of seniors will apply financial aid 85% of seniors will enroll into a 2 year or 4 year college		87% of seniors applied for financial aid; N/A for Class of 2017; however, for class of 2016 - 76.7% of seniors applied to 2 or 4 year college	90% of seniors applied for financial aid; 80% of seniors applied to 2 or 4 year college	90% of seniors applied for financial aid; 80% of seniors applied to 2 or 4 year college	
<b>Differentiated Interventions</b>	Students that are receiving Tiered 2 or 3 services (COST referral, group counseling, or individual counseling) indicates that the service they were connected to were effective in addressing the identified primary issue.		N/A	70% of students who accepted Tiered 2 or 3 services from COST indicate that the service was effective in improving the identified primary issue.	80% of students who accepted Tiered 2 or 3 services from COST indicate that the service was effective in improving the identified primary issue.	

**THEORY OF ACTION**

<b>Theory of Action</b>	<p>If we build positive and supportive relationships;            If we provide a safe environment;            If we have a common vision for all students;            If we have a school structure and staff that supports the school's vision;            If we have supports and interventions accessible to the diverse needs of our students;            If we provide rigorous academics;            If we provide opportunities to strengthen literacy skills;</p> <p>Then students will graduate and be ready for college and life endeavors.</p>				
<b>How are you supporting English Language Learners?</b>	Culture building activities will be accessible in various languages. In addition, any interviews, surveys, or focus groups will included the participation of English Language Learners to better understand their experience and need.				
<b>How are you building conditions for students and adult learning?</b>	In addition to being relationship centered, we work collectively (in respective teams or as a whole school) to recognize achievement, growth, and develop plans and supports to decrease barriers for learning.				
<b>Engagement: Who do you need to</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>	



meet with moving forward to develop and then finalize this plan?	The culture and climate team will continue to meet twice a month to finalize the plan. The team consists of Admin, teachers, students, Future Center staff, and Wellness Center staff.			
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### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
4 Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Other	BASE	BASE		Comprehensive Student Supports	
1 Additional Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Measure N	\$86,000.00				
AAMA Facilitator to support the kings and provides schoolwide support for African American males	African American Males	LCFF Supplemental	\$46,182.00			Comprehensive Student Supports	
1.0 FTE for Counselor services to ensure each pathway has dedicated counseling supports for each pathway	Low-Income Students	LCFF Supplemental	\$102,899.00	5,732		Comprehensive Student Supports	
<del>Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.</del>	All Students		<del>\$25,000.00</del>	<del>5,736</del>		Building the Conditions	
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	All Students	21st Century	\$40,000.00	5,825		Comprehensive Student Supports	
Julia Deguzman contract for summer bridge support and 9th grade recruitment/transition supports.	Low-Income Students	Title I: Basic	\$10,000.00	5,825		Building the Conditions	
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative			\$20,000.00	4,310		Building the Conditions	
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition			\$20,000.00	4,310		Building the Conditions	
Climate & Culture Team Stipends			\$3,000.00	1,120		Building the Conditions	
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously			\$1,000.00	4,310		Building the Conditions	
Train all teachers and execute a school-wide transcript and A-G Evaluation for all students			N/A			Building the Conditions	
Future Center and Senior Seminar teachers collaborate on timeline of activities and assignments to support Seniors with applying to college, financial aid completion, and matriculation towards college enrollment.			N/A			Building the Conditions	
Create and electronically publish High School playbook for how to prepare and go to college			N/A			Comprehensive Student Supports	
Senior incentives for completing college matriculation steps (i.e. prom tickets, college paraphernalia, college dorm kit, and school supplies)			\$5,000.00			Comprehensive Student Supports	
<del>Funds to support Seniors with fees related to college applications (i.e. applying and sending SAT scores)</del>			<del>\$5,000.00</del>			Comprehensive Student Supports	

<del>Future Center Receptionist to help manage work plan, communication, and support with college readiness activities. This will help maximize the efforts of the college service providers.</del>			?			Building the Conditions	
Oakland Promise contract with EBCF to support persistence services and outreach for students.	All Students	Measure N	\$80,000.00	5,826			
Professional development and conferences for counseling team.	All Students	Measure N	\$5,000.00				
<del>AVID training to send a team of 10 teachers to get trained on AVID strategies (\$10,000) Will continue in 2019-20</del>	All Students	Measure N	\$0.00				

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

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate 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.*

**School:** Oakland High School

**School ID:** 304

#### School Description

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

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

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

#### School Mission and Vision

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

#### Family & Student Engagement

### SCHOOL DATA SLIDES

[Oakland High Data Slides](#)

### 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."*

<b>Instructions:</b>	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul> <p><b>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).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	Increase in AA graduation rates from 2014-15 to 2015-16 from 62% to 70.5%. Asian graduation rate remain steady, there is a dip in 2014-15 but still much higher than 2013-14. Gender - Female graduation rates remain steady across all ethnicities (approx. 80%).	High school readiness. English fluency - Harmful effects students reaching grade level. Truancy issues - Consistent with all credit recovery classes(low attendance rate). Engagement issues. Resources/Outreach to families. Communication between school & families(building bridges w/ parents).	Family engagement improvements-Monthly newsletter thru the PTA or website. Facebook & Instagram to help communicate w/ parents. Community building between teachers to support students. High school readiness w/ intervention classes. Early identification for intervention. High school should begin to communicate with middle school to assess needs. Outreach with feeder schools.
<b>On Track to Graduate (11th Grade)</b>	Overall, females have higher rates of on-track than males. Coming out of 9th grade, the rate of off-track is only 26.2%	Mid-way thru 17-18, the off track rate has jumped to 57%, with Newcomers and males leading the way in off-track. Math has the lowest on-track rate, across all grade levels and pathways. VAAMP pathway has disproportionately high off-track rates in Math. More than 70% of Newcomer program is off-track to graduate across all grade levels. AA (68.5%) and Latino (72%) are further off-track at end of 11th grade. Numbers are significantly worse for males in both.	All-male, inter-pathway math intervention courses. VAAMP math summer school program. Newcomer summer school program for math and English
<b>A-G Completion</b>	Increased after 2013-14. Average increase about 7%. Female A-G decreased 2011-12 to 2013-14.	Need more students to meet the A-G requirement. Parent participation. Summer school enrollment. Contents of the comment core harder for students to adjust to.	Early intervention. Academic recovery. Parent teacher conference. A-G requirements workshop for parents. More academic interventions between teachers and pathways to help increase A-G requirements. Increase SRI scores.

<b>SBAC ELA</b>	Increase after 2015-2016 was an increase by 2.1 percent.		Provide additional classes either through the school day or after school to offer more support. Take practice exams, to train students test taking skills on computer and general mind set. Provide incentives for high performance.
<b>SBAC Math</b>		The students that did not meet standards increased by 2 percent.	Provide additional classes either through the school day or after school to offer more support. Take practice exams, to train students test taking skills on computer and general mind set. Provide incentives for high performance.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	Number of students enrolled in a DE class increased from the fall semester last year to the spring semester last year from 136 to 150	Percentage of students receiving a A, B, or C decreased from the fall to the spring semester	Continue to identify classes that are of high interest to students. Develop a system to recruit Peralta instructors that have the ability to connect with high school students.
<b>Pathway Participation/CTE Enrollment*</b>	100% of all Gen Ed scholars in grades 10 - 12 are now in pathways. 97% of all students.	Hiring of CTE credentialed teachers	At this point we have barriers. Although the dashboard indicates that there are 3 Gen Ed scholars not in a pathway. It's a data entry issue an not an indication that there not in a pathway.
<b>English Learner Progress</b>	50% of the students English Language learners have met SRI year progress.	42% (148 students) of English Language learners are Long Term English Language learners and.....	It continues to be a challenge to provide specific PD on strategies to support LTELs in Gen Ed classes. Our goal is to get the LTEL data out to all teachers earlier in the year and to incorporate PD focused on strategies in August.
<b>Suspension Rate</b>	15-16 4.8%, 16-17 4.4% and 2017-18 2.9% decrease year over year rate. Suspensions down among all subgroups	We continue to suspend African American males with IEPs far more than we should. Our biggest challenge is that we still don't know how to support all the different types of disabilities our scholars present. Part of the problem is resources. The primary contributing factor is that the least effective teachers are responsible for the most challenging scholars.	Our suspension rates continue to decrease year to year. We will continue to reflect on and adjust our efforts to improve our Climate and Culture to support all scholars.

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	By 2021 we anticipate having a graduation rate of at least 80%. That reflects at least a 2% increase each year beginning with the 16-17 school year.	Goal 1: Graduates are college and career ready	All Students	info not available	77%	79%	Increase in graduation rate
<b>On Track to Graduate (11th Grade)</b>	By 2021 we anticipate having a 11th grade On Track to Graduate of 60%. That reflects an average of 2.3% increase each year consistent with the increase between 15-16 and 17-18.	Goal 1: Graduates are college and career ready	All Students	48%	50.40%	52%	Increase in graduation rate
<b>A-G Completion</b>	By 2021 we anticipate having an A-G completion Rate of at least 57%. That reflects at least a 2% increase per year.	Goal 1: Graduates are college and career ready	All Students	48.40%			Increase in graduation rate

<b>SBAC ELA</b>	By 2021 we anticipate the percentage of scholars scoring in the SE and SM bands of the ELA SBAC to be at least 48%. That reflects a 2% increase per year starting with the 40.4% in 16-17.	Goal 2: Students are proficient in state academic standards	All Students	40.4		-14.4	Increase in reading/writing achievement as assessed by SRI
<b>SBAC Math</b>	By 2021 we anticipate the percentage of scholars scoring in the SE and SM bands of the math SBAC to be at least 28%. That reflects a 2% increase per year starting with the 19.9% in 16-17.	Goal 2: Students are proficient in state academic standards	All Students	19.9	-106.1	-96.1	Increase in Algebra I success and math achievement and the development and implementation of additional assessment tools in math to reflect change to Common Core
<b>AP Pass Rate</b>	By 2021 we anticipate an AP Pass Rate of at least 6.8%. This reflects a 0.5% increase per year beginning with 5.3% pass rate during the 17-18 school year.	Goal 1: Graduates are college and career ready	All Students	5.30%			Improve access and increase academic offerings for students
<b>Dual Enrollment Pass Rate</b>	By 2021 we anticipate maintaining a Dual Enrollment Pass Rate average for the 2 semesters of at least 80%.	Goal 1: Graduates are college and career ready	All Students	80% average for the 2 semesters			Improve access and increase academic offerings for students
<b>Pathway Participation/ CTE Enrollment*</b>	By 2021 we anticipate having 100% of all Gen Ed scholars enrolled in a pathway.	Goal 5: Students are engaged in school everyday	All Students	97%			Increase in graduation rate
<b>English Learner Progress</b>	By 2021 we anticipate having improved our ability to increase ELL reclassification rate at least 5% per year over the current reclassification rate.	Goal 4: English learners are reaching English fluency	All Students	64.70%	coming soon	coming soon	Increase in reading/writing achievement as assessed by SRI
<b>Suspension Rate</b>	By 2021 we anticipate having a suspension rate no higher than 3.0%	Goal 5: Students are engaged in school everyday	All Students	4.40%	coming soon	coming soon	Decrease in suspension rate

## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Environmental Science Academy	<b>School:</b>	Oakland High School
<b>Pathway Industry Sector:</b>	Agriculture and Natural Resources	<b>School ID:</b>	304
<b>Pathway Description:</b>	<p>ESA is an experiential, hands-on science academy with a focus on environmental justice and stewardship in our real world. We use outdoor adventure education to motivate students to take on rigorous academics. Students engage in authentic research, conduct industry and service projects, and share with regional and local community. Students work in groups on projects in all classes, especially CTE courses. ESA has a mature community support network and works closely with representatives from diverse areas of the industry sector. ESA students develop advocacy skills for issues they are passionate about. All CTE classes incorporate STEM, as do extracurricular internships and projects. Students learn by doing, and success is not limited to the highest academic achievers.</p>		
<b>Pathway Mission &amp; Vision:</b>	<p>The mission of ESA is to prepare each student to succeed in the workplace, college, and career as an informed and responsible citizen of Planet Earth. Through rigorous academics, multicultural understanding, respect for diverse points of view, and applied demonstrations of learning, ESA shapes students to conserve and nurture our biodiversity and wild places, respect basic research and the nature of science, seek environmental justice for all people, and advocate powerfully for these goals.</p> <p>ESA's vision is to be a rigorous supportive environment for all students to develop the knowledge base, self discipline, ecosystem values, communication, and critical thinking skills to advocate effectively for themselves as workers and citizens, for environmental justice for people locally and globally, and for the conservation of our endangered Earth.</p>		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
		49.2%	50.8%			11.8%	9.1%				
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	27.3%	1.1%	42.2%	25.1%	0.5%	0.5%	.5%	0.5%			

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

**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 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 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."*

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
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<b>Pathway Graduation &amp; Dropout Rates</b>	Our graduation rate continues to outperform the district average. Our 2015/2016 graduation rate increased by 1% to 96.8%.	The graduation rate for African American students went down from 2015 to 2016. Increase in students who are entering the program with missing A-G credits.	ESA is considering a change in approach to grading which may impact our graduation rate. ESA is also developing a alternative senior project which will impact passing rates (though it is unclear in which direction!).
<b>On Track to Graduate (11th Grade)</b>	A significant majority of 11th grade ESA students (88.2%) are meeting science requirements for graduation. A significant majority of 11th grade ESA students (82.4%) are meeting history requirements for graduation.	Overall, 56.9% of 11th grade students are considered "on-track to graduate." 33.3% of 11th grade students are not considered on track due to not currently meeting gpa requirements. The biggest subject related mitigating factor for 11th grade students being on track seems to be math. 39.2% of 11th grade students are not currently on track to meet math requirements for graduation.	Possible closer collaboration between ESA staff and 11th grade math teachers. Increased inclusion of 11th grade math principles into ESA core science classes
<b>On Track to Graduate (10th Grade)</b>	Most students (83.5%) are on track in Science and History).	32% of sophomores are missing credits in Math; 20.3% missing credits in World Language; more than 29% are below a 2.0 GPA.	ESA-specific math support class elective; analysis of specific areas (courses and content) where students are falling behind; attendance intervention to make sure our students are getting to class!; continue to explore social/emotional reasons that students may not be succeeding in class; disambiguate non-attending and non-participating students in order to examine more accurate data.
<b>12th Grade A-G Completion</b>	For 3 of the last 6 years, overall A-G completion has been above 75%	There was a drop in A-G completion from 15-16 to 16-17. The Latino and African-American completion rate is lower than other ethnic groups. For the last 4 years, male A-G completion has been significantly lower than female	Through the 8 period day those subgroups that have a lower completion rate can be given specific interventions.
<b>Pathway Participation/ CTE Enrollment</b>	Over the last three years, pathway demographics have shifted to get closer to those of the entire school. With the possible exception of a few students (SpEd or ELD), all pathway students are enrolled in the pathway's CTE course	There is still a slightly higher percentage of male, Asian, and high GPA students compared to other pathways.	Do more targeted recruitment outreach to femals, particularly African American and Latina.

