

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Oakland Technical High School

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Oakland Technical High School as “Approved,” with a base allocation of \$1,466,250.00 and a strategic carryover 2024-2025 plan and budget of \$4,671.93, for a total amount not to exceed \$1,470,921.93.

Background *(Why do we need these services?
Why have you selected this vendor?)*

N/A

Competitively Bid : Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

Attachments

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Oakland Tech

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards				
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☐ Meaningful reflection about progress toward strategic goals (whole school and pathway)	The quality of reflections depends on the individual pathway.			
☐ Clear articulation of connections between these reflections and new or adapted strategic actions	Some pathways show a clear connection between reflections and the new strategic actions.			
☐ Evidence of progress toward pathway programs' quality standards	It is unclear which pathways are making meaningful progress towards quality standards. Each pathway must analyze quality standards and develop a clear plan for meeting those standards.			
Score: <u> 2 </u> Rationale: There is significant variation between pathways. Reflections and outcomes are dissimilar across pathways. This ultimately has consequences for students; students in well-developed or strong pathways access greater rigor and more meaningful experiences. Working towards greater consistency across pathways is imperative. Students must have equitable access to high quality pathways.	Suggestions for 25-26 Continued Progress Monitoring: It is recommended for pathways to arrive at a consistent way (and cadence) for monitoring their own progress towards quality standards as well as monitoring their impact (related to student outcomes) of their work.			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
☐ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning ☐ Integrated Program of Study ☐ Work-Based Learning ☐ Integrated Student Support	Pathways at Oakland Tech in disparate places in their development. As a result, the way in which students experience high school depends on their pathway. Attending to the inconsistency of pathway quality needs to be a priority. It is unclear what integrated student support is and is not. A clear articulation of Tier I, II, and III supports is needed. Additionally, the school must attend to collecting, reviewing, and responding to data that indicate subgroups of students who are not being served. Each pathway must have explicit ways in which the pathway theme is integrated into core content. While CTE classes address the pathway theme, this also needs to occur in other courses.			
☐ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☐ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: <u> 2 </u> Rationale: See above.	Suggestions for 25-26 Continued Progress Monitoring: Oakland Tech may consider developing structures, tools, and protocols for collecting and reviewing qualitative and quantitative data that is representative of the outcomes resulting from their efforts. This would add another important layer to their progress monitoring.			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☐ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
☐ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
☐ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
Score: <u> 4 </u> Rationale: Oakland Tech leverages Measure H to support pathways.	Suggestions for 25-26 Continued Progress Monitoring:			

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved (with stipulations)

Strengths:

- ☐ The administration team continues to focus on creating a master schedule that reflects pathway programming and cohorting.
- ☐ There are two very strong pathways and one pathway that has achieved significant improvement this year.

Key Questions:

- ☐ How will the school utilize after school teacher meeting time or strategic preps during the day to foster a meaningful and robust culture of adult collaboration?
- ☐ What practices will teachers employ to integrate pathway themes in their instructional plans?
- ☐ What structures and tools will teachers leverage to address academic disproportionality? Specifically, how will teachers work together to improve outcomes among Latinx and Black students?
- ☐ How will school administrators, the pathway coach, and pathway leads work together to achieve equitable experiences for students? Specifically, how can this team create pathways that reflect equally strong experiences for students? Currently, the pathways are in very different places.

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Priority Areas to Address Based on Linked Learning Quality Standards:

- ☐ The pathway teams must monitor student academic, personal, and social-emotional needs, and provide culturally responsive and timely interventions. The pathways must implement a systematic plan of assessment and referral for students needing academic or social-emotional interventions. Interventions must be personalized and need to engage students' families. A system must be implemented to assess the efficacy of student supports based on progress of identified subgroups.
- ☐ Pathway core content (such as English language arts, math, science, social science) and career technical education (CTE/career-themed courses) must be built on a foundation of cross-subject and industry-infused curriculum and instructional design, giving students opportunities to make connections across academic content areas and between academic and career content. Pathways must provide students with multiple interdisciplinary learning opportunities throughout the pathway experience, which also includes work-based learning opportunities. Attention to equitable access to learning for identified focal demographic subgroups is necessary.
- ☐ Ensure Paideia meets Linked Learning quality standards by developing the program into a pathway or preparing for its absorption into an existing pathway.

Budget Feedback:

- ☐ n/a

Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date

Criterion 4: Evidence of Progress and Linked Learning Implementation

Category to be completed by High School Linked Learning Office

Instructions: Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.

☐ Program of Study	Computer Academy: Continue to build out industry and post-secondary partners to ensure deep engagement for all scholars with work-based learning to increase rigor and relevance in core academic and CTE classes. Update to include meeting time for pathway team Engineering Academy: Multiple sections are missing; please move content to the updated template and address all fields, even if to acknowledge that the area is “in development” or “not yet in development.” List industry and post-secondary partners. Health Academy: Consider incorporating academic skills and readiness to your vision to reflect the full academy experience. Biotech 1/2 will be the concentrator; will Biotech 3/4 be offered as an option for students who opt in? Fashion: Please address empty sections, to acknowledge that the area is “in development” or “not yet in development.” RPL: Please address empty sections, in particular, how personalized supports are designed, coordinated, and progress monitored by the pathway team. Paideia is presented as a pathway, but there is no Program of Study. Please provide one.
☐ Work-Based Learning Plan	Computer Academy: Continue to build out industry and post-secondary partners to ensure deep engagement for all scholars with work-based learning to increase rigor and relevance in core academic and CTE classes. Engineering Academy: Continue to build out industry and post-secondary partners to ensure deep engagement for all scholars with work-based learning to increase rigor and relevance in core academic and CTE classes. Fashion Academy: Distinguish activities that directly involve industry partners from college and career readiness activities by adding an indicator such as an asterisk. Work-based learning is learning that happens <i>with industry partners</i>. Including multiple types of activities is great if it supports that pathway team, but activities <i>with partners</i> should be distinguished. Health Academy: Distinguish activities that directly involve industry partners from college and career readiness activities by adding an indicator such as an asterisk. Work-based learning is learning that happens <i>with industry partners</i>. Including multiple types of activities is great if it supports that pathway team, but activities <i>with partners</i> should be distinguished. Continue to integrate work-based learning into core academics to increase a-g readiness. RPL: Continue to integrate work-based learning into core academics to increase a-g readiness.
☐ Master Schedule	At a wall-to-wall high school, students are required to take core academics together, regardless of whether they are taking AP classes. Develop a strategy to address this in the next 1-2 years.