**2C. Annual Pathway Goals**

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
<b>Pathway Graduation &amp; Dropout Rates</b>	ESA's goal is to continue to graduate students at a rate equal to or above the school average. We will achieve this by building common units of curriculum which will improve instruction and help more students, especially students who are struggling, have reinforced units of study.	96.8% graduation rate in 2015/2016	At, or above, school average.	All Students







Included in Rigorous Academics in the next section									Environmental Science Academy

**5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION**

**5A. Rigorous Academics Pathway Self-Assessment**

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	3	3	3	Do not regularly have the program of study and theme vetted by industry partners
Integrated Core	2	2	2+	We continue to build units which are cross-curricular. We have common units at the start and end of the year and we are building common assessments.
Cohort Scheduling	1	3	4	All teachers have a common prep period and only ESA students are in the core ESA classes (core and CTE). Because of the 8-period schedule, students have room in their schedule to take the ESA courses while also having the opportunity to enroll in AP, Dual Enrollment, and other electives.

**BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS**

<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	2	2	2+	There is some integration of academic and technical content. We can increase the the level of public defense in projects.
Collaborative Learning	2	2	3-	Most of the pathway teachers attempt to provide collaborative learning environments but we could work to increase the level of collaboration with industry partners.

**BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS**

<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	2	2	2+	We implemented one round of teacher observations. The 11th grade English, History, and Science teacher team teach on a monthly basis.
Collaboration Time	2	1	3	The team meets weekly but it is challenging to get everything accomplished in the time we have, considering it's the first period of the day.
Professional Learning	2	2	2+	Summer retreat, summer pbl pd, and teacher observations have strengthened our professional learning.

**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?*

<b>Summary of 17-18 Strategic Actions</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Evidence of Impact and Analysis</b>
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<p>1. Further develop the Graduate Capstone Seminar course that supports students with college applications, life and career preparation, and completing the Graduate Capstone performance assessment with modifications to increase alignment with collegiate and industry expectations. This also includes any necessary materials, and increased collaboration with Resource Teacher for supporting students with IEPs</p> <p>2. Summer teacher retreat for planning pathway-wide common practices, developing and exploring thematic pedagogy, WBL scope and sequencing, and academy culture/community development.</p> <p>3. Develop integrated PBL units</p> <p>4. Continue to redevelop core science and environmental science courses</p>	Partially Implemented	Effective	<p>1. Students receive revisions from multiple teachers. Projects were focused on pathway specific topics. We need to work on our alignment with industry expectations.</p> <p>2 and 3. Summer retreat identified common pedagogical practices, and we developed PBL units which we have continued to modify during the school year. Our WBL scope and sequence is only partially implemented as we continue to work on our CTE class, our work based-learning study tours, and our internships.</p> <p>4. Science and environmental science courses</p>
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### 5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standard Aligned PBL Aligned to Theme</b>	Develop one fully integrated unit per grade level per semester and implement	All Students			One unit per grade level is designed and implemented	
<b>Graduate Capstone</b>	Vertical alignment of graduate capstone skills is complete so students have opportunities to practice and build skill in 10th and 11th grade. Students begin thinking about graduate capstone topic in 10th grade and start scientific research process that continues for two years.	All Students		35 students passed paper on first attempt	Complete the matrix of graduate capstone skills and student learning outcomes by grade level and content area.	

### 5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

<b>Theory of Action</b>	If we focus on increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, then we will see increased student engagement and achievement, specifically around greater success in the graduate capstone.								
<b>Rigorous Academics Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>	
Supplies and materials for ES1, the "Lake Class"	Rigorous Academics	California Partnership Academy	\$3,300		4310, 5826	A1.1 Pathway Programs		Environmental Science Academy	

Chaperon for weekly trip to Lake Merritt	Rigorous Academics	California Partnership Academy	\$3,500		1120	A1.1 Pathway Programs		Environmental Science Academy
Summer retreat for teacher team to work on curriculum development, plan interventions and support for students of concern	Rigorous Academics	Measure N	\$3,800		5600 or 5624	A1.1 Pathway Programs		Environmental Science Academy
Stipends for teachers to get necessary supplies	Rigorous Academics	California Partnership Academy	\$5,500		4310	A1.1 Pathway Programs		Environmental Science Academy
Licensing and software agreements	Rigorous Academics	Measure N	\$500		5826	A1.1 Pathway Programs		Environmental Science Academy
Dual Enrollment textbooks and supplies	Rigorous Academics	Measure N	\$600		4310	A1.1 Pathway Programs		Environmental Science Academy
Dual Enrollment Teacher of Record stipend (must be present to ensure the successful transition for students from high school student to college student and support the Peralta instructor to ensure he/she is provided with the instructional supports necessary to teach the college courses)	Rigorous Academics	Measure N	\$920		1120	A1.1 Pathway Programs		Environmental Science Academy
Conferences and site visits (including Educating for Careers)	Rigorous Academics	California Partnership Academy	\$3,000		5200	A1.1 Pathway Programs		Environmental Science Academy
Senior Seminar paper grading stipend (1 hour/student)	Rigorous Academics	California Partnership Academy	\$920		1120	A1.1 Pathway Programs		Environmental Science Academy

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-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+	Students are exposed to different WBL internships. Study tours include WBL aspects. The formation of an Advisory Committee has helped in the developing of a more comprehensive WBL practice.
Pathway Outcomes	2	1	2-	Robust offering of WBL experience but do not always align to curriculum at the time the experience happens and does not always allow opportunity for students to connect to student learning outcomes.
Pathway Evaluation	2	1	2-	Advisory Committee began the conversation on what skills students need in the workplace and ways in which we can teach these skills and measure these skills.

### 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1. Continue WBL and hands-on learning throughout all grade levels and in various configurations (career exploration visits, local habitat restoration, on-campus recycling and waste diversion)</p> <p>2. Team participates in WBL scope and sequence mapping</p> <p>3. Students participate in summer internships</p> <p>4. Curate an Advisory Board and hold a first meeting</p>	Partially Implemented	Effective	<p>1. WBL classroom experiences are beginning to be supported by out of classroom academic experiences. Large scale WBL projects are implemented in the 10th and 11th grade. 2. Vertical alignment of curriculum to scaffold stronger WBL opportunities in later grades. 3. Professional visits to classrooms to promote WBL as well as internship opportunities. Visits to internship and career fairs in the 11th grade. 4. Successfully organized and held the first advisory board meeting and participated in one-on-one follow-up meetings.</p>
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**6C. Work-Based Learning Pathway Goals**

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Each unit in the CTE classes provides an opportunity for students to learn about related careers.	All Students			Identify related careers for each unit	
Career Exploration	All 11th grade students participate in internship readiness like attending the summer options fair, writing resumes, and doing a mock interview.	All Students			100% 11th graders participate	
Career Preparation	Increase number of students participating in summer internships in a related field.	All Students	11	10	15	

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

<b>Theory of Action</b>	<b>If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.</b>
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Annual Catalina Trip (10th and 12th)	Work-Based Learning	California Partnership Academy	\$15,000		5829, 5826	A1.1 Pathway Programs		Environmental Science Academy
Yosemite (or similar) Trip	Work-Based Learning	California Partnership Academy	\$15,000		5829, 5826	A1.1 Pathway Programs		Environmental Science Academy
Transportation to WBL events, activities, experiences (charter busses, bus and BART tickets)	Work-Based Learning	California Partnership Academy	\$3,000		5826	A1.1 Pathway Programs		Environmental Science Academy
Transportation to WBL events, activities, experiences (charter busses, bus and BART tickets)	Work-Based Learning	Measure N	\$2,300		5826	A1.1 Pathway Programs		Environmental Science Academy

Substitutes for WBL events and other field trips	Work-Based Learning	California Partnership Academy	\$3,200		1150	A1.1 Pathway Programs		Environmental Science Academy
Substitutes for WBL events and other field trips	Work-Based Learning	Measure N	\$800		1150	A1.1 Pathway Programs		Environmental Science Academy
ECCCO Summer Internships for students	Work-Based Learning	Measure N	\$4,000		5826	A1.1 Pathway Programs		Environmental Science Academy
Advisory Board development (meeting materials, refreshments, etc.)	Work-Based Learning	California Partnership Academy	\$500		4300, 4311, 1120	A1.1 Pathway Programs		Environmental Science Academy

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

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	3	2	Team discusses students of concern but it happens infrequently and it is challenging to follow through on next steps.
College & Career Plan	2	2	2+	We've added in an additional college trip to UC Merced due to a high number of ESA students getting in there. 10th graders connect with UC Berkeley liaison who monitors student progress and takes them on college trips. Through the senior seminar course, we will continue to work on processes and activities that support students in monitoring college and career plans.

**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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1. Teachers will have regular collaborative time to discuss students of concern. 2. One ESA teacher will have a release period to work on student interventions for academic and socio-emotional purposes. 3. Hire mentors to collaborate with teachers to support struggling students. 4. Develop a Senior mentorship program	Partially Implemented	Somewhat Effective	We didn't end up with an intervention release period this year, nor in hiring mentors for student support, which means student intervention has been more piecemeal and inconsistent. Some collaborative time is spent discussing students of concern; some intervention meetings have been held. Have not explored senior mentorship program for this year, but may revisit in future. Senior project advisories have helped students in completing their senior project graduation requirement.

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

<b>College and Career Transition Supports</b>	All students go on two college- and two career-exploration visits, have an internship experience and complete at least one dual enrollment course. All seniors attend college application, FAFSA, and scholarship workshops with the Future Center staff.	Low-Income Students			75% participate	
<b>Diffentiated Interventions for Special Populations</b> <i>(English Learners, African-American Students, Students with Disabilities)</i>	EL students who transition into the pathway and long-term EL students, along with students with IEPs will complete their A-G requirements with individulaized academic and behavioral support through collaboration with our SpEd case manager and EL teacher leaders.	Students with Disabilities			Identify students who need additional support and work with SpEd and/or EL teachers to develop a plan	

**7D. Comprehensive Student Supports Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<b>If we focus on supporting our at risk struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.</b>
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<b>Comprehensive Student Supports Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Transportation and other related costs for college visits	Comprehensive Student Supports	California Partnership Academy	\$1,000.00		5826	A1.1 Pathway Programs		Environmental Science Academy
Student recognition assembly and awards. This could include award certificates and rewards for students (like a book or other reward or incentive).	Comprehensive Student Supports	Measure N	\$100.00		4310	A1.1 Pathway Programs		Environmental Science Academy
ESA Community Building events	Comprehensive Student Supports	California Partnership Academy	\$2,000		5826	A1.1 Pathway Programs		Environmental Science Academy



## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Public Health Academy	<b>School:</b>	Oakland High School
<b>Pathway Industry Sector:</b>	Health Science and Medical Technology	<b>School ID:</b>	304
<b>Pathway Description:</b>	The Public Health Academy is one of the newer pathways at Oakland High, graduating it's third class in 2016. Distinguishing characteristics of the pathway are an emphasis on integrating pathway-themed literature and history topics, health preparatory science classes, and a strong emphasis on helping students develop personal character and a sense of empathy.		
<b>Pathway Mission &amp; Vision:</b>	Oakland High School's Public Health Academy educates and prepares students to promote health equity in the communities they will serve.		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	49.0%	51.0%			16.7%	12.3%					
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	32.4%	0.0%	32.8%	25.0%	1.5%	2.0%	2.9%	0.0%			

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

**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 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 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."*

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	Of the three graduating classes that we have data for (c/o 2017 not available yet), the graduation rate has consistently increased.	Even though we do not have data for SY 2017-18, we suspect that the graduation rate dropped. There was a tightly-knit clique of students who apparently decided that they were not invested in completing a senior project or graduating. All other factors were the same -- teachers, curriculum, activities, access to the school's Future Center, and counseling regarding senior project and graduation. Therefore, this may not constitute a challenge, but rather an anomaly.	Continue to monitor senior year challenges and provide counseling and family contact as needed.

<b>On Track to Graduate (11th Grade)</b>	11th grade Public Health Academy students are more on track for graduation than the school average, by several percentage points, and far ahead of the district statistics.	Large disparities are present between, our Asian and African American students on track to graduate. While 100% of Asian students are on track, less than 50% of African American students are on track. Four of the cohort's African American students were transfers from AAMA and adapting to a new academy. However, the disparity, overall, is higher when gender is considered, with male students lagging behind female students.	Work with Case Manager to intervene and counsel students with multiple whole day and period absences. Consider incentive program for attendance improvement. Work with case manager each marking period to set up parent meetings for students who are below a 2.0 and create an improvement plan.
<b>On Track to Graduate (10th Grade)</b>	Irregular but consistent upward trend/increase in number of students on track to graduate. Greatest increase is among Asian students.	Still huge disparities between numbers for African American students, Latino students, and Asian students. We also note disparities between female percentages (higher) and male percentages (lower) across race, with less of a disparity for Asian students.	Case manager (or possibly Wellness Center) to facilitate affinity support groups.
<b>12th Grade A-G Completion</b>	Our 12th grade A-G figures for the 17-18 class are not entered. There are no graduation rate figures for 16-17. In 15-16, our graduation rate was 100% and approx. 95% the year before.	We are anticipating a lower graduation rate for 2017, which is an anomaly, due a small cluster of students -- a tightly-knit social group -- who didn't graduate with their class. In 16-17, according to the data dashboard, only a third of our male student were on track to graduate, although 57.1% of the males were A-G complete, which points to missing credits, perhaps from their 9th grade year.	Although we don't have complete data yet for this year, we anticipate that this number will drop -- and continue to drop -- because of the school schedule change to an 8 period block. Students in the 16-17 year did not have the number of periods available to make up credits by retaking classes, since they only had one of their four high school years on this enriched schedule. Therefore, they may have resorted to Apex and other systems to make up missing or failed classes, with varying success.
<b>Pathway Participation/ CTE Enrollment</b>	Historically, two things have been true: (1) There have been instances of SPED students not participating in the senior CTE class because they need to make up other classes. By observation, this is about 4 students (8% of our seniors) in 2017-18, and (2) this has only been an issue in the senior year. It is the intention of PHA that all students enrolled in the pathway will participate in PHA CTE classes, however, we realize that there will be a continuing small number of circumstances where this will not be possible.		For any students not enrolled in the CTE class at any grade level, make sure to invite them to participate in WBL and other pathway activities that generally happen through the CTE class (i.e. resume writing, mock interviews, summer internships).