**College &
Career for
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

☐ EIP Presentation	
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School Name:		Oakland Technical High School						Site #:	305
Pathway Name(s):		Computer; Engineering; Race, Policy and Law; Fashion and Design; Health							
School Description									
Oakland Technical High School is a microcosm of the city it calls home. We are a vibrant multicultural and multilingual community of more than 1,800 students, nearly 200 dedicated educators and staff and thousands of passionate alumni and supporters. We have taught and inspired generations of Oakland youth since our founding in 1914. Today we stand at the forefront of creating highly effective small learning communities — schools within the school that both energize and focus student education. We are the home of the Bulldogs and have always been — and always will be — Bulldog proud. All students at Oakland Technical High School (Oakland Tech or simply "Tech") will acquire the skills needed to be productive citizens and lifelong learners. Oakland Tech is located on two campuses, across 13 acres in North Oakland with a total of 86 classrooms, a library, four computer labs, and a health clinic. Oakland Tech has a long history of offering innovative, rigorous and supportive programming, with a mission of providing a school where all students, staff, and parents work cooperatively and communicate respectfully. We offer a wide array of pathways and specialized programs, including Health & Bioscience; Computer Science; Fashion, Art & Design; Engineering; Paideia; Performing Arts; and Race, Policy and Law.									
School Mission and Vision									
Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college-, career- and community-ready.									
School Demographics									
2023-2024 Total Enrollment Grades 9-12			1803						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	52.9%	46.6%	96.2%	60.1%	6.7%	4.4%	1.1%	14.9%	0.6%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	30.0%	0.1%	16.3%	20.4%	0.7%	0.2%	19.6%	10.6%	2.2%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the indicators. * Denotes changes for 2024-25 for continuation schools									
Whole School Indicator			2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data
Four-Year Cohort Graduation Rate			94.1%	90.8%	95.0%	91.3%	TBD	96.0%	
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A		N/A	N/A		
Four-Year Cohort Dropout Rate			2.3%	3.6%	2.0%	6.7%	TBD	1.8%	
A-G Completion Rate (12th Grade Graduates)			78.3%	80.0%	80.0%	76.6%	TBD	82.0%	
Course Completion Rate (Continuation)*			N/A	N/A		N/A	N/A		
On Track to Graduate - 9th Graders			87.6%	76.4%	80.0%	80.6%	82.7%	85.0%	
9th Graders meeting A-G requirements			83.8%	74.3%	79.0%	74.3%	78.5%	83.0%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			19.4%	17.8%	10.0%	20.5%	13.2%	12.5%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			31.9%	37.7%	20.0%	43.8%	51.8%	22.5%	
Percentage of 10th-12th grade students in Linked Learning pathways			85.1%	89.4%	87.0%	95.0%	87.9%	89.0%	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the			35.1%	43.8%	40.0%	33.1%	0.0%	45.0%	
CTE Participation (Continuation)*			N/A	N/A		N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation			17.4%	22.4%	16.0%	TBD	TBD	18.0%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			56.4%	54.0%	57.5%	TBD	TBD	60.0%	
Focal Student Population Indicator			2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data
Four-Year Cohort Graduation Rate			90.4%	91.0%	92.5%	89.0%	TBD	94.0%	
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A		N/A	N/A		
Four-Year Cohort Dropout Rate			3.5%	0.8%	3.0%	8.7%	TBD	2.5%	
A-G Completion - 12th Grade (12th Grade Graduates)			55.3%	65.7%	60.0%	60.7%	TBD	65.0%	
Course Completion Rate (Continuation)*			N/A	N/A		N/A	N/A		
On Track to Graduate - 9th Graders			72.4%	66.2%	72.0%	64.9%	68.8%	75.0%	

9th Graders meeting A-G requirements	65.7%	61.8%	68.0%	56.5%	60.7%	71.0%		75.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.2%	16.3%	8.0%	19.7%	11.2%	10.0%		12.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	19.5%	31.0%	10.0%	30.7%	37.7%	12.0%		14.0%
Percentage of 10th-12th grade students in Linked Learning pathways	80.6%	86.2%	84.0%	91.9%	82.9%	87.0%		90.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the	35.7%	37.1%	40.0%	29.7%	0.0%	45.0%		50.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	23.0%	23.9%	21.5%	TBD	TBD	23.0%		25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	37.2%	43.4%	40.0%	TBD	TBD	45.0%		50.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data