**2C. Annual Pathway Goals**

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
<b>Pathway Graduation &amp; Dropout Rates</b>	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	n/a	90% percent	African American Students

<b>On Track to Graduate (11th Grade)</b>	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	52.9% overall 45.5% males 14.3% AA males	90% percent	African American Students
<b>On Track to Graduate (10th Grade)</b>	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	51.3% overall 41.7% male 11.1% AA males	90% percent	African American Students
<b>12th Grade A-G Completion</b>	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	59.4% overall 57.1% male 55.6% AA males	90% percent	African American Students
<b>Pathway Participation/ CTE Enrollment</b>	All PHA students will be placed in the most appropriate classes, determined by pathway teachers, counselor, case manager, IEP/504 plans, etc.	n/a	100% students placed in appropriate classes	Students with Disabilities

### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Mission and Vision	2	2+	3	In the past year, PHA (with the help of a facilitator) designed a Curriculum Compass to be used a tool when aligning curriculum with the pathway's vision and mission.
Leadership Configuration	3	3	3	We continue to develop distributive leadership within the team. WBL opportunities, and PBL learning are two areas in which team members share in the pathway's leadership. There continues to be room for growth in this area.
Distributive Leadership	2	2+	3+	We have a tremendous amount of pathway support within the school. All of our pathway leads meet twice a month in support of school operations and culture as they integrate with our pathways. Additionally, we have very positive and productive relationships with our case manager, our team coach, and our WBL liaison.

#### Pathway Leadership & Vision Goal for 2018-19:

PHA leadership will share best pathway management practices with other pathways and academies within, and outside, of Oakland High School.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Pathway Director Meetings	Building the Conditions	California Partnership Academy	\$700		1120	A1.1 Pathway Programs		Public Health Academy

Release period for Pathway Director	Building the Conditions	California Partnership Academy	\$16,000		1105	A1.1 Pathway Programs		Public Health Academy
Printing and supplies to support sharing best pathway practices	Building the Conditions	Atlantic Philanthropies	\$1,000.00		5800	A1.1 Pathway Programs	[Atlantic] Professional development facility/conference/site visit (5800)	Public Health Academy

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	3	3	3+	Oakland High's commitment to equitable student placement in our pathways has created a diverse student population in PHA. As a pathway, we developed an equity statement to help guarantee equity for our students as we work with community partners.
Diverse Student Representation	3	3	4	The diversity of the Public Health Academy matches the demographics of the school, with regard to ethnicity, achievement, and gender.
Closing the Opportunity Gap	2	2	3	All subgroups represented at Oakland High that are not in specific, closed programs (Newcomers, etc.) are integrated into PHA and strategically supported.

**Pathway Equity, Access & Achievement Goal for 2018-19:** PHA will use student products (from PBL, etc.) to recruit and engage students, with an emphasis on recruiting more male students with PHA as their first pathway choice.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Options and recruitment events	Building the Conditions	Atlantic Philanthropies	\$250		1120	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Public Health Academy
Recruitment materials (flyers, brochures, etc.)	Building the Conditions	Atlantic Philanthropies	\$300		4310	A1.1 Pathway Programs	[Atlantic] Consultant Contract (5825)	Public Health Academy
Reproduction of student work for pathway public relations use	Building the Conditions	Atlantic Philanthropies	\$1,500		4310	A1.1 Pathway Programs	[Atlantic] Consultant Contract (5825)	Public Health Academy

**4. LANGUAGE & LITERACY PATHWAY STRATEGIES**

<b>Schoolwide Theory of Action</b>	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
<b>What will your pathway do to align to the schoolwide focus for 2018-19?</b>	Our core pathway courses will collaborate using cross-curricular projects that focus on complex text and non-fiction text. This will continue to boost student reading outcomes and improve SRI scores in 10th and 11th grades, helping prepare students for their Graduate Capstone Project in senior year.

<b>Pathway Language &amp; Literacy Strategic Actions*</b> <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
As part of the pathway curriculum, students will read non-textbook texts relevant to pathway themes and have access to additional books, journals, etc.	Rigorous Academics	California Partnership Academy	\$6,000		4200, 4352	A1.1 Pathway Programs		Public Health Academy
All other actions are included in Rigorous Academics in next section								

## 5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION

### 5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	2	2	2+	We need industry partners to qualify for a 3. They need to vet our curriculum's alignment to industry standards.
Integrated Core	2	3+	3+	We still do not integrate ALL academic and technical coursework in all grade levels.
Cohort Scheduling	2	2+	4	Students participate in dual enrollment courses, keep their PHA classes intact, and we all have a common prep.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2	3	Four of our core class teachers (and our Pathway Coach) attended Project Based Learning training with the High Tech High Graduate School of Education. The projects we have developed, and are also planning in the future, involve critical thinking and creativity, and require students to make connections across the curriculum. These projects involve the design and publicdefense of high-quality products or services.
Collaborative Learning	1	2	3	Project Based Learning affords our students more time in collaborative endeavors and that all students have extended activities that require them to work in heterogeneous pairs or groups. During these projects students are able to receive specific skill instruction and differentiated support. Regular assessment ensures that students are demonstrating effective teaming skills.

<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	2	2	2+	We have peer observations planned.
Collaboration Time	1	3	3	We don't regularly use protocols for meetings; we do not have formal distributive leadership.
Professional Learning	1	2	2	We don't have cycles of inquiry, but this may be a helpful way to frame our peer observations. We do look at data when prompted, usually once a year (SRI scores, etc.).

### 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?

<b>Summary of 17-18 Strategic Actions</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Evidence of Impact and Analysis</b>
<p><b>Interdisciplinary Projects</b>            All teachers will receive training in project-based learning (about \$2K per teacher, 7 teachers)            Classrooms will be equipped with furniture, storage, and accessories that promote student collaboration and easy transitions between a variety of learning environments            PBL includes strategic connections to WBL and community exposure experiences whenever possible            Teachers will have regular collaborative time to design cross-curricular and vertical instruction that supports pathway themes</p> <p><b>Pathway Content in Academic Coursework</b>            All teachers will have opportunities for subject-specific professional development            Teachers maximize their use of classroom technology and receive needed training to do so            All teachers will have a discretionary budget for classroom teaching materials not covered by school-provided supplies            Teachers will continue to seek out and purchase pathway themed texts and resource books            Students will experience field trips, guest speakers, and workshops that support the pathway theme</p>	Partially Implemented	Somewhat Effective	<p>4 teachers are participating in the High Tech High PBL Leadership Academy. The focus on this has been around incorporating public exhibitions of learning into our curriculum to elevate student engagement and build connections with our community. Two such exhibitions are happening in March and April. Additionally, our senior retreat, which includes attending legislative meeting and session of the legislature in Sacramento, will be the culmination of a interdisciplinary project.</p> <p>Two classrooms were equipped with furniture that supports collaborative learning, while technology upgrades were made to a another classroom.</p> <p>Additional classroom technology has made it possible for many things to happen this year: Students can now print to cloud-based classroom printers from Chromebooks and from their own electronic devices. A large-format printer has made it possible for students to print their finished Graduate Capstone Project research posters. Students have completed podcasts and other projects. The pathway continues to invest in non-textbook books with pathway themes, both in class sets and to build individual classroom libraries. The pathway has established vendor relationships with the services (for example, publishing) needed to complete student projects in a professional format.</p>

### 5C. Rigorous Academics Pathway Goals

<b>FOCAL AREA</b>	<b>JUNE 2021 GOAL</b>	<b>Target Student Group to Monitor</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Standard Aligned PBL Aligned to Theme</b>	Students will participate in a least one cross-curricular project per semester, at all grade levels.	Latino Students			1 developed at each grade level	
<b>Graduate Capstone</b>	The pathway will map vertical alignment of skills taught and developed in grades 10 and 11, to support completion of the Graduate Capstone Senior Project.	All Students	17 passed paper on first attempt		Identify skills	

### 5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action	Increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, will increase student engagement and achievement, specifically around greater success in the graduate capstone.							
Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Classrooms will have supplies for students to created finished projects.	Rigorous Academics	California Partnership Academy	\$2,000		4310, 5826	A1.1 Pathway Programs		Public Health Academy
Classrooms will have classroom technology that supports PBL.	Rigorous Academics	Atlantic Philanthropies	\$3,000		4420	A1.1 Pathway Programs	[Atlantic] Lab or other health supplies (4300)	Public Health Academy
The pathway will have folding chairs, tables, and other presentation equipment for parent nights, mastery of learning events, etc. Also, classrooms that have not been upgrade with collaborative furniture and effect storage for project materials, will be outfitted.	Rigorous Academics	Atlantic Philanthropies	\$16,450		4432	A1.1 Pathway Programs	[Atlantic] Lab or other health supplies (4300)	Public Health Academy
Stipends will be available for senior project coordination and grading.	Rigorous Academics	California Partnership Academy	\$2,000		1120	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	Public Health Academy
Staff will participate in conferences and site visits to observe and learn best practices in pathway development and PBL.	Rigorous Academics	Atlantic Philanthropies	\$10,000		5200	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	Public Health Academy
CTE classrooms will have professional quality equipment that supports pathway themes.	Rigorous Academics	Perkins	\$10,000		4410	A1.1 Pathway Programs	[Perkins] Industry-appropriate supplies (4310)	Public Health Academy
Students will attend conferences and learning tours that support pathway themes.	Rigorous Academics	California Partnership Academy	\$15,000		5200	A1.1 Pathway Programs		Public Health Academy
Stipends will be available for project coordination.	Rigorous Academics	California Partnership Academy	\$6,000		1120	A1.1 Pathway Programs		Public Health Academy
Staff retreats for pathway development and curriculum design.	Rigorous Academics	Atlantic Philanthropies	\$5,000		5624	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	Public Health Academy

Staff that has not had recent PBL training will receive this training and staff currently involved in PBL training will receive continuing support.	Rigorous Academics	Atlantic Philanthropies	\$10,000		5200, 5826, 4396	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	
Stipends will be available for teachers over the summer for time spent developing projects and curriculum.	Rigorous Academics	Atlantic Philanthropies	\$8,000		1120	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	
CTE teachers will receive stipends for time spent completing credential coursework.	Career Technical Education	Perkins	\$2,500		1120	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-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	3	Sequence of WBL activities during 10th, 11th, and 12th grades including CEV's, college tours, CPR certification and CTE curriculum culminating in a 5 week summer internship program
Pathway Outcomes	1	1+	3	Students participate in a planned sequence of WBL activities including CEV's, CPR certification, and online learning that is integrated with CTE curriculum and cross curricular projects
Pathway Evaluation	1	2	1	There is not a formal process for getting and incorporating feedback from partners and/ or students

### 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<b>Build a sequence of WBL experiences at each grade level</b> Teachers will have regular time to plan and implement a sequence of WBL events at each grade level ECCCO Coordinator Stipend (portion)	Partially Implemented	Effective	We have had a consistent increase in the number of students who have participated in summer internships and school-year WBL experiences, and we anticipate this number will continue to rise. We have continued to refine the WBL sequence of skill development and experiences for students.