Indicator	Strengths	Challenges
Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	What is our site doing well that's leading to improvements in this indicator?	What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	We had a 94.1% cohort graduation rate in 2021-22; Meanwhile our dropout rate at 2.3% remained relatively low; We believe that our focus on Culturally responsive teaching practices in addition to our Pathway Team structures where intervention and MTSS strategies are discussed and employed to support our students in way that ensure that they feel connected/respected and heard.	We are still challenged by the fact that our Latino and African American cohort graduation numbers are still lower than school rate at 91.7% and 90.4% respectively; While the difference is small in terms of percentages, these numbers reflect historical trends that we'd like to arrest. Some of these students may have been impacted by socio-economic stressors that go beyond the scope of our control or work, Covid, gentrification, high cost of living/housing. Others may come into HS below grade level in terms of their academic achievement and continue to struggle to adapt to HS norms/expectations. As a result these students may struggle with overall department and their attendance is impacted and it becomes a chronic issue which impacts students achievement.
A-G Completion - 12th Grade	Our A-G rate continues to be a source of strength across the school. 78.3% of our students graduate A-G eligible, which is a 6% increase over the 2020-2021 academic year. Our Asian and white student populations saw growth over this time period; These improvements are related to our continued focus on Culturally Responsive teaching and understanding that our students need support regardless of their backgrounds.	Our Latino and AA numbers still lower than school rate at 66% and 56% respectively; These numbers are still representative of historical inequities and socio-economic stressors beyond our scope of work at times. Attendance is the major reason cited by teachers for giving students grades of D/Fs so students attendance is factor as well. In addition teacher cultural biases contribute to the disparity as well as student lack of deportment contribute to these numbers. Far too many of our African American and Latino come into HS below grade level and the challenges get harder at the HS level; Many black and brown students turn their gaze towards HBCUs as well once they get a D as those colleges will accept them with a D on their transcript.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	In 2021-22, 75.5% of our 9th graders were on track to graduate; Across Lang Arts, World Languages, and History, 100% of our students in the 9th grade are meeting those requirements. This is probably related to our adult teaming and MS schedule structures which allow our teachers to discuss intervention strategies to support students of all academic backgrounds.	AA %'s overall are at 67%; Percentages in Math and Sci sub 80%; 61% of our Latinx population is on track; Below 80% in Eng, Math, and Science; These numbers are impacted by student attendance as well as students being behind in terms of their math skills and knowledge.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	69.5% of our students enrolled w/n the 1st semester from 2022 class. 55% of these went to 4 year colleges. Our push from Counselors and CCC staff around college applications and financial aid deadlines (College Crunch Days) contributes positively to these numbers; Additionally our focus on A-G outcomes in PDs based around grade mark analysis and race have an impact as well.	30% of our students did not enroll w/n a semester; Only 35% of our AA students went to a 4 year with another 20% going to 2 year; Latx student % is at 35% for 4 year college enrollment as well with 21% attending a 2 year. Our A-G outcomes still have historical disparities to address; There is also the rise in "Gap year" students. Socio-economic factors have a role here as well as many of these students may feel the need to simply work out of HS.

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	8.2% in 2021-22; Currently at .8% - Is the data complete? WBL experiences for ECCO; Internships through established Academies	We simply do not have enough positions for all of our students at this time; interest from students is not as high as it could be as well. The lockdown and pandemic impacted in person opportunities; Just as well, ECCO doesn't always pay as highly as jobs on the open market so students chose to do that over the summer. We need to increase the stipend pay and/ or find more community partners to work with to expand these opportunities.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	90%-98% of all students who take DE classes excluding EW's are passing with a C or better. We are continuing to add new Dual Enrollment courses to make them accessible to all students.	We could use DE to improve A-G requirement, credit recovery, and to make classes more accessible to marginalized populations that would not generally take DE classes and are therefore left out of more rigorous instruction that would prepare them for college and career outcomes.
Percentage of 10th-12th grade students in Linked Learning pathways	Ensure that all students have physical locations for students to take Capstone courses; Will allow the College and Career Center to provide A-G support and post secondary access supports in class.	EL students are the only group that are significantly below the average rate at 62%. We do struggle with placing transfers and new students in grades 11 and 12 as some come with their own ideas of placement and reject what would be a third choice placement as our two most popular academies simply don't have enough room for students.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100% of our students on campus are enrolled in a Capstone focused course. This is the result of our pathways creating Capstone courses to support the CTE course learnings (had been located in English courses previously); Students not in a pathway are enrolled in a Capstone course with 12th grade AP to ensure meeting of deadlines and requirements.	As a whole school from 2021-22, 35.2% of our student population have attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course.

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions

Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Provide A-G workshop presentations, 4 year plans, and transcript reviews with all students in grades 9-11 through English courses. Student Support Specialist or CTE teacher will be designated to do this as well. By providing these workshops, we will increase our A-G/on track rates for 9th grade by 6% by 2024-25

Oakland Tech has moved to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrollment classes will be built into the master schedule, thus not competing with other student obligations.

Pathway teams will be provided support to grow and manage their respective pathways to build alignment between courses and develop capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.

The math department will continue professional development addressing anti-racist math teaching practices as this subject contributes to one of the lowest A-G completion rates among our focal students.

Ensure that all students have physical classrooms for students to take Capstone courses as some students are not enrolled in Capstones and are completing the course digitally with an Assistant Principal; A focus on building this course within pathways will allow students to be supported by a Capstone/CTE teacher within their pathway.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [EIP Budget Justification Instructions](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*

COST

OBJECT CODE

OBJECT CODE
DESCRIPTION

POSITION TITLE

FTE

PATHWAY NAME
(if applicable)

Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The WBL Liaison will coordinate the facilitation of work based and college experiences to all pathway students and organize school wide activities that allow students to gain a better understanding of the different opportunities available to them. WBL will also manage the Outside Work Experience Program, identify new Industry Partners, provide support with district wide WBL and Internship initiatives and teach students how to conduct a successful job search. PCN 3018 - Terrance Holliday (Salary & Benefit Costs Included)	\$149,518.30	2205	Classified Support Salaries	Work-Based Learning Liaison	1.0 FTE	Computer, Health, FADA, RPL and Engineering
Classified Support Salaries: Hire a College and Career Readiness Specialist, at 1.0 FTE. The CCRS will expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on site college events, assist scholars with FASA, community college support, community outreach, supports with dual enrollment, college and career counseling. PCN 6452 - Mira Stern (Salary & Benefit Costs Included)	\$117,201.33	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Computer, Health, FADA, RPL and Engineering
Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE. This Assistant Principal is above the base allocation to coordinate the work of the 5 pathways to provide support and supervision in alignment with the Pathway vision, mission and goals. The Assistant Principal will work directly with Pathway Leads of Oakland Tech Computer Academy to provide professional development, collaborate with Pathway Coach, to continue to build out the Pathway and to support them in decreasing disparities in student achievement. PCN 4453 - Lorian Casillas (Salary & Benefit Costs Included)	\$160,660.46	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High School	1.0 FTE	Race, Policy, Law, Social Justice Pathway
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will provide pathway support for all pathways planning, collaboration, alignment to ensure comprehensive student supports and develop a lesson on scholar graduation requirements including A-G, GPA and credit recovery. PCN 1292 - Rachelle Sallee (Salary & Benefit Costs Included)	\$94,296.47	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Computer, Health, FADA, RPL and Engineering
Pupil Support Salaries / Counselor: Hire a Counselor, at .90 FTE. This counselor is above the base allocation so that we can transition to having more counselor assigned at Tech. For the 2023-24 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. PCN 3264 - Holly Przybyla (Salary and Benefit costs included)	\$97,509.96	1205	Pupil Support Salaries / Counselor	Counselor	.90 FTE	Whole School
Pupil Support Salaries / Counselor: Hire a Counselor, at .40 FTE. This counselor is above the base allocation so that we can transition to having more counselors at Tech. For the 2023-24 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. PCN 4824 - Scott (Salary and Benefit costs included)	\$47,253.64	1205	Pupil Support Salaries / Counselor	Counselor	.40 FTE	Whole School