### 6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal



<b>Career Awareness</b>	All students will experience opportunities to learn about careers related to each unit in their CTE classes through multi-media exposure, guest speakers, and job site tours.	All Students			Careers for each unit identified	Improve access and increase academic offerings for students
<b>Career Exploration</b>	All 10th and 11th graders participate in at least one career exploration visit (job site tour, informational interview, mock interview, job shadow, etc.)	African American Students			Increased male and African American involvement	Improve access and increase academic offerings for students
<b>Career Preparation</b>	Students will learn about industry standards specific to the pathway themes, will develop resumes, and interview skills. Students will participate in at least one internship during their time in the pathway.	African American Males			Increased male and African American involvement	Improve access and increase academic offerings for students

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

**Exposing students to diverse experiences in the public health field creates opportunities for them to learn about careers and practice related skills, leading to increased student engagement, interest, and achievement.**

<b>Work-Based Learning Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
ECCCO Summer Internship stipends for students	Work-Based Learning	Atlantic Philanthropies	\$7,500		5826	A1.1 Pathway Programs	[Atlantic] Student stipends (5800)	Public Health Academy
Transportation to WBL events and activities (charter buses, bus and BART tickets, etc.)	Work-Based Learning	Perkins	\$2,500		5826	A1.1 Pathway Programs	[Perkins] Consultant Contract (5825)	Public Health Academy
Admission costs/fees for field trips	Work-Based Learning	California Partnership Academy	\$1,200		5826	A1.1 Pathway Programs		Public Health Academy
Substitute costs	Work-Based Learning	California Partnership Academy	\$5,000		1150	A1.1 Pathway Programs		Public Health Academy
Admission costs/fees for pathway teacher PD	Work-Based Learning	California Partnership Academy	\$1,250		5826	A1.1 Pathway Programs		Public Health Academy

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



Student recognition (honor roll) assemblies and awards	Comprehensive Student Supports	California Partnership Academy	\$1,000		4300	A1.1 Pathway Programs		Public Health Academy
Grade level retreats	Comprehensive Student Supports	California Partnership Academy	\$10,000		5826, 5624	A1.1 Pathway Programs		Public Health Academy
Stipends available for teachers to discuss students of concern and plan and implement interventions and/or developing peer tutor program	Comprehensive Student Supports	California Partnership Academy	\$6,000		1120	A1.1 Pathway Programs		Public Health Academy
College exploration visits	Comprehensive Student Supports	California Partnership Academy	\$3,000		5826	A1.1 Pathway Programs		Public Health Academy

## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Project Lead the Way	<b>School:</b>	Oakland High School
<b>Pathway Industry Sector:</b>		<b>School ID:</b>	304
<b>Pathway Description:</b>	Project Lead the Way Engineering courses such as Intro to Eng and Principles of Eng (POE) and Civil Engineering & Arch (CEA) were offered as advance electives 4 years before being included in a Pathway. Many students from ESA and other acadmies enjoyed the rigous curriculum and project based learning. 2015-16 was the first year we officially became a pathway with 9th & 10th grade cohorts.		
<b>Pathway Mission &amp; Vision:</b>	Our academy vision is to engage student interest in engineering, technology and computer science through an emphasis on college and career ready skills including problem solving, critical thinking and scholarship. Apply Leadership skills and professional readiness through establishing a portfolio of STEM experiences.		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	56.5%	43.5%			17.5%	10.3%					
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	32.3%	0.4%	38.1%	23.8%	0.40%	1.3%	0.90%	0.9%			

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

**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 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 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."*

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	<p>First graduating class will be spring 2018 so no data yet.</p> <p>Credit recovery courses offered within the block schedule, support in each pathway including case manager, admin, counselor, core teachers; Future Center/College advisors; students not on-track transferred to Alternative Education sites (Dewey, etc.) in a timely manner</p>	<p>First graduating class will be spring 2018 so no data yet.</p> <p>Credit recovery options are limited; Apex has not been very successful for most students, summer school is not guaranteed; students are not allowed to transfer to Alt Ed until age of 16-student's that fail all/most of classes will be far behind in credits</p>	<p>Find alternative credit recovery programs that students can be more successful in other than Apex; offer more credit recovery classes (especially Algebra 1) within the block schedule; offer more spaces for credit recovery in the summer</p>

<b>On Track to Graduate (11th Grade)</b>	60% on track to graduate; 11 students are credit deficient,	31% females,46% males not on track; 83% special ed not on track but this number is higher than actual because a number of students are on the 190 credit track.	After school program COST, SST, etc.; summer school intervention for credit deficiency; credit recovery classes during academic year.
<b>On Track to Graduate (10th Grade)</b>	78% of students above a 2.0 GPA, Quality academic behavior from the vast majority, 85% of students on track in English	35% of students are deficient in Math Credits, 58% on track to graduate; 31 students are "off track"	Live tracker for all 10th students in the academy to see who is submitting quality work vs those who are falling behind.
<b>12th Grade A-G Completion</b>	50.7% of students on track A-G compliant	33% of current 12th graders are off track with English credits	Increase integration of pathway themes into English curriculum to make it more relevant to students' other coursework
<b>Pathway Participation/ CTE Enrollment</b>	209 students enrolled 10th-12th grade 43.1% female and 56.9% male 32.1% African American, 40% Asian, 22% Latino	Demographic enrollment reaching greater balance but still not entirely aligned with demographics of whole school (PLTW more Asian and fewer Latinx students compared to whole school)	Strategic recruitment for underrepresented groups

### 2C. Annual Pathway Goals

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

FOCAL AREA	SMART E Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
<b>Pathway Graduation &amp; Dropout Rates</b>	By the end of the 2018-19 school year, 75% of students will graduate with A-G requirements	N/A	75%	All Students
<b>On Track to Graduate (11th Grade)</b>	By the end of the 2018-19 school year, all (28) credit deficient students from the PLTW class of 2019 will have recovered 65% of missing credits through credit recovery classes and summer school.	28 credit deficient students	18 credit deficient students	Low-Performing Students
<b>On Track to Graduate (10th Grade)</b>	Reduce percentage of students deficient in math from 35% to 20%	35% off track in math	20% off track in math	All Students
<b>12th Grade A-G Completion</b>	We don't currently have 12th grade A-G completion data because we haven't yet had a graduating class. We'd like to see 80% of seniors fulfill A-G requirements by end of 2019	50% on track	80%	Low-Performing Students
<b>Pathway Participation/ CTE Enrollment</b>	By beginning of 2019 school year we have 55% male 45% female enrollment through 10-12th grade and ethnic groups match those of the school (about 33% for each main sub group)	43% female	45% female	All Students

### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2	2+	2+	PLTW standards in science, but not english and history
Leadership Configuration	1	2-	-3	Leadership shared amongst many pathway teachers, but no consistent allocation of responsibility
Distributive Leadership	1	3-	-3	All of these prompts say the same thing
<b>Pathway Leadership &amp; Vision Goal for 2018-19:</b>				The team will increase shared leadership by individual teachers taking on a specific role in one or more of the following categories: PR/Communications, Student Interventions, Curriculum, ECCO/Internships/WBL, Graduate Capstone, Industry Partnerships, Field Trips. Through this teachers should start to shift into seeing themselves as PLTW teachers who teach a specific content.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Pathway Director Meetings	Building the Conditions	Measure N	\$700		1120	A1.1 Pathway Programs		Project Lead the Way
Release period for Pathway Director	Building the Conditions	Measure N	\$15,000		1105	A1.1 Pathway Programs		Project Lead the Way

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	2	3	2+	Concerted effort for inclusion of females, still leaves ratio heavily male
Diverse Student Representation	2	2+	3	Substantial growth in female admission to PLTW
Closing the Opportunity Gap	3	3	3	Pathway sorting process accounts for equitable distribution of target subgroups

**Pathway Equity, Access & Achievement Goal for 2018-19:** Increase the number of female 9th graders who select PLTW as first or second choice. Initiate targeted interventions and support (for both students and teachers) to address the needs of lower performing subgroups in PLTW, specifically in English and math.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Options and recruitment events	Building the Conditions	Measure N	\$250		1120	A1.1 Pathway Programs		Project Lead the Way
Recruitment materials and supplies(flyers, brochures, etc.)	Building the Conditions	Measure N	\$500		4310	A1.1 Pathway Programs		Project Lead the Way
Females in STEM industries participate in recruitment events	Building the Conditions					A1.1 Pathway Programs		Project Lead the Way
Targeted math and English interventions for students (possibly math teachers as tutors or hiring a tutor)	Comprehensive Student Supports	Measure N	\$1,000		1120, 5826	A1.1 Pathway Programs		Project Lead the Way

**4. LANGUAGE & LITERACY PATHWAY STRATEGIES**

<b>Schoolwide Theory of Action</b>	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
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<b>What will your pathway do to align to the schoolwide focus for 2018-19?</b>	<b>English teachers in the pathway strategically select and teach texts that relate to industry themes and content at least twice per year per grade level, while CTE teachers support by identifying supplemental texts, articles, essay that align to those being taught in the English classes.</b>
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<b>Pathway Language &amp; Literacy Strategic Actions*</b> <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Build library of texts and magazine or journal subscriptions related to pathway theme, available for students and built into curriculum and/or classroom structure (like SSR)	Rigorous Academics	Measure N	\$500		4200	A1.1 Pathway Programs		Project Lead the Way
Teachers identify and use a tool and strategies to support students in increasing amount of time reading and reading level (e.g. NewsELA)	Rigorous Academics					A1.1 Pathway Programs		Project Lead the Way
SSR in all classes	Comprehensive Student Supports					A1.1 Pathway Programs		Project Lead the Way
Identify LTELs and RFEP students in the pathway and plan for targeted support	Comprehensive Student Supports					A1.1 Pathway Programs		Project Lead the Way

## 5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION

### 5A. Rigorous Academics Pathway Self-Assessment

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	15-16 Score	16-17 Score	17-18 Current Score	<b>Explanation</b> <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3	3	2	The pathway theme is developing because we are still growing on the OHS campus
Integrated Core	1	2-	-3	PLTW has developed into a 10-12 pathway where each grade level has some tech and academic coursework across subject areas. PLTW coursework is aligned to academic and CTE standards and provides all students with the opportunity to meet A-G requirements.
Cohort Scheduling	1	3-	-3	PLTW has nearly all students are in pathway cohorts and most grade-level teachers share a prep period. However, pathway news participation in multidisciplinary project improvement.
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	15-16 Score	16-17 Score	17-18 Current Score	<b>Explanation</b> <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2+	-3	The majority of the pathway teaching and learning involves student centered, research based instructional and learning strategies. It intergrates academic and technical content that aligns with the pathway theme. With the addition of year 12, learning now involves the design and public defense of high quality products or services.
Collaborative Learning	2	3	3	Most pathway teachers ensure students to have daily activities, provide differentiated support, and allow for student accountability.
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	15-16 Score	16-17 Score	17-18 Current Score	<b>Explanation</b> <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	1	2	2+	In the process of organizing peer observations within pathway
Collaboration Time	1	2-	2	Teachers occasionally collaborate on unit projects
Professional Learning	2	2-	2	PD opportunities for science 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p><b>CTE Teacher support and development (3D Printing training/curriculum, Autodesk certifications, participating in design challenges)</b>                      Register teachers for 3D printing training                      Prepare and plan to participate in design challenges around the bay area                      Certification in CAD programs                      Register CTE teachers for PLTW core training in Engineering&amp;Computer Science</p> <p><b>Exposure and master of technology (app development, design process, 3D printer, tablets)</b>                      Utilize community resources with engineering expertise to tutor students and staff                      Utilize community resources with computer science expertise to tutor students and staff                      Develop partnership with engineering associations, companies, etc and invite them in to work with our students and apply their classroom curriculum to solving real world problems                      Partner with TEALS to support our AP Computer program                      Partner with ENCORP to provide engineering expertise to students and staff                      Students with D's or F's in CTE courses will have opportunity to make up their grades by participating in summer internships, WBL, college classes or assignment</p> <p><b>Teachers use PBL approaches in curriculum and plan and implement integrated curriculum</b>                      Linked Learning PBL (estimated \$2K/teacher)                      Collaborate by grade level and develop one integrated project per semester</p>			<p>3 teachers learned how to use 3D printers, one printer is up and running in one of the CS classrooms (not yet integrated into curriculum yet)                      Design challenges did not happen this year, but the Robotics club is participating in some Certification in CAD did not happen due to cost (we got less \$ than anticipated for this year)</p> <p>More teachers have had exposure to Maker Space (trainings and facility available to teachers through ACOE) but not all teachers have.                      TEALS working in APCSP classes and ENCORP put engineers in physics and IED.</p> <p>PBL is happening in chemistry classes but not integrated with other curriculum.                      Small integration between IED and English 2 around Tiny Houses                      Frankenstein unit plans got started but didn't finish                      Team worked on vertical and horizontal mapping of student learning outcomes and started developing grade level essential questions and themes.</p>

**5C. Rigorous Academics Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<p><b>Standard Aligned PBL Aligned to Theme</b></p>	<p>1. Design and implement one integrated PBL project per semester per grade level.                      2. Content teachers identify several other areas in their curriculum for adding elements of pathway theme</p>	<p>All Students</p>			<p>1 project per grade level designed and implemented</p>	



<b>Graduate Capstone</b>	Students will design/create a prototype that supports a solution to a real world problem and is connected to their research paper and presentation. Backwards map this process to identify what steps rising 10th graders take toward accomplishing this in their senior year.	All Students			All students incorporate a scientific poster as part of the graduate capstone
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**5D. Rigorous Academics Pathway Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<b>If we focus on increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, then we will see increased student engagement and achievement, specifically around greater success in the graduate capstone.</b>
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<b>Rigorous Academics Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Conference and site visits (registration, hotel, travel expenses, etc.) to support learning from and observation of similar, high quality pathways	Rigorous Academics	Measure N	\$3,000		5220	A1.1 Pathway Programs		Project Lead the Way
Team retreats (facility rental, supplies, food, extended contracts)	Rigorous Academics	Measure N	\$4,000		5624, 4311, 1120	A1.1 Pathway Programs		Project Lead the Way
Senior teacher meetings with CTE coach	Rigorous Academics	Measure N	\$2,400		1120	A1.1 Pathway Programs		Project Lead the Way
Stipend for Senior Seminar teacher paper reading	Rigorous Academics	Measure N	\$1,500		1120	A1.1 Pathway Programs		Project Lead the Way
Teacher materials and supplies to support implementation of integrated and pathway-themed projects. Specific materials and supplies could include, but are not limited to, various items to use for making prototypes and building models, printing/displaying/producing student work for exhibitions, etc.	Building the Conditions	Measure N	\$3,700		4300	A1.1 Pathway Programs		Project Lead the Way

**6. WORK-BASED LEARNING**

**6A. Work-Based Learning Pathway Self-Assessment**

<b>WORK-BASED LEARNING</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
<b>Types of Student Experiences</b>	1	2-	-2	Students are offered a variety of field trips that include WBL opportunities in 10th, 11th, and 12th. We need to have a more solidified sequence of work based learning experiences and maybe grow a progression.
<b>Pathway Outcomes</b>	1	2-	2	We have a plan and timetable, but there needs to be a more explicit link in the classes (both Technical and Academic) to prepare and relate to our students.
<b>Pathway Evaluation</b>	1	1	1	We are still exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences.

**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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p><b>Develop (and then refine) WBL scope and sequence, identifying trademark experiences for each grade level and building out student internship opportunities and participation</b></p> <p>Grade level field study tours WBL Internships for 11th/12th (15 students) Staff summer planning retreat for entire team Senior seminar - students will be required to create, design engineering or computer science solution to a real-world problem</p> <p><b>Guest speakers, field trips (career and college) aligned to pathway engineering themes</b></p> <p>Industry guest speakers in all classes - not just CTE College tour field trips - at least one per grade level per semester Partner with local colleges (Laney, Merritte, CAL, SJSU, etc.) and participate with their Engineering &amp; Computer Science departments</p>	Partially Implemented	Somewhat Effective	<p>Autodesk trip in 10th showroom for design thinking and knowledge around related careers was beneficial for students. Hands-on aspect was a plus and we should find more opportunities for that type of work in our classes. Gave students access to CAD360.</p> <p>Starting to narrow the focus of trademark experiences for each grade level but not yet finalized -SunPower (10), Autodesk (10), Google (11), Advanced Manufacturing Skills Trades (12) Senior Seminar - still needs to move towards more of a design-focus; but project topics were related to engineering</p> <p>Partnership created with UC Berkeley for Robotics Club Partnership with Merritt for Cyber Security Partnership with Laney for Tesla work College field trips didn't happen directly but attempts made (Google/Stanford trip). For the future, want to get to SJSU but the event is on a weekend.</p>

**6C. Work-Based Learning Pathway Goals**

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Guest speakers that align with careers students are learning about in each particular unit within the PLTW courses	All Students			Identify speakers for each unit	
Career Exploration	Career exploration trips which align to unit. Including pre/post curriculum work for students	All Students			Develop pre/post work for each trip	
Career Preparation	Increase student internship participation to 40%	All Students			Increase to 30%	

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

<b>Theory of Action</b>	<b>If we focus on more explicit opportunities for students to learn about careers and practice related skills aligned to specific units, then we will see increased student engagement, interest, and achievement, specifically within career readiness.</b>
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Transportation to field trips and WBL events (charter busses, bus and BART tickets)	Work-Based Learning	Measure N	\$3,000.00		5826	A1.1 Pathway Programs		Project Lead the Way
ECCO summer intersnship stipends	Work-Based Learning	Measure N	\$4,000.00		5826	A1.1 Pathway Programs		Project Lead the Way
Substitute costs for teachers participating in WBL events	Building the Conditions	Measure N	\$4,000.00		1150	A1.1 Pathway Programs		Project Lead the Way

Advisory board development (teacher stipends for meetings, refreshments, materials, etc.)	Building the Conditions	Measure N	\$550.00		1120, 4311	A1.1 Pathway Programs		Project Lead the Way
Software licenses (WeVideo, Adobe, etc.)	Rigorous Academics	Measure N	\$400.00		5826	A1.1 Pathway Programs		Project Lead the Way

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

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1	2	2+	Intentional, targeted, and timely interventions are the bulk of our 2+ rating. Monitoring, academic, personal, and social emotional needs has helped. We are good at assessing needs of our pathway but developing agency executing policies to generate long term progress is still improving.
College & Career Plan	2	1	2+	We did not qualify as a 3 because we currently do not offer individualized 6-10 year college and career plans.

**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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p><b>Develop student intervention and support plan and strategy (cycles of inquiry, data driven instruction, etc.) that leads to increased graduation rates and college and career readiness</b></p> <p>PD on DDI            Parent/Student/Teacher Conference as needed to support academic performance            Review and use data to support student academic performance            Review and use data to support student on-track to graduate            Research and utilize resources to support student academic performance            Community building activities to build trust between student-student, student-teacher, teacher-teacher, teacher-parents</p>	Partially Implemented	Somewhat Effective	<p>Need for PD around classroom management strategies            Community building events by grade level for games and activities at Lake Merritt            -students seem more comfortable with each other and teacher in the room            When grade level teams meet to discuss students of concern, it is grounded in data (attendance, grades, etc.). Counselor frequently pulls data for team to use in those conversations.            Attempts at intervention for morning tardy issue:            -Breakfast club            -Sticker charts (when connected to grade, seniors showing some improvement)            -student survey            -normed on policy across the team</p> <p>One teacher focused on implementing more SEL practices and saw benefits and improvement in classroom culture.</p>

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>College and Career Transition Supports</b>	All students complete at least 2 college and career exploration visits, along with completing a dual enrollment course. All students get support through Senior Seminar and Future Center collaboration, to complete college applications, FAFSA, scholarships, etc.	All Students			All students go on one college trip	

<b>Diffentiated Interventions for Special Populations</b> <i>(English Learners, African-American Students, Students with Disabilities)</i>	Increased engagement WBL and high rigor projects and academic experiences for EL's and AA students	English Learners		Increase participation of African American students	
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**7D. Comprehensive Student Supports Theory of Action and Strategic Actions**

<b>Theory of Action</b>	If we focus on supporting our at risk struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.
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<b>Comprehensive Student Supports Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
By the end of the 2018-19 school year, the PLTW team will operate a system showing weekly student performance based on work turn in, attendance, and behavior that teachers use to inform daily instruction with the goal of reducing off-track students from 31 to 20.	Comprehensive Student Supports					A1.1 Pathway Programs		Project Lead the Way
By the end of the 2018-2019 school year, all senior teachers for the PLTW class of 2018 will acknowledge what classes students are not A-G compliant for and will have a concrete action plan set in place by spring break to finalize graduation plans for seniors.	Comprehensive Student Supports					A1.1 Pathway Programs		Project Lead the Way
College visit field trips (subs and transportation)	Comprehensive Student Supports	Measure N	\$1,000		5826	A1.1 Pathway Programs		Project Lead the Way
Community building events and activities	Comprehensive Student Supports	Measure N	\$400		4300	A1.1 Pathway Programs		Project Lead the Way
Honor roll assemblies and awards	Comprehensive Student Supports	Measure N	\$250		4300	A1.1 Pathway Programs		Project Lead the Way
Intervention strategies (programs, incentives for students)	Comprehensive Student Supports	Measure N	\$250		4300	A1.1 Pathway Programs		Project Lead the Way
Teaching planning time and time spent on intervention strategies	Comprehensive Student Supports	Measure N	\$600		1120	A1.1 Pathway Programs		Project Lead the Way

<b>PATHWAY:</b>	Social Justice & Reform	<b>School:</b>	Oakland High School
<b>Pathway Industry Sector:</b>	Education/Child Development/Family Services	<b>School ID:</b>	304
<b>Pathway Description:</b>	<p>The Social Justice and Reform Pathway will inform and prepare students for careers in education, law, and community organizations through a social justice lens. Through experiential learning and academic support using the AVID methodology, SJR students will become active participants in and advocates for change in their community.</p> <p>SJR students will have the opportunity to immerse themselves in current social issues and participate in field trips, community service, and internship opportunities that will expose them to the wide-ranging number of job fields in the legal, education and social work sectors. In the classroom, students will learn about current events and historical topics to better inform them of the social justice work happening in their community, country and world.</p>		
<b>Pathway Mission &amp; Vision:</b>	The overarching goal of the SJR academy is to give students an opportunity to create and measure a specific change, within or without the accepted system of power in their community.		

Pathway Demographics											
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	44.0%	56.0%			17.3%	10.7%					
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	30.7%	0.0%	30.7%	32.7%	2.0%	0.0%	2.00%	1.3%			

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

**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 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 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."*

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates			

<b>On Track to Graduate (11th Grade)</b>	Only 8 students (17%) are significantly credit deficient	1. Overall, 57% are not on track to graduate. 2. 81% of males are not on track (13 students) 3. 45% of females are not on track (14)	Investigate the root cause for when and how the 57% got off track and develop individual plans: After school program; SST, COSA, summer school, etc.
<b>On Track to Graduate (10th Grade)</b>	Overall, 67% of the SJR class of 2020 is eligible for graduation according to GPA requirements and sufficient credit accumulation.	40% of students are credit deficient in Math and/or English from 9th and 10th grade years. 55% of male students are credit deficient overall and in English specifically.	After school program; SST, COSA, etc. Summer school
<b>12th Grade A-G Completion</b>	63.5% of our seniors ARE A-G ready, midway thru senior year.	20% of our 12th graders are not "A-G ready" because they were in ELD English classes and do not get 4 years of "English"	Monitor transcripts closely beginning in 10th grade and be sure all ELD and former ELD students are placed in addition English classes, as needed, to be sure they have completed all English requirements
<b>Pathway Participation/ CTE Enrollment</b>	Relatively equitable breakdown with respect to ethnicity.	None apparent	As CTE classes continue to be built out, participation will be mandatory at all grade levels

### 2C. Annual Pathway Goals

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
<b>Pathway Graduation &amp; Dropout Rates</b>	Increase male graduation rate	N/A	60%	African American Males
<b>On Track to Graduate (11th Grade)</b>	By the end of the 2018-19 school year, all credit deficient males will have had an intervention and be placed in summer school or credit recovery classes to retake classes they haven't passed.	25% credit deficient males (4 students)	15%	African American Males
<b>On Track to Graduate (10th Grade)</b>	By the start of the '19-20 school year, all credit deficient students from the SJR class of 2020 will have recovered at least 75% of missing credits.	17% off track in credits	10% off track in credits	Males
<b>12th Grade A-G Completion</b>	Review transcript towards end of junior year to identify students who may need summer school to correct D's in A-G classes or be short in English requirement due to previous ELD English classes	63.5% on track overall	68% on track overall	Long-Term English Learners
<b>Pathway Participation/ CTE Enrollment</b>	Maintain diversity across all subgroups.	Indicates pretty evenly split between subgroups	Reflect demographics of school	All Students

### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2	2	3	We created a subcommittee called the Design Team with 3 core teachers (one at each grade level) to align CTE courses to our mission and vision. In the process we have refined what our vision is, and how each grade level will be broken out thematically.



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#### 4. LANGUAGE & LITERACY PATHWAY STRATEGIES

<b>Schoolwide Theory of Action</b>	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
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<b>What will your pathway do to align to the schoolwide focus for 2018-19?</b>	Core pathway courses will collaborate using cross curricular projects that focus on complex text and non-fiction text. This will continue to build student reading outcomes and improving SRI scores in 10th and 11th thus preparing them for their Graduate Capstone Project in 12th grade.
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Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Pathway teachers will make use of Newsela.com for identifying grade/lexile -level appropriate texts	Rigorous Academics	Measure N	\$500		5826	A1.1 Pathway Programs		Social Justice & Reform
See other strategic action in the Rigorous Academics section								Social Justice & Reform

#### 5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION

##### 5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	2	3	-3	As we refine our vision for our pathway, we continue to speak with industry partners to inform our program of study. Student surveys have confirmed that we are offering the courses and career exposure that are of interest.
Integrated Core	1	2	2+	Initiating collaborative curriculum at all grade levels
Cohort Scheduling	2	3	3+	95%+ of our students are cohorted together in core classes, aligning with guest speakers and workplace field trips
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2	2+	Students take part in cross-curricular projects in 10th and 11th grades to build a Social Justice portfolio of work, building toward their senior year action project. Student projects are digital media-based that align with industry expectations.
Collaborative Learning	2	2	2+	Most teachers use at least some collaborative strategies in the course of each lesson.



<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	2	2	2	Our cohort has agreed to share AVID strategies to encourage literacy, good study habits, and collaborative group work.
Collaboration Time	1	1	2	We have begun to plan collaboration time into our team meetings with the purpose of dialing up our cross-curricular integration
Professional Learning	2	2	2+	We have had ample opportunity to participate in social justice professional learning activities and we have a consistent pathway coach who has been supporting us

#### 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?*

<b>Summary of 17-18 Strategic Actions</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Evidence of Impact and Analysis</b>
<p><b>Continue to develop high-quality CTE courses</b>            Purchase classroom supplies for Forensic Science labs            Teacher collaboration time to complete cross-curricular unit planning between 10th grade courses            Teacher collaboration time to begin cross-curricular unit planning between 11th grade courses            Teacher collaboration time to begin cross-curricular unit planning between 12th grade courses            Register Social Studies teacher for AP Gov't training (summer 2018)            Professional development for teachers (Registration)            Professional development for teachers (hotels/travel)            Develop SJR Design Team to draft Graduate Outcomes and CTE course sequence and content</p>	Partially Implemented	Somewhat Effective	<p>Supplies for Forensic Biology class secured            10th: 4-5 hours of collaboration time focused on curriculum            11th: 2 hours of collaboration time focused on curriculum            12th: 2 hours of collaboraiton time focused on curriculum            There still needs to be discussion around AP Gov course's placement in the Program of Study            80% of the teachers participated in some type of PD opportunity and are incorporating elements of what they learned into their curriculum            Design Team has selected dual enrollment courses, created graduate outcome statements, and developed a CTE sequence for Program of Study</p>

#### 5C. Rigorous Academics Pathway Goals

<b>FOCAL AREA</b>	<b>JUNE 2021 GOAL</b>	<b>Target Student Group to Monitor</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Standard Aligned PBL Aligned to Theme</b>	By 2021, each grade level will have at least one fully integrated project aligned to industry theme and content standards per semester	Low-Performing Students			One project per grade level per year is achieved	
<b>Graduate Capstone</b>	Vertical alignment of graduate capstone skills so students have opportunity to practice and build skill in 10th and 11th grade, including use of multi-media. Students begin thinking about graduate capstone topic in 11th grade and begin research process.	All Students			Each grade level will incorporate one project using one form of digital media	

#### 5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

<b>Theory of Action</b>	<b>If we focus on integrated, project-based learning that aligns to graduate capstone rubrics and PBL essential elements, then we will see increased student engagement and achievement.</b>
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Teacher release time for project/curriculum planning	Rigorous Academics	Measure N	\$2,000.00		1120	A1.1 Pathway Programs		Social Justice & Reform
Conference and site visit attendance	Rigorous Academics	Measure N	\$2,500.00		5200	A1.1 Pathway Programs		Social Justice & Reform
Project Based Learning summer institute	Rigorous Academics	Measure N	\$3,000.00		5800	A1.1 Pathway Programs		Social Justice & Reform
Teacher materials and supplies	Rigorous Academics	Measure N	\$2,000.00		4300	A1.1 Pathway Programs		Social Justice & Reform
Books, other than textbooks, for projects	Rigorous Academics	Measure N	\$1,200.00		4200	A1.1 Pathway Programs		Social Justice & Reform
Graduate Capstone teacher stipend (1 additional hour/number of students)	Rigorous Academics	Measure N	\$1,200.00		1120	A1.1 Pathway Programs		Social Justice & Reform
Dual enrollment materials and supplies	Rigorous Academics	Measure N	\$3,400.00		4300	A1.1 Pathway Programs		Social Justice & Reform
Dual enrollment teacher of record stipend	Rigorous Academics	Measure N	\$1,200.00		1120	A1.1 Pathway Programs		Social Justice & Reform
Teacher stipend for completing CTE credential work	Career Technical Education	Perkins	\$4,000.00		1120	A1.1 Pathway Programs	[Perkins] CTE Curriculum Dev't (1120 stipend)	Social Justice & Reform
Supplies for CTE classes	Career Technical Education	Perkins	\$5,000.00		4300	A1.1 Pathway Programs	[Perkins] Industry-appropriate supplies (4310)	Social Justice & Reform

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-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	3-	We have worked with our WBL liason and district social justice academy CTE coach to develop a curricular scope and sequence of courses appropriate for each grade level, including field trips and guest speakers.
Pathway Outcomes	1	1	2	Senior Seminar teachers (2) attended an OUSD- sponsored summer program to develop the SJR senior project, and developed SLO for the cumulative project.
Pathway Evaluation	1	1	1	We are beginning to build relationships with community groups and partners to identify strategies for evaluating WBL experiences based on social justice themed careers and community roles.