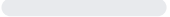
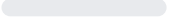
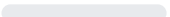
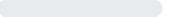
Teacher on Special Assignment School: Hire a TSA, at .25 FTE. This TSA will provide targeted College and Career Readiness Services to African American female students that are not fully accessing the resources available for college and career exploration. Duties include: Collaborate with pathway teams to coordinate college and career readiness; provide group and individualized college and career support for seamless transition to postsecondary for African American female students; and support African American female students in achieving the pathway standards of their respective pathways, including required skills aligned with industry and content standards in each through student engagement by collaborating with Pathway Teams to ensure students success. PCN 9546 Vacant	\$37,157.93	1119	Teacher on Special Assignment School	TSA Class 11	.25 FTE	Whole School
Teacher Salaries: Hire a CTE Teacher, at .80 FTE, for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), and Computer Science for Capstone in the Computer Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 4185 - Stephen Wright (Salary & Benefit costs included)	\$111,144.53	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Computer Academy
Teacher Salaries: Hire a CTE teacher, at 1.0 FTE, for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and the 12th Grade Innovative Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 3662 - Ahlad Reddy (Salary and Benefit costs included)	\$92,709.25	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Engineering Academy
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Fundamentals in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include: developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the fashion design industry. PCN 1482 - Mary Monroe (Salary & Benefit costs included)	\$138,930.66	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire an English Teacher, at 0.6 FTE, for the Fashion, Art, & Design Academy Capstone. The teacher will provide instruction in 3 CTE Capstone English classes in the Fashion, Art, & Design Academy. The Capstone work is a required component for students to complete the Pathway; through the capstone students demonstrate their mastery of skills aligned with fashion, art and design industry and content standards. For the Fashion, Art & Design Academy this work is done through 3 English classes that focus on getting the Capstone deadlines and requirements met. Currently there is no room in our master schedule for a separate Capstone course for this pathway. PCN 2527 - Toya Groves (Salary & Benefits costs included)	\$88,649.48	1105	Teacher Salaries	TCHR STR ENG	0.6 FTE	Fashion, Art, & Design Academy

Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Art of Animation, in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the digital media industry. PCN 4053 - Mallorie Winn (Salary & Benefit costs included)	\$115,331.59	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire a CTE Teacher, at .5 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Graphic Arts and Design in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. PCN 1834 - David Minitti (Salary & Benefit costs included)	\$45,553.08	1105	Teacher Salaries	TCHR STR ENG	.50 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire a CTE Teacher, at .70 FTE, for the Race, Policy, & Law Pathway. The teacher will provide instruction in CTE in the Race, Policy, Law, Social Justice pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 2658 - Felicia Yamaguchi (Salary and Benefit costs included)	\$60,750.18	1105	Teacher Salaries	TCHR STR ENG	.70 FTE	Race, Policy, & Law Academy
Teacher Salaries: Hire a CTE Teacher, at .25 FTE, for the Race, Policy, & Law Academy. The teacher will provide instruction in CTE in the Race, Policy, Law, Social Justice pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 3569 - Amanda LaBerge (Salary & Benefits costs included)	\$28,096.88	1105	Teacher Salaries	TCHR STR ENG	.25 FTE	Race, Policy, & Law Academy
Clerical Salaries: Hire an Administrative Assistant II Bilingual, at .40 FTE. The Administrative Assistant II Bilingual position is supplemental, above the district base allocation. The Administrative Assistant II Bilingual will support all five Oakland Tech pathways with with all of the Measure N/H administrative tasks like completing paperwork, recordkeeping, purchasing, field trip form routing, and budget management required by the Measure N/H processes and guidelines. This also includes creation of requisitions, extended contracts, and submitting monthly time sheets for extended contracts. PCN 2083 - Marisol Boytes (Salary & Benefits)	\$57,359.29	2405	Clerical Salaries	Administrative Assistant II Bilingual	.40 FTE	Whole School
Consultant Contract with Bay Area Community Resources (BACR) to subcontract 5 Student Support Specialists (SSS) to provide 1 SSS per pathway at O-Tech. The Student Support Specialists will provide Tier 1 supports to 10-12th grade at risk pathway scholars to ensure they graduate College and Career ready. The Student Support Specialists will provide tutoring, counseling, work based learning activities and additional supports as needed. The goal of the SSSs are to reduce disparities and inequities in student achievement. This is an initial installment on the contract for fiscal year 23-24. Along with funding from Strategic Carryover, the total initial allocation will be \$209,955.25. Oakland Tech will complete a budget modification to increase the contract amount when carryover is available.	\$83,626.97	5825	Consultant Contracts			Whole School