### 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p><b>Implementation of career-oriented study trips ('16-'17)</b> Integration of cross-curricular content and projects to support field trips ('17-'18) Busses for 10th grade college and career study trips Busses for 11th grade college and career study trips Busses for 12th grade college and career study trips Teacher release/additional time for collaboration at grade level (see Feature #1 above) Classroom supplies for PBL</p> <p><b>Develop an Advisory Board consisting of representative industry partners</b> Development of industry partners data base (supported by WBLL) Release/ additional time for teachers to meet with Advisory Board</p>	Partially Implemented	Somewhat Effective	<p>Vertical alignment of curriculum is in support of identifying WBL experiences that clearly align Study trips happened at each grade level There was no additional time for collaboration at grade level to coordinate trips All teachers given opportunity to purchase supplies</p> <p>Advisory Board development is challenging to do. Team needs to first determine purpose of the board, then start to find partners. Relationships have been built with Crocker Highland Equity Volunteer Program</p>
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**6C. Work-Based Learning Pathway Goals**

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Vertical alignment of career focus at each grade level	All Students			Two (2) guest speakers per semester, per grade	
Career Exploration	Career Exploration Visits are treated as an assignment and extension of the classroom, relating to the current unit of study	All Students			One site visit per year, per grade level	
Career Preparation	25% of juniors are participating in an internship All students have a current resume by January each year	All Students			20% juniors are participating in an internship	

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

<b>Theory of Action</b>	<b>If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.</b>
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
ECCO Summer internship stipends	Work-Based Learning	Measure N	\$6,500.00		5826	A1.1 Pathway Programs		Social Justice & Reform
Transportation for field trips (charter buses, ACTransit and BART tickets, etc.)	Work-Based Learning	Measure N	\$4,000.00		5826	A1.1 Pathway Programs		Social Justice & Reform

Entrance fees for field trips	Work-Based Learning	Measure N	\$500.00		5829	A1.1 Pathway Programs		Social Justice & Reform
Substitute teacher costs	Work-Based Learning	Measure N	\$4,200.00		1150	A1.1 Pathway Programs		Social Justice & Reform
Admission fees for pathway teacher PD	Work-Based Learning	Measure N	\$500.00		5829	A1.1 Pathway Programs		Social Justice & Reform
Transportation for field trips for CTE classes (charter buses, bus and BART tickets, etc.)	Career Technical Education	Perkins	\$4,000.00		5826	A1.1 Pathway Programs	[Perkins] Consultant Contract (5825)	Social Justice & Reform
Advisory Board development (extra meeting time for teachers, meeting refreshments, etc.)	Career Technical Education	Measure N	\$400.00		1120	A1.1 Pathway Programs		Social Justice & Reform
Advisory Board refreshments	Career Technical Education		\$400.00		4311			Social Justice & Reform

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

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	3	3	Data dives on student grades by marking period and implement interventions related to academic, attendance, social emotional support, case management by grade level, counselor classroom presentations by grade levels, one-one-one conferencing with seniors, team building field trips for 10th graders
College & Career Plan	2	2	3	Field trips to local community colleges and universities at every grade level, academy themed workplace field trips and guest speakers to build on career exploration in the fields of law, social work, education, and advocacy.

**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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p><b>Organizational standard: use of Cornell notes/ binder/ daily planner</b> Purchase daily planners for 160 students Purchase binders for student use</p> <p><b>Tutorial/Academic Discourse strategies</b> Purchase 3' X 4' white boards for Tutorial use in English &amp; Soc Studies classes</p> <p><b>College tours</b></p>	Partially Implemented	Somewhat Effective	<p>Attempted to use marking period calendars but didn't use them consistently after the first couple marking periods Students have appreciated skills learned about organization (mostly through participation in AVID) Cornell notes used in nearly all classes FEMA donated binders so we didn't have to purchase any Only one teacher actively used the tutorial structure</p> <p>10th graders visited community colleges 11th graders go to Sonoma State and SFSU</p>

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>College and Career Transition Supports</b>	College visits, internships, career prep (resumes, mock interviews) Students in 10th grade start a 4 year (high school +1) plan that is revisited each year Entrance and exit interviews	All Students			Increase participation in college visits and other career prep	
<b>Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</b>	Increased collaboration with SpEd support teacher for unit planning EL strategy sharing with the whole team Individual conferencing with ELD students re: A-G completion	English Learners			Identify 3-5 shared strategies with teacher team	

**7D. Comprehensive Student Supports Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<b>If we focus on supporting our struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.</b>
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Community building events and trips (admission costs, subs, transportation, food, etc.)	Comprehensive Student Supports	Measure N	\$1,800		5829, 1150, 5826	A1.1 Pathway Programs		Social Justice & Reform
Teacher planning time to work on student intervention	Comprehensive Student Supports	Measure N	\$1,500		1120	A1.1 Pathway Programs		Social Justice & Reform
Interventions strategies (programs, incentives for students)	Comprehensive Student Supports	Measure N	\$400		4300	A1.1 Pathway Programs		Social Justice & Reform
Honor roll assemblies and awards	Comprehensive Student Supports	Measure N	\$200		4310	A1.1 Pathway Programs		Social Justice & Reform

## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Visual Arts & Academics Magnet Program	<b>School:</b>	Oakland High School
<b>Pathway Industry Sector:</b>	Arts/Media/Entertainment	<b>School ID:</b>	304
<b>Pathway Description:</b>	The Visual Arts Academy (VAAMP) is a Career Partnership Academy, and we are the oldest academy at Oakland High School. VAAMP is in a transition of leadership, as the last of our academy founders retired last year and we are working to redefine our vision. One of our top priorities is to align our academy to industry standards more successfully.		
<b>Pathway Mission &amp; Vision:</b>	The mission of the Visual Arts Academy Magnet Program (VAAMP) is to provide a comprehensive education in the visual arts which will enable students to be college and career ready to succeed in and serve the diverse and continuously evolving global societies of the 21st century.  In 2016-17 our team plans to focus our attention on continuing to develop new courses, upgrading our equipment and course offerings to be current with today's industry standards and supporting students' academic readiness for A-G completion.		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	47.8%	52.2%			13.2%	11.7%					
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	27.8%	0.0%	33.7%	30.2%	2.0%	2.4%	2.00%	1.5%			

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

**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 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 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."*

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	Graduation rate is higher than the OUSD average	Incomplete data for school year 2016-2017. Since year 2012-2013 there as been a decline in graduation rates.	Come up with a solid plan to keep academy students focused on completing their A-G requirements throughout 10-12 grade.
<b>On Track to Graduate (11th Grade)</b>	All of our students have met art (F) and elective (G) requirements, close to 80% are on track in credits	40% of students have not met math requirement. Overall, 54.7% are off-track to graduate.	Math enrichment, possible enrollment in Math "study skills" class, allowing students to complete previous semester's work, aggressively signing students up to take summer school, provide incentives for teachers to teach summer school

<b>On Track to Graduate (10th Grade)</b>	81% of students are on track with English credits	32% of students are off track based on GPA, 40% of students are off track based on math	Potentially integrate math into other classes. Could collaborate on more interdisciplinary lessons involving math.
<b>12th Grade A-G Completion</b>	Nearly all on track to graduate for Arts, Elective and History. 94% has 2.0 GPA or higher. 85% has all English credits to graduate.	25% do not have the Math credits to graduate. 37% is not on track to graduate (mainly for the low Math achievement rate). 42% of students who are not on track to graduate are African American students. All of whom have not enough credits in Math. 53% of Latino students are not on track to graduate. For this group, a half lacks English credits.	Earlier identification of students who could benefit from a different learning environment
<b>Pathway Participation/ CTE Enrollment</b>	1. Gender ratio has improved to be closer to 50/50 split. More female than male every year. 2. Ethnicity trends have improved to a balance between AA-Latino-Asian. Latino has improved from 18% to 30%. 3. # of students with special needs has increased, shows strength of SPED department to include students in regular education classroom.	1. AA students have been trending downward (39% in 11-12 to 28% in 17-18) 2. Ethnicity/gender breakdown varies between 12-20%. Could work to make difference smaller. Increase Latino-F, hold Asian-F. 3. Fluency rates have stayed relatively the same from 11-12. 4.	1. Overall, Increase # of AA students, accept fewer Asian students, and hold Latino students at same level. 2. Latino: Increase number of Latino-F students (and slightly decrease # of Latino-M) 3. Asian: Reduce number of Asian students by decreasing # of Asian-F (there are more Asian-F than Asian-M). 4. AA: Slightly increase BOTH AA-M and AA-F.

### 2C. Annual Pathway Goals

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
<b>Pathway Graduation &amp; Dropout Rates</b>	Raise the graduation rate to 88% by 2019	85.4% (15-16)	88%	All Students
<b>On Track to Graduate (11th Grade)</b>	We will raise the percentage of 11th grade students on-track to graduate from 45.3% to 60%.	45.30%	60%	All Students
<b>On Track to Graduate (10th Grade)</b>	On track to graduate for math will increase to 45%	40%	45%	All Students
<b>12th Grade A-G Completion</b>	By 2019, we will decrease the number of students who are not on track for A-G by half (19%) through identification of students in need and academic interventions, specifically focused on math and English.	37% not A-G complete	19% not A-G complete	All Students
<b>Pathway Participation/ CTE Enrollment</b>	Increase African American enrollment in VAAMP by 6%	28%	34%	African American Students

### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	1	2+	2+	The mission and vision might be altered slightly this year as we work on redesigning our program of study to have greater industry alignment. Once that happens, we will need to work on integrating it into aspects of the pathway.





#### 4. LANGUAGE & LITERACY PATHWAY STRATEGIES

**Schoolwide Theory of Action**  
 If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.

**What will your pathway do to align to the schoolwide focus for 2018-19?**  
 Cross-curricular projects will ask students to synthesize information from multiple content areas, with the ultimate goal being that each grade level is completing an assignment that is similar to the graduate capstone project.

Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Included in Rigorous Academics in the next section								Visual Arts & Academics Magnet Program

#### 5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION

##### 5A. Rigorous Academics Pathway Self-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	2	2+	Courses are student driven through surveys administered during the school year
Integrated Core	2	2	2+	Student work from project in different classes and data of students who have met A-G requirements
Cohort Scheduling	2		3	Master schedule with common prep, fidelity report, student work from interdisciplinary projects
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	3	2+	3	Senior project, art critiques in art and English classes
Collaborative Learning	3		2+	Push in and co-teaching with SpEd teachers
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	2	2	2	Share lessons and resources with art PD
Collaboration Time	2	2	3	Collaborate during meeting time, agendas from meetings with minutes and roles
Professional Learning	1	3-	2+	Regularly attend pathway PD, meeting agendas

### 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<b>Upgrading CTE Equipment to align with industry standards</b> Intersession Learning Experience Purchasing Equipment for Dual Enrollment Classes Continue to develop Senior Capstone Class Sustaining equipment for Career Tech Education Classes Purchasing equipment for Special Needs Students Purchasing Industry related art materials for academic classes	Partially Implemented	Somewhat Effective	Speaker device for increased clarity to use with special needs students - used at several events but no established routine yet; students do ask for it.  Class set of digital cameras and 100% passing rate for Photo 170 dual enrollment course  5 Art PD sessions lead by art teachers, focused on an art skill or concept that could be integrated into other content areas. Several teachers have added those concepts into their curriculum.
<b>Improving Arts-Based Instruction in Academic Classes</b>			

### 5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standard Aligned PBL Aligned to Theme</b>	Grade level teams design one integrated project per semester per grade level	All Students			One project per grade level designed	
<b>Graduate Capstone</b>	Each grade level completes an assignment related to an aspect of the graduate capstone	All Students			Develop on assignment per grade level	

### 5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

<b>Theory of Action</b>	<b>If we focus on increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, then we will see increased student engagement and achievement, specifically around greater success in the graduate capstone.</b>
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Purchasing materials related to Senior Project	Rigorous Academics	California Partnership Academy	\$4,000		4310	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Renting exhibition space for Senior Project presentations	Rigorous Academics	California Partnership Academy	\$1,000		5624	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Purchasing books not textbooks and copying/binding for teacher-created readers	Rigorous Academics	California Partnership Academy	\$1,500		4200	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program

Extended contracts/stipends/substitutes for developing/grading Senior Project/Senior Seminar, attending OUSD Options events, developing CTE course curriculum, class observations, and attending PBL PD	Rigorous Academics	Measure N	\$2,950		1120	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Stipend for CTE teachers to complete credential	Career Technical Education	Perkins	\$5,000		1120	A1.1 Pathway Programs	[Perkins] CTE Curriculum Dev't (1120 stipend)	Visual Arts & Academics Magnet Program
Stipend for CTE teachers to build out curriculum for new courses	Career Technical Education	Perkins	\$6,000		1120	A1.1 Pathway Programs	[Perkins] CTE Curriculum Dev't (1120 stipend)	Visual Arts & Academics Magnet Program

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-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	Students go on field trips based around different carriers and forms of art. Students are offered scholarships to take free art coursed at Crucible, which may lead to intership.
Pathway Outcomes	2	3-	3	Students receive cross-curricular learning across disciplines. Students learn about diffrent art carriers through lectures and guest speaker visits.
Pathway Evaluation	1	3-	3	Through senior projects, students learn to work with clients. We are planning to increase field trip to wider variety of industries. We are working towards shifting senior project to reflect real professional situation.

### 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<b>WBL Support and Expansion</b> ECCO students stipend Cost and Tuition for students to participate in specialized industry classes. Special guest speakers in English and art classes Former student presented Client-based senior project model Summer internship prep (resumes, mock interviews, career expo) Other career-exploration or art-themed study trips	Partially Implemented	Somewhat Effective	Increase in students showing interest in careers based on where CEVs took place Several students applying to special programs at CEV related opportunities Several students applying to Oakland Rotary Club Entrepreneursip Enterprise One student got a paid job as a photographer

### 6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

<b>Career Awareness</b>	All 10th graders work with a guest speaker in at least one of their classes. 11th graders participate in an alumni speaker series.	All Students			Curate guest speaker and alumni speakers	
<b>Career Exploration</b>	All 10th graders go on at least one career exploration visit per semester. 11th graders participate in summer internship related curriculum, and preparation.	All Students			75% 10th graders participate	
<b>Career Preparation</b>	At least monthly workshops with Future Center career prep activities	All Students			Workshops every marking period	

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

<b>Theory of Action</b>	<b>If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.</b>
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<b>Work-Based Learning Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Upgrading/maintaining materials necessary for courses related to program of study	Work-Based Learning	Measure N	\$6,000		4310	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Upgrading/maintaining equipment/technology for CTE and Dual Enrollment courses to align with industry standards (use MN if Perkins not available)	Work-Based Learning	Perkins	\$14,000		4474, 4310	A1.1 Pathway Programs	[Perkins] Industry Standard Equipment (4410)	Visual Arts & Academics Magnet Program
Upgrading and maintaining art-related/industry-related materials to improve arts-based instruction in academic classes	Work-Based Learning	California Partnership Academy	\$4,000		4310	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Creating and maintaining on-campus gallery space to exhibit student and community artwork	Work-Based Learning	California Partnership Academy	\$1,000		4310	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Stipend for student docents working in on-campus gallery	Work-Based Learning	Measure N	\$1,000		5825	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Admission costs for field trips	Work-Based Learning	California Partnership Academy	\$2,000		5829	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
BART tickets, bus tickets, and busses for field trips	Work-Based Learning	California Partnership Academy	\$5,000		5826	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program

Guest speaker and art workshop fees	Work-Based Learning	California Partnership Academy	\$2,000		5825	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Purchasing software licenses for arts-related curriculum in academic classes, dual enrollment, and CTE classes	Work-Based Learning	California Partnership Academy	\$2,000		5846	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Intersession - Learning Experiences/Student-designed curriculum	Work-Based Learning	California Partnership Academy	\$5,000		4310, 5829	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
ECCO stipend for student internships and stipend for summer intership teacher	Work-Based Learning	Measure N	\$4,000		Contract Consultant?	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Stipend for certified or classified staff to maintain Apple laptop cart	Work-Based Learning	Perkins	\$1,000		1120, 2405	A1.1 Pathway Programs	[Perkins] Consultant Contract (5825)	Visual Arts & Academics Magnet Program
WBL event costs for CTE classes, like career exploration visits (chartered buses, bus and BART tickets, etc.)	Career Technical Education	Perkins	\$4,000		5826	A1.1 Pathway Programs	[Perkins] Consultant Contract (5825)	Visual Arts & Academics Magnet Program
Cost and tuition for students to participate in specialized industry classes	Work-Based Learning	California Partnership Academy	\$2,000		5829, 4310	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program

## 7. COMPREHENSIVE STUDENT SUPPORTS

*\*Previously called Integrated Student Supports*

### 7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	1	2+	Call logs, student intervention protocols, grade analysis, personal check-ins and meetings with students, RJ community building circles.
College & Career Plan	1	2	-2	Future center workshops with 11th graders, trips to local businesses such as Clorox, FIDM, Google, the Crucible, Pandora.

### 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<b>Teacher Collaboration for Instructional Improvements</b> Teacher Collaboration Retreats Professional Development workshops  <b>Providing Intervention Specialist</b> Stipend for Interventions Specialist Planning time for teachers to develop intervention strategies  <b>Culture building experiences and supplies for all VAAMP students to build community and relationships with teachers</b> Fall Field day for culture and community building VAAMP T-shirts for all students VAAMP Family Night	Partially Implemented	Somewhat Effective	Obstacles to implementing VAAMP family night due to additional paperwork required by the district
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**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>College and Career Transition Supports</b>	All students graduate having experienced at least two college visits, a career exploration visit, and complete a dual enrollment class. All students will have at least one internship experience and graduate with a plan for their first year after high school.	African American Students			At least one visit or event	
<b>Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</b>	High percentage of incoming 10th grade students with <2.0 GPA raise GPA to at least 2.7 by 2021. Continue SpEd push-in/co-teaching model to support that population.	Low-Performing Students			2.4 average GPA for 10th graders	

**7D. Comprehensive Student Supports Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<b>If we focus on supporting our struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.</b>
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Family night / community building food and materials (games, sports equipment, water jug, utensils)	Comprehensive Student Supports	California Partnership Academy	\$1,000.00		4310, 4311	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Fall/Spring Community Building/End of Year Celebration/ Bridging Ceremony	Comprehensive Student Supports	California Partnership Academy	\$2,000		4310, 4311	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Teacher Collaboration Retreats (Lodging, materials, rental equipment)	Comprehensive Student Supports	California Partnership Academy	\$9,000		5624, 4310, 4311	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program

Teaching planning time and time spent on intervention strategies	Comprehensive Student Supports	California Partnership Academy	\$5,000		1120	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Transportation mileage, tolls, and parking fees	Comprehensive Student Supports	California Partnership Academy	\$1,000		5220	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Conference registration and site visit fees	Comprehensive Student Supports	California Partnership Academy	\$5,000		5220	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Substitutes for PD and WBL field trips	Comprehensive Student Supports	California Partnership Academy	\$5,000		1150	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Meeting Refreshments	Comprehensive Student Supports	California Partnership Academy	\$1,000		4311	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
VAAMP Shirts for Student Art Contest	Comprehensive Student Supports	California Partnership Academy	\$1,000		4310	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Equipment to support SpEd students	Comprehensive Student Supports	California Partnership Academy	\$1,000		4310, 4474	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Case manager/intervention specialist	Comprehensive Student Supports	California Partnership Academy	\$2,470		2425	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Intervention strategies (programs, incentives for students)	Comprehensive Student Supports	California Partnership Academy	\$1,500		4310, 1120, 4311	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
Incentives for student improvement, honor roll, PROPS	Comprehensive Student Supports	California Partnership Academy	\$1,000		4310, 4311	A1.1 Pathway Programs		Visual Arts & Academics Magnet Program
	Comprehensive Student Supports	California Partnership Academy				A1.1 Pathway Programs		Visual Arts & Academics Magnet Program

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET FOR PATHWAYS**

<b>School: Oakland High School</b>				<b>School ID: 304</b>				
<b>Environmental Science Academy</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>		<b>Public Health Academy</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<i>Measure N</i>	\$10,000.00	\$13,020.00	-\$3,020.00		<i>Measure N</i>	\$0.00	\$0.00	\$0.00
<i>Perkins</i>	\$0.00	\$0.00	\$0.00		<i>Perkins</i>	\$12,500.00	\$12,500.00	\$0.00
<i>California Partnership Academy</i>	\$74,970.00	\$76,970.00	-\$2,000.00		<i>California Partnership Academy</i>	\$75,150.00	\$75,150.00	\$0.00
<i>Atlantic Philanthropies</i>	\$0.00	\$0.00	\$0.00		<i>Atlantic Philanthropies</i>	\$45,000.00	\$45,000.00	\$0.00

<b>Project Lead the Way</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>		<b>Social Justice &amp; Reform</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<i>Measure N</i>	\$50,000.00	\$47,000.00	\$3,000.00		<i>Measure N</i>	\$40,000.00	\$40,000.00	\$0.00
<i>Perkins</i>	\$0.00	\$0.00	\$0.00		<i>Perkins</i>	\$0.00	\$13,000.00	-\$13,000.00
<i>California Partnership Academy</i>	\$0.00	\$0.00	\$0.00		<i>California Partnership Academy</i>	\$0.00	\$0.00	\$0.00
<i>Atlantic Philanthropies</i>	\$0.00	\$0.00	\$0.00		<i>Atlantic Philanthropies</i>	\$0.00	\$0.00	\$0.00

<b>Visual Arts &amp; Academics Magnet Program</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<i>Measure N</i>	\$10,000.00	\$15,000.00	-\$5,000.00
<i>Perkins</i>	\$0.00	\$0.00	\$0.00
<i>California Partnership Academy</i>	\$74,970.00	\$0.00	\$74,970.00
<i>Atlantic Philanthropies</i>	\$0.00	\$0.00	\$0.00

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC or Org Key</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway</b>	<b>Budget Action Number</b>
Pathway Director Meetings		California Partnership Academy	\$700.00	1120		Building the Conditions	A1.1 Pathway Programs	Environmental Science Academy	
Release period for Pathway Director		California Partnership Academy	\$20,000.00	1105		Building the Conditions	A1.1 Pathway Programs	Environmental Science Academy	
Options and recruitment events		California Partnership Academy	\$250.00	1120		Building the Conditions	A1.1 Pathway Programs	Environmental Science Academy	
Recruitment materials (flyers, brochures, etc.)		California Partnership Academy	\$100.00	4310		Building the Conditions	A1.1 Pathway Programs	Environmental Science Academy	
Included in Rigorous Academics in the next section								Environmental Science Academy	



Supplies and materials for ES1, the "Lake Class"		California Partnership Academy	\$3,300.00	4310, 5826		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Chaperon for weekly trip to Lake Merritt		California Partnership Academy	\$3,500.00	1120		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Summer retreat for teacher team to work on curriculum development, plan interventions and support for students of concern		Measure N	\$3,800.00	5600 or 5624		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Stipends for teachers to get necessary supplies		California Partnership Academy	\$5,500.00	4310		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Licensing and software agreements		Measure N	\$500.00	5826		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Dual Enrollment textbooks and supplies		Measure N	\$600.00	4310		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Dual Enrollment Teacher of Record stipend (must be present to ensure the successful transition for students from high school student to college student and support the Peralta instructor to ensure he/she is provided with the instructional supports necessary to teach the college courses)		Measure N	\$920.00	1120		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Conferences and site visits (including Educating for Careers)		California Partnership Academy	\$3,000.00	5200		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Senior Seminar paper grading stipend (1 hour/student)		California Partnership Academy	\$920.00	1120		Rigorous Academics	A1.1 Pathway Programs	Environmental Science Academy	
Annual Catalina Trip (10th and 12th)		California Partnership Academy	\$15,000.00	5829, 5826		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Yosemite (or similar) Trip		California Partnership Academy	\$15,000.00	5829, 5826		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Transportation to WBL events, activities, experiences (charter busses, bus and BART tickets)		California Partnership Academy	\$3,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Transportation to WBL events, activities, experiences (charter busses, bus and BART tickets)		Measure N	\$2,300.00	5826		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Substitutes for WBL events and other field trips		California Partnership Academy	\$3,200.00	1150		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Substitutes for WBL events and other field trips		Measure N	\$800.00	1150		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	

ECCCO Summer Internships for students		Measure N	\$4,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Advisory Board development (meeting materials, refreshments, etc.)		California Partnership Academy	\$500.00	4300, 4311, 1120		Work-Based Learning	A1.1 Pathway Programs	Environmental Science Academy	
Transportation and other related costs for college visits		California Partnership Academy	\$1,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs	Environmental Science Academy	
Student recognition assembly and awards. This could include award certificates and rewards for students (like a book or other reward or incentive).		Measure N	\$100.00	4310		Comprehensive Student Supports	A1.1 Pathway Programs	Environmental Science Academy	
ESA Community Building events		California Partnership Academy	\$2,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs	Environmental Science Academy	
Pathway Director Meetings		California Partnership Academy	\$700.00	1120		Building the Conditions	A1.1 Pathway Programs	Public Health Academy	
Release period for Pathway Director		California Partnership Academy	\$16,000.00	1105		Building the Conditions	A1.1 Pathway Programs	Public Health Academy	
Printing and supplies to support sharing best pathway practices		Atlantic Philanthropies	\$1,000.00	5800		Building the Conditions	A1.1 Pathway Programs	Public Health Academy	
Options and recruitment events		Atlantic Philanthropies	\$250.00	1120		Building the Conditions	A1.1 Pathway Programs	Public Health Academy	
Recruitment materials (flyers, brochures, etc.)		Atlantic Philanthropies	\$300.00	4310		Building the Conditions	A1.1 Pathway Programs	Public Health Academy	
Reproduction of student work for pathway public relations use		Atlantic Philanthropies	\$1,500.00	4310		Building the Conditions	A1.1 Pathway Programs	Public Health Academy	
As part of the pathway curriculum, students will read non-textbook texts relevant to pathway themes and have access to additional books, journals, etc.		California Partnership Academy	\$6,000.00			Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
Classrooms will have supplies for students to created finished projects.		California Partnership Academy	\$2,000.00			Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
Classrooms will have classroom technology that supports PBL.		Atlantic Philanthropies	\$3,000.00	4420		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
The pathway will have folding chairs, tables, and other presentation equipment for parent nights, mastery of learning events, etc. Also, classrooms that have not been upgrade with collaborative furniture and effect storage for project materials, will be outfitted.		Atlantic Philanthropies	\$16,450.00	4432		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
Stipends will be available for senior project coordination and grading.		California Partnership Academy	\$2,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	