2024-2025: YEAR TWO

Strategic Actions

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Year 1 Strategic Actions, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
Provide A-G workshop presentations, 4 year plans, and transcript reviews with all students in grades 9-11 through English courses. Student Support Specialist or CTE teacher will be designated to do this as well. By providing these workshops, we will increase our A-G/on track rates for 9th grade by 6% by 2024-25	-We are on track to complete A-G, 4 year plan and transcript review workshops with our students in grades 9-11. Counselors along with a TSA affiliated with the College and Career Center have partnered with college access partners to ensure they happened during the Winter and into the Spring. If we do not accomplish this goal, to will be due to the fact that Course scheduling and a focus on 12th grade college and career activities will have been overemphasized;
Oakland Tech has moved to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrollment classes will be built into the master schedule, thus not competing with other student obligations.	The 7 period block schedule continues to provide our students with multiple opportunities to stay on track or even accrue extra academic credits so that there is no need for a student to attend as a senior for anymore than 5 period a day, thus allowing a large amount of students to take advantage of dual enrollment, internship, and work based learning opportunities later on in the day where they have space in their schedules. Additionally we have three sections of APEX embedded on our schedule for students to remediate D's and F's making it possible for them to become A-G eligible should they have a need to make up a past grade.
Pathway teams will be provided support to grow and manage their respective pathways to build alignment between courses and develop capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.	This past year we made it point to emphasize that Engineering would grow in terms of the amount of spaces offered to students. Additionally we have pushed for each academy to have the same amount of spaces available to make our pathway teaming structure more uniform across the master schedule board. Our Master Schedule is built in a manner that continues to allow our pathway teams to meet on a regular/weekly basis where they discuss curriculum integration and academic interventions. These meetings foster growth among the team and encourage distributive leadership around supporting our student success in an effort to ensure that they maintain and grow the college and career readiness skills.
The math department will continue professional development addressing anti-racist math teaching practices as a this subject contributes to one of the lowest A-G completion rates among our focal students.	This work has not continued in the same manner as it did in 2022-2023 as we are no longer working directly with the consulting firm, Quetzal Education around the work. Nevertheless, the Math Department continues to focus on D-F rates within the department and is aware of the schools move toward attaching Geometry and Algebra 2 instructors directly to each pathway for cohorting purposes and to ensure that they are seated at intervention meetings where the impacts of their practices can be collectively discussed and addressed. These meetings happen every 6 weeks during department meetings after a grade report period has closed and the data can be pulled from Aeries.
Ensure that all students have physical classrooms for students to take Capstone courses as some students are not enrolled in Capstones and are completing the course digitally with an Assistant Principal; A focus on building this course within pathways will allow students to be supported by a Capstone/CTE teacher within their pathway.	95% of our current seniors are enrolled in a physical Capstone course. Our focus moving forward is to ensure that each Capstone course is directly tied to the CTE course that is embedded within each academy and that English teachers will support, not maintain the course and we are on track to do that as we have clarified the lines within several of the pathways where English teachers were expected to hold the requirement. Any student that isn't is more than likely a students who transferred into an academy. This handful of students are supported virtually and have to meet the expectations of a teacher of record that holds the course.
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)	
2024-2025 Strategic Actions In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. <i>Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?</i>	
Provide A-G workshop presentations, 4 year plans, and transcript reviews with all students in grades 9-11 through English courses. Student Support Specialist or CTE teacher will be designated to do this as well. By providing these workshops, we will increase our A-G/on track rates for 9th grade by 6% by 2024-25	
Oakland Tech has moved to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrollment classes will be built into the master schedule, thus not competing with other student obligations.	
Pathway teams will be provided collaborative prep periods within the Master Schedule. Adult teaming will be increased across Math and Science with an intent to encourage cross curricular alignment between courses and the development of capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.	
Provide exposure to students in grades 9-12 to college and career programming by ensuring that each pathway takes at least one college visit with to a local campus for a tour and program that includes a student panel.	
Continue to refine and expand upon the work that is being done our AAMA,AAFE, and LAMA programming to support our focal students in grades 9-12 .	
Ensure that all students have physical classrooms for students to take Capstone courses as some students are not enrolled in Capstones and are completing the course digitally with an Assistant Principal; A focus on building this course within pathways will allow students to be supported by a Capstone/CTE teacher within their pathway.	
Budget Expenditures Effective July 1, 2024 - June 30, 2025 2024-2025 Budget: Enabling Conditions Whole School	

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will provide pathway support for all pathways planning, collaboration, alignment to ensure comprehensive student supports and develop a lesson on scholar graduation requirements including A-G, GPA and credit recovery. PCN 1292 - Rachelle Sallee (Salary & Benefit Costs Included)		\$84,833.33	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Computer, Health, FADA, RPL and Engineering		
Classified Support Salaries: Hire a College and Career Readiness Specialist, at 1.0 FTE. The CCRS will expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on site college events, assist scholars with FASA, community college support, community outreach, supports with dual enrollment, college and career counseling. PCN 6452 - Vacant (Salary & Benefit Costs Included)		\$121,641.35	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Computer, Health, FADA, RPL and Engineering		
Pupil Support Salaries / Counselor: Hire a Counselor, at 1.0 FTE. This counselor is above the base allocation so that we can transition to having a counselor aligned with each of the 6 pathways at Oakland Tech.. For the 2024-25 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. PCN 3264 - Zulema Rivera (Salary and Benefit costs included)		\$135,402.43	1205	Pupil Support Salaries / Counselor	Pupil Support Salaries / Counselor	1.0 FTE	Whole School		
Field Trips for college and career exploration for the respective pathways during the 2024-2025 school year		\$20,230.76	5826	Field Trips			Whole School		
2025-2026: YEAR THREE									
Whole School Strategic Actions Reflection									
2024-2025 Strategic Actions				Reflection on 2024-2025 Strategic Actions <i>For the Year 2 Strategic Actions, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?					
Provide A-G workshop presentations, 4 year plans, and transcript reviews with all students in grades 9-11 through English courses. Student Support Specialist or CTE teacher will be designated to do this as well. By providing these workshops, we will increase our A-G/on track rates for 9th grade by 6% by 2024-25				We are on track to complete this action with the 9th graders, 10th graders and 11th graders this year as the workshops presentations did return this year with the support from the CCRS, our college access partners, and counselors. Our CCRS co-presented with RPL Jr's and sophomores as well with Computer Science on Transcript review / A-G. The CCRS plans on going into 11th grade US History classes to begin the conversation about the post-secondary options with a holistic approach highlighting education as the investment for themselves. The CCRS and our college access partners will introduce "The art of essay" writing from college apps to scholarships, introducing them to the College Essay Mentor. In Early April, we are also looking to have a 10th grade student/parent presentation on how to increase competitiveness and stay in the game, best ways to prepare for the pathway that interests the student. 9th graders got A-G presentations led by the CCRS in their PE classes this year as well.					

Oakland Tech has moved to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrollment classes will be built into the master schedule, thus not competing with other student obligations.	- We are currently in Year three of the block schedule. We will make slight adjustments lengthening the class periods on Wednesdays and Fridays while getting rid of one Advisory period on Wednesdays. Pathway teams/cohorts are in place across the school. We continue to see students taking opportunities to enroll in classes that help to accelerate or remediate towards completing graduation requirements. Specifically, this year, we offer credit recovery during 5 class periods in the block schedule and there are 8 dual enrollment offerings for each semester. . Our work based learning opportunities are shared across the school in a database that is regularly updated by our Work Based Learning Coordinator. We can see the impact on our A-G completion rate for 12th grade students which has increased by 5.4% from 2021 to 2024 The flexibility of the block schedule has allowed us to embed DE classes during the following class periods in our Master Schedule : Periods 5, 6, 7, and 8)						
Pathway teams will be provided support to grow and manage their respective pathways to build alignment between courses and develop capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.	Pathway teams have been constructed across all 5 pathways (6 if we are including the 9th grade pathway). Each team consists of an ELA, Social Studies, Math, Science, CTE, and a counselor and an AP. These teams meet twice a month during their collaboration periods which are built into the master schedule. A Pathway consultant works directly with Engineering and Fashion. CTE coaches associated with the LLO support our CTE teachers with lesson planning and curriculum alignment to industry standards. Pathway teams meet on a regular basis during their collaboration periods which which have identified for each pathway team throughout the daily schedule. Teams meet to discuss student interventions, discuss curriculum integration, prepare for WBL and FT activities and complete deliverables related to the academy that involved prioritizing goals and reflecting on strategic outcomes and actions. The teams have all identified a common capstone practice through phases 1-3, however we are still working on timeline alignment which will allow all academies to work collaboratively across the school in supporting Capstone development and assessment. We also need more alignment around how the Capstone is completed as some pathways do so through their ELA courses and others do so using a stand along CTE course.						
The math department will continue professional development addressing anti-racist math teaching practices as a this subject contributes to one of the lowest A-G completion rates among our focal students.	The math department no longer does work with the consultant we hired several years ago. This pivot was made as we simply did not have the funding to continue paying for the consultant. While discussion continue about the inequitable outcomes in math, the department is now focused on creating common assessments that promote vertical alignment as each teacher has their own philosophy around curriculum which impacts our focal students adversely as many do not have the skill sets to negotiate different teaching styles of teachers and philosophies from year to year,						
Ensure that all students have physical classrooms for students to take Capstone courses as some students are not enrolled in Capstones and are completing the course digitally with an Assistant Principal; A focus on building this course within pathways will allow students to be supported by a Capstone/CTE teacher within their pathway.	All 12th grade students are enrolled in a stand alone Capstone course or a Capstone course that is facilitated through their English course. CTE teachers work closely with English teachers in this arrangement to ensure that the artifact is created and that the research and writing is done up to academic and industry standards.						
2025-2026 Strategic Actions In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development. Based on a <i>review of the challenges from the root cause analysis and updated schoolwide data above</i> , plus a reflection on this year's strategic actions, what are 3-5 new or revised , school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?							
All pathways will create a timeline for Capstone completion and other essential events related to pathway development so that all pathways can work across academies to support processes related to Pathway development.							
Oakland Tech will build a master schedule that allows teachers within a pathway to have a common prep period to hold intervention meetings, plan cross curricular assignments, and provide general support to the pathway.							
Oakland Tech will build a PD schedule that prioritizes time for teachers in the pathway to meet once a month during Wednesday PD time.							
Budget Expenditures Effective July 1, 2025-June 20, 2026							
2025-2026 Budget: Enabling Conditions Whole School							
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i> Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>

Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach will provide pathway support for all pathways, including planning, collaboration, and alignment, to ensure comprehensive student support and develop a lesson on scholar graduation requirements, including A-G, GPA, and credit recovery. PCN 1292 - Rachelle Sallee (Salary & Benefit Costs Included)	\$92,607.35	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved	
Classified Support Salaries: Hire a College and Career Readiness Specialist at 1.0 FTE. The CCRS will expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on-site college events, and assist scholars with FASA, community college support, community outreach, support with dual enrollment, and college and career counseling. PCN 6452 - Adrian Navarro (Salary & Benefit Costs Included)	\$118,046.03	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
Pupil Support Salaries / Counselor: Hire a Counselor at 1.0 FTE. This counselor is above the base allocation so that we can transition to having a counselor aligned with each of Oakland Tech's six pathways. For the 2025-26 school year, counselors will collaborate with their respective pathway teams, assume the 10th-grade caseload for that specific pathway, and loop with them the following school year. Counselors will develop college and career plans with the pathway students on their caseload. They will intervene to ensure the students stay on track to graduation and complete their pathway CTE sequence. This counselor will support the Race, Policy, and Law Academy. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Schedule students into pathway courses Counsel students and update families on graduation requirements Provide presentations for students to understand graduation requirements Attend pathway collaboration meetings to collaborate with teachers on students to support TARGET STUDENT POPULATION: 9-12 grade students in the Race, Policy, and Law Academy and 9th-grade Pathways Racially and economically diverse populations ANTICIPATED OUTCOMES: Students will be counseled and supported to have A-G completion Students will be counseled and supported to graduate within 4 years Students will be scheduled into courses that support A-G completion and 4-year graduation PCN 3264 - Zuleyma Rivera (Salary and Benefit costs included)	\$135,431.13	1205	Pupil Support Salaries / Counselor	Counselors	1.0 FTE	Race, Policy, & Law Academy	Approved	

Pupil Support Salaries / Counselor: Hire a Counselor at .20 FTE. This counselor is above the base allocation so that we can transition to having a counselor aligned with each of Oakland Tech's six pathways. For the 2025-26 school year, counselors will collaborate with their respective pathway teams, assume the 10th-grade caseload for that specific pathway, and loop with them the following school year. Counselors will develop college and career plans with the pathway students on their caseload. They will intervene to ensure the students stay on track to graduation and complete their pathway CTE sequence. This counselor will support the Health Academy. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Schedule students into pathway courses Counsel students and update families on graduation requirements Provide presentations for students to understand graduation requirements Attend pathway collaboration meetings to collaborate with teachers on students to support TARGET STUDENT POPULATION: 9-12 grade students in the Health Academy and 9th-grade Pathways Racially and economically diverse populations ANTICIPATED OUTCOMES: Students will be counseled and supported to have A-G completion Students will be counseled and supported to graduate within 4 years Students will be scheduled into courses that support A-G completion and 4-year graduation PCN 4824 - Vacancy (Tran) (Salary and Benefit costs included)	\$27,464.95	1205	Pupil Support Salaries / Counselor	Counselors	.20 FTE	Health Academy	Approved	
Professional Contracted Bus Services: Charter Bus rentals for College and Career exploration field trips for the respective pathways during the 2025-2026 school year. Funds will pay for two buses for each pathway to take 93 juniors on one field trip to a local college during the fall semester. Budget Calculation: Each bus costs approximately \$1,800 to reserve/secure. \$1,800.00 x 2 buses = \$3,600.00 per pathway x 5 pathways = \$18,000.00.	\$18,000.00	5826	Professional Contracted Bus Services			Whole School		Conditionally Ap...
Clerical Salaries Overtime: ET/OT for the Case Managers to complete Home Visits to Tier 2 and Tier 3 students on their caseloads from each pathway. Each Case Manager will be assigned 3-5 chronically absent students based on data from the 24-25 school year. The Case Manager will visit homes to complete check-ins once per month for an hour at a time. The Case Manager will support Tier 2 and Tier 3 students assigned by pathway teams during intervention meetings. The expenditure will encourage students and families to stay more connected with the school academically and socially, which in turn will support said students in taking advantage of post-secondary options, which are shared through WBL, Internships, and field trips in our pathways, thereby increasing chances of graduation and college enrollment. Case Managers conducting home visits (the purpose of this expenditure) support the connection of students with services on campus, advocacy of their voice, and building school reacclimating plans. Case Managers are the prevention for potential school truancy designation of withdrawn students. This expenditure supports our 3-year goals: "Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. Budget Calculations: 5 visits per month x 1 hour per month = 5 hours per month per Case Manager (2 in total) paid for at their ET/OT hourly rate, not to exceed \$4,375.00.	\$4,375.00	2425	Clerical Salaries Overtime			Whole School		Conditionally Ap...
Professional Contracted Bus Services: Charter Bus Rentals for College and Career exploration field trips for the 9th Grade Pathways during the 2025-2026 school year. The funds will be used to pay for three buses, one for each house in the 9th Grade, to take 150 freshmen on one field trip during the fall semester. Budget Calculation: Each bus costs approximately \$1,800 to reserve/secure. \$1,800.00 x 3 buses = \$5,400.00 x 3 houses = \$16,200.00	\$16,200.00	5826	Professional Contracted Bus Services			9th grade		Conditionally Ap...

Consultant Contracts: Consultant contact with Carter-Kelly Services to subcontract a Parent and Family Liaison (PFL) to work with pathway counselors and Assistant Principals. The PFL will support reducing the drop-out rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating high school. Additionally, the PFL will support the parents of students within the Pathway through workshops, counseling, and mediation. This expenditure seeks to impact our tier 2 and tier 3 students who struggle with academics and attendance, which exists across all of our pathways and furthers our goal to support students in the pathway structure. Pathway teams will identify these students, who will refer them to our parent and family liaison. The PFL will proceed to organize and facilitate SSTs, which promote academic success, keeping us on track and creating positive secondary options for our local populations. Parent and Family Liaison would serve all students, particularly students who are at promise and need support beyond what pathway teachers can provide. Due to this expenditure, at least 100 SSTs and coaching sessions and workshops for students and parents will be held. Of these 100 students, meetings will consist of students categorized by chronically truant natures and academically disengaged. Parent Family Liaison will also facilitate high-conflict meetings between students, families, and teachers as needed. This expenditure supports our three-year goals by helping students within our pathway. Our vendor, Debra Carter Kelly, provides services twice a week. We would like to expand the service to two days a week. Budget Calculation: 10 hours per week (5 hours per day) @ \$700 per week @ 30 weeks = \$21,000.00	\$21,000.00	5825	Consultant Contracts			Whole School	Approved	
Materials and Supplies: Materials & supplies for the Oakland Tech pathways to support the design and implementation of student projects and project-based learning aligned with the pathways.	\$117,253.83	4310	Materials & Supplies			Whole School		Conditionally Ap...

Pathway Name:	Computer Pathway			Program #:	3843
Mission and Vision	The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. Vision/ Mission: Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		

Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Equitable Admissions - Meeting the Standard The Computer Academy provides equitable admission via the 9th grade Match process. The Match process is aligned with the districts school choice and open enrollment policy. The 9th grade scholars usually complete a RIASEC test, an online survey identifying their top 3 Pathways and engage in research about those Pathways. Most of the scholars who select Computer Academy as their 1st match are placed in the Academy. Also, 9th grade special education scholars are automatically granted their 1st match. Cohort Structure - Working towards Standard The Computer Academy has a modified Cohort. We have 2 English teachers, 1 Science teacher, and CTE teacher who work together to support the scholars in the Pathway. Although, the teachers are not pure Cohort teachers for the Pathway, the scholars share common experiences. Curriculum and Instructional Design and Delivery - Working towards Standard Computer Science Pathway provides our scholars with multiple preparatory learning opportunities leading to varied college and career computing pathways. Pathway teachers are engaged in rigorous academics, regularly team planning, use equity grading and result-oriented instructional strategies in an social and emotionally safe student-centered learning environment. The scholar's work in collaborative learning groups to design various apps, games, identify solutions to complex computer science problems. Assessment of Learning - Meeting the Standard Computer Academy scholars engage in a senior yea Capstone project where they use critical thinking, research, inquiry, essay skills. The scholars present their research to stakeholders, teachers , parents and peers. Also, many of these scholars gain additional experience and insight during internships, field trips, job shadowing to increase opportunities for authentic, experiential projects.	* Increase the number of African American scholars meeting A-G requirement to 85% * Increase the enrollment and retention rate of African American scholars. * Increase the number of female scholars. * Increase the number of Hispanic students meeting A-G requirement to 80% * Increase the number of core content area teachers on the team including history and possibly math. * Increase the number of CTE teachers on the team. (Encourage teachers to obtain their CTE credential). *. Use collaboration time to identify essential and CTE standards to implement across the Pathway. *. Identify instructional strategies to implement as a team to augment engagement, critical thinking and organization * Increase opportunities to review scholarly work, analyze date to inform instructional practices	The Computer Academy scholars and teachers will visit 9th grade classrooms earlier, provide opportunities for 9th graders to visit classrooms to see project presentations. Provide 9th grade scholars with more opportunities to have questions answered about the Pathway earlier. Also, visit the feeder schools to meet with 8th grade scholars and provide them with information about our program. Take African American and Hispanic scholars to present and share their experiences and make connections with the 8th graders. Oakland Tech is moving towards collaborative cohorts, which will include 2 core academic teachers (ELA, History or Science) to collaborate in the planning of interdisciplinary units, support with planning and implementing interventions for scholars in need of additional support. Teachers will be invited to meet with Pathways and select a Pathway that they would like to partner with. Provide PD for teachers to improve and increase differentiated instructions, interdisciplinary PBL units and use common standards across content areas. Provide more opportunities for experiential learning in student-centered collaborative learning environments. Integrate all academic and lab courses in all grade levels to align with CTE Standards and workforce needs. SSS intervention will include check-in, check-out, and occasional pull-out from classroom to provide targeted support.
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Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work Based Learning Plans - Meeting the Standard The Work Based Learning Liaison assists the scholars with participating in activities aligned with the WBL Continuum. The WBL experiences are tracked in AERIES and data can be reviewed on the OUSD data dashboard. Scholars participate in informational interviews, hearing from presenters from the industry and participate in career fairs. Industry partners also mentor scholars and provide workshops for the scholars. Student Work Based Learning Experiences and Self Assessments - Meeting the Standard Scholars have the opportunity to engage in career exploration through research projects and meeting with industry partners. Also, they participate in resume writing and producing professional emails. Some projects require scholars to interview people in the industry. Scholars have the opportunity to complete an internship assessment prior to participating in an internship. Work Based Learning Provider Assessment of Student Workplace Readiness - Working towards the Standard During mentoring workshops the industry partner meets 1 on 1 with scholars to provide them with oral feedback to assist scholars with identifying glows and grows.	* Increase review of WBL data by demographics * Increase opportunities for scholars to engage in all aspects of the WBL Continuum * Conduct an end of year WBL assessment for all scholars * Create additional internship opportunities * Consistency with informational and mock interviews to provide scholars with greater feedback from industry and business partners	During team collaboration review WBL data to identify groups in need of additional WBL opportunities. Work with the WBL Liaison to identify additional activities for scholars. Provide opportunities for scholars to have real world experiences during the day. Revamp the scholar tutoring program Encourage teachers from the Pathway to participate in Externships so they can increase knowledge of current and upcoming trends in the industry to provide authentic feedback to the scholars.
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Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	College and Career Preparation and Support - Meeting the Standard Scholars in the Computer Academy utilizes the College and Career Liaison to obtain information about Financial Aid, FAFSA and career opportunities. The College and Career Liaison provides weekly updates and announcements so that students are aware of upcoming college and career events on Campus. The Student Support Specialist (SSS) provides SEL support, mentoring, tutoring, and college and career support to scholars experiencing challenges. The SSS supports scholars during summer internships with developing application skills, resume building, time management and interview skills. Social-Emotional Skill Development - Meeting the Standard The SSS meets 1:1 with struggling scholars, provides targeted tutoring, conducts mediation, serves as an advocate for the scholars when there is a conflict with a teacher or where they experience relationships challenges. Individual Student Supports - Meeting the Standard The Pathway teams meet to identify struggling scholars, identify strategies and supports to meet their individual needs. The team looks at D & F and attendance data and flag the scholars. The scholar is then assigned to a teacher to follow up and provide social, emotional and academic support during their conference period or after school. Student Input and Validation - Working towards Standard Scholars in the Computer Academy presents information to the 9th scholars about the Pathway, they share connections between academics and WBL as presenters to the Advisory Board.	* Recommend to the Admin Team to increase professional development for counselors, teachers and staff. * Increase scholar transition to higher education. * Identify professors of color to support the college and career process so scholars have the opportunity to see people who look like them in higher education positions. * Increase the number of Black and Brown scholars participating in college and career activities and events * Increase the number of scholars in certification programs * Identify/Create an SEL protocol to use during Collaboration * Implement effective strategies to address areas of growth based on the data from the SEL protocol * Increase the number of families of color to support the academic, social and emotional needs of scholars * Increase the number of families of color to participate and engage in Pathway events and activities