Staff will participate in conferences and site visits to observe and learn best practices in pathway development and PBL.		Atlantic Philanthropies	\$10,000.00	5200		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
CTE classrooms will have professional quality equipment that supports pathway themes.		Perkins	\$10,000.00	4410		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
Students will attend conferences and learning tours that support pathway themes.		California Partnership Academy	\$15,000.00	5200		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
Stipends will be available for project coordination.		California Partnership Academy	\$6,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
Staff retreats for pathway development and curriculum design.		Atlantic Philanthropies	\$5,000.00	5624		Rigorous Academics	A1.1 Pathway Programs	Public Health Academy	
ECCCO Summer Internship stipends for students		Atlantic Philanthropies	\$7,500.00	5826		Work-Based Learning	A1.1 Pathway Programs	Public Health Academy	
Transportation to WBL events and activities (charter buses, bus and BART tickets, etc.)		Perkins	\$2,500.00	5826		Work-Based Learning	A1.1 Pathway Programs	Public Health Academy	
Admission costs/fees for field trips		California Partnership Academy	\$1,200.00	5826		Work-Based Learning	A1.1 Pathway Programs	Public Health Academy	
Substitute costs		California Partnership Academy	\$5,000.00	1150		Work-Based Learning	A1.1 Pathway Programs	Public Health Academy	
Admission costs/fees for pathway teacher PD		California Partnership Academy	\$1,250.00	5826		Work-Based Learning	A1.1 Pathway Programs	Public Health Academy	
Student recognition (honor roll) assemblies and awards		California Partnership Academy	\$1,000.00	4300		Comprehensive Student Supports	A1.1 Pathway Programs	Public Health Academy	
Grade level retreats		California Partnership Academy	\$10,000.00			Comprehensive Student Supports	A1.1 Pathway Programs	Public Health Academy	
Stipends available for teachers to discuss students of concern and plan and implement interventions and/or developing peer tutor program		California Partnership Academy	\$6,000.00	1120		Comprehensive Student Supports	A1.1 Pathway Programs	Public Health Academy	
College exploration visits		California Partnership Academy	\$3,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs	Public Health Academy	
Pathway Director Meetings: Director meets with other directors to create and implement common vision/ strategies		Measure N	\$600.00	1120		Building the Conditions	A1.1 Pathway Programs	Social Justice & Reform	
Design Team Meetings: team of 3 grade-level specialists meet to coordinate curriculum and vertical alignment		Measure N	\$1,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Social Justice & Reform	

Pathway Director as Intervention Specialist: meet with Admin, Case Manger and Counselor after school twice/month to follow up on students needing support		Measure N	\$400.00	1120		Building the Conditions	A1.1 Pathway Programs	Social Justice & Reform	
Options and recruitment events		Measure N	\$300.00	1120		Building the Conditions	A1.1 Pathway Programs	Social Justice & Reform	
Recruitment materials (flyers, brochures, etc.)		Measure N	\$500.00	4300		Building the Conditions	A1.1 Pathway Programs	Social Justice & Reform	
Select and train Pathway Ambassadors		Measure N	\$200.00	4300		Building the Conditions	A1.1 Pathway Programs	Social Justice & Reform	
Pathway teachers will make use of Newsela.com for identifying grade/lexile -level appropriate texts		Measure N	\$500.00	5826		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
See other strategic action in the Rigorous Academics section								Social Justice & Reform	
Teacher release time for project/curriculum planning		Measure N	\$2,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Conference and site visit attendance		Measure N	\$2,500.00	5200		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Project Based Learning summer institute		Measure N	\$3,000.00	5800		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Teacher materials and supplies		Measure N	\$2,000.00	4300		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Books, other than textbooks, for projects		Measure N	\$1,200.00	4200		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Graduate Capstone teacher stipend (1 additional hour/number of students)		Measure N	\$1,200.00	1120		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Dual enrollment materials and supplies		Measure N	\$3,400.00	4300		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Dual enrollment teacher of record stipend		Measure N	\$1,200.00	1120		Rigorous Academics	A1.1 Pathway Programs	Social Justice & Reform	
Teacher stipend for completing CTE credential work		Perkins	\$4,000.00	1120		Career Technical Education	A1.1 Pathway Programs	Social Justice & Reform	
Supplies for CTE classes		Perkins	\$5,000.00	4300		Career Technical Education	A1.1 Pathway Programs	Social Justice & Reform	
ECCO Summer internship stipends		Measure N	\$6,500.00	5826		Work-Based Learning	A1.1 Pathway Programs	Social Justice & Reform	
Transportation for field trips (charter buses, ACTransit and BART tickets, etc.)		Measure N	\$4,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Social Justice & Reform	
Entrance fees for field trips		Measure N	\$500.00	5829		Work-Based Learning	A1.1 Pathway Programs	Social Justice & Reform	
Substitute teacher costs		Measure N	\$4,200.00	1150		Work-Based Learning	A1.1 Pathway Programs	Social Justice & Reform	
Admission fees for pathway teacher PD		Measure N	\$500.00	5829		Work-Based Learning	A1.1 Pathway Programs	Social Justice & Reform	

Transportation for field trips for CTE classes (charter buses, bus and BART tickets, etc.)		Perkins	\$4,000.00	5826		Career Technical Education	A1.1 Pathway Programs	Social Justice & Reform	
Advisory Board development (extra meeting time for teachers, meeting refreshments, etc.)		Measure N	\$400.00	1120		Career Technical Education	A1.1 Pathway Programs	Social Justice & Reform	
Advisory Board refreshments			\$400.00	4311		Career Technical Education		Social Justice & Reform	
Community building events and trips (admission costs, subs, transportation, food, etc.)		Measure N	\$1,800.00			Comprehensive Student Supports	A1.1 Pathway Programs	Social Justice & Reform	
Teacher planning time to work on student intervention		Measure N	\$1,500.00	1120		Comprehensive Student Supports	A1.1 Pathway Programs	Social Justice & Reform	
Interventions strategies (programs, incentives for students)		Measure N	\$400.00	4300		Comprehensive Student Supports	A1.1 Pathway Programs	Social Justice & Reform	
Honor roll assemblies and awards		Measure N	\$200.00	4310		Comprehensive Student Supports	A1.1 Pathway Programs	Social Justice & Reform	
Pathway Director Meetings		Measure N	\$700.00	1120		Building the Conditions	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Extended contract/stipend for creating pathway PD, administrative director work OR Pathway Director prep period		California Partnership Academy	\$10,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Teacher salary stipends for Options and recruitment events		Measure N	\$250.00	1120		Building the Conditions	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Recruitment materials (flyers, brochures, etc.)		Measure N	\$100.00	4310		Building the Conditions	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Included in Rigorous Academics in the next section								Visual Arts & Academics Magnet Program	
Purchasing materials related to Senior Project		California Partnership Academy	\$4,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	

Renting exhibition space for Senior Project presentations		California Partnership Academy	\$1,000.00	5624		Rigorous Academics	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Purchasing books not textbooks and copying/binding for teacher-created readers		California Partnership Academy	\$1,500.00	4200		Rigorous Academics	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Extended contracts/stipends/substitutes for developing/grading Senior Project/Senior Seminar, attending OUSD Options events, developing CTE course curriculum, class observations, and attending PBL PD		Measure N	\$2,950.00	1120		Rigorous Academics	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Stipend for CTE teachers to complete credential		Perkins	\$5,000.00	1120		Career Technical Education	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Stipend for CTE teachers to build out curriculum for new courses		Perkins	\$6,000.00	1120		Career Technical Education	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Upgrading/maintaining materials necessary for courses related to program of study		Measure N	\$6,000.00	4310		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Upgrading/maintaining equipment/technology for CTE and Dual Enrollment courses to align with industry standards (use MN if Perkins not available)		Perkins	\$14,000.00	4474, 4310		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Upgrading and maintaining art-related/industry-related materials to improve arts-based instruction in academic classes		California Partnership Academy	\$4,000.00	4310		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Creating and maintaining on-campus gallery space to exhibit student and community artwork		California Partnership Academy	\$1,000.00	4310		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Stipend for student docents working in on-campus gallery		Measure N	\$1,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Admission costs for field trips		California Partnership Academy	\$2,000.00	5829		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
BART tickets, bus tickets, and busses for field trips		California Partnership Academy	\$5,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	

Guest speaker and art workshop fees		California Partnership Academy	\$2,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Purchasing software licenses for arts-related curriculum in academic classes, dual enrollment, and CTE classes		California Partnership Academy	\$2,000.00	5846		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Intersession - Learning Experiences/Student-designed curriculum		California Partnership Academy	\$5,000.00	4310, 5829		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
ECCO stipend for student internships and stipend for summer intership teacher		Measure N	\$4,000.00	Contract Consultant?		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Stipend for certified or classified staff to maintain Apple laptop cart		Perkins	\$1,000.00	1120, 2405		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
WBL event costs for CTE classes, like career exploration visits (chartered buses, bus and BART tickets, etc.)		Perkins	\$4,000.00	5826		Career Technical Education	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Cost and tuition for students to participate in specialized industry classes		California Partnership Academy	\$2,000.00	5829, 4310		Work-Based Learning	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Family night / community building food and materials (games, sports equipment, water jug, utensils)		California Partnership Academy	\$1,000.00	4310, 4311		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Fall/Spring Community Building/End of Year Celebration/ Bridging Ceremony		California Partnership Academy	\$2,000.00	4310, 4311		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Teacher Collaboration Retreats (Lodging, materials, rental equipment)		California Partnership Academy	\$9,000.00	5624, 4310, 4311		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Teaching planning time and time spent on intervention strategies		California Partnership Academy	\$5,000.00	1120		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Transportation mileage, tolls, and parking fees		California Partnership Academy	\$1,000.00	5220		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	

Conference registration and site visit fees		California Partnership Academy	\$5,000.00	5220		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Substitutes for PD and WBL field trips		California Partnership Academy	\$5,000.00	1150		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Meeting Refreshments		California Partnership Academy	\$1,000.00	4311		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
VAAMP Shirts for Student Art Contest		California Partnership Academy	\$1,000.00	4310		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Equipment to support SpEd students		California Partnership Academy	\$1,000.00	4310, 4474		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Case manager/intervention specialist		California Partnership Academy	\$2,470.00	2425		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Intervention strategies (programs, incentives for students)		California Partnership Academy	\$1,500.00	4310, 1120, 4311		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Incentives for student improvement, honor roll, PROPS		California Partnership Academy	\$1,000.00	4310, 4311		Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
		California Partnership Academy				Comprehensive Student Supports	A1.1 Pathway Programs	Visual Arts & Academics Magnet Program	
Pathway Director Meetings		Measure N	\$700.00	1120		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Release period for Pathway Director		Measure N	\$15,000.00	1105		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Options and recruitment events		Measure N	\$250.00	1120		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Recruitment materials and supplies(flyers, brochures, etc.)		Measure N	\$500.00	4310		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Females in STEM industries participate in recruitment events						Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	



Targeted math and English interventions for students (possibly math teachers as tutors or hiring a tutor)		Measure N	\$1,000.00	1120, 5826		Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Build library of texts and magazine or journal subscriptions related to pathway theme, available for students and built into curriculum and/or classroom structure (like SSR)		Measure N	\$500.00	4200		Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
Teachers identify and use a tool and strategies to support students in increasing amount of time reading and reading level (e.g. NewsELA)						Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
SSR in all classes						Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Identify LTELS and RFEP students in the pathway and plan for targeted support						Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Conference and site visits (registration, hotel, travel expenses, etc.) to support learning from and observation of similar, high quality pathways		Measure N	\$3,000.00	5220		Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
Team retreats (facility rental, supplies, food, extended contracts)		Measure N	\$4,000.00	5624, 4311, 1120		Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
Senior teacher meetings with CTE coach		Measure N	\$2,400.00	1120		Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
Stipend for Senior Seminar teacher paper reading		Measure N	\$1,500.00	1120		Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
Teacher materials and supplies to support implementation of integrated and pathway-themed projects. Specific materials and supplies could include, but are not limited to, various items to use for making prototypes and building models, printing/displaying/producing student work for exhibitions, etc.		Measure N	\$3,700.00	4300		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Transportation to field trips and WBL events (charter busses, bus and BART tickets)		Measure N	\$3,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Project Lead the Way	
ECCO summer intersnship stipends		Measure N	\$4,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Project Lead the Way	
Substitute costs for teachers participating in WBL events		Measure N	\$4,000.00	1150		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Advisory board development (teacher stipends for meetings, refreshments, materials, etc.)		Measure N	\$550.00	1120, 4311		Building the Conditions	A1.1 Pathway Programs	Project Lead the Way	
Software licenses (WeVideo, Adobe, etc.)		Measure N	\$400.00	5826		Rigorous Academics	A1.1 Pathway Programs	Project Lead the Way	
By the end of the 2018-19 school year, the PLTW team will operate a system showing weekly student performance based on work turn in, attendance, and behavior that teachers use to inform daily instruction with the goal of reducing off-track students from 31 to 20.						Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	

By the end of the 2018-2019 school year, all senior teachers for the PLTW class of 2018 will acknowledge what classes students are not A-G compliant for and will have a concrete action plan set in place by spring break to finalize graduation plans for seniors.						Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
College visit field trips (subs and transportation)		Measure N	\$1,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Community building events and activities		Measure N	\$400.00	4300		Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Honor roll assemblies and awards		Measure N	\$250.00	4300		Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Intervention strategies (programs, incentives for students)		Measure N	\$250.00	4300		Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	
Teaching planning time and time spent on intervention strategies		Measure N	\$600.00	1120		Comprehensive Student Supports	A1.1 Pathway Programs	Project Lead the Way	

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
1/31/2018	Admin Team	Discussion was held to review all the parts of the Site Plan Tool. In addition, administrators worked on completing the section on enabling conditions.
2/1/2018	SSC	SSC will look at schoolwide data to address to complete needs assessment & outcome.
2/12/2018	TILT	Language and literacy goal setting and strategic action brainstorm
2/13/2018	Climate and Culture	Comprehensive school supports goal setting and strategic action brainstorm
2/8/2018	Pathway Directors	Work based learning goal setting and brainstorming
2/15/2018	SSC	Needs assessment and targeted outcomes data dive and identification of challenges and barriers

<b>School WASC Goals</b>					
<b>Length of WASC Accreditation:</b>	6 years	<b>Last WASC Self-Study:</b>	2015-16	<b>Next Full Self-Study:</b>	2021-22
<b>SCHOOL WASC GOALS</b>				<b>LCAP Goal Category</b>	
Increase in reading/writing achievement as assessed by SRI				Goal 3: Students are reading at or above grade level	
Increase in graduation rate				Goal 1: Graduates are college and career ready	
Decrease in suspension rate				Goal 5: Students are engaged in school everyday	
Increase in Algebra I success and math achievement and the development and implementation of additional assessment tools in math to reflect change to Common Core				Goal 2: Students are proficient in state academic standards	
Decrease in chronic absenteeism				Goal 5: Students are engaged in school everyday	
Improve access and increase academic offerings for students				Goal 1: Graduates are college and career ready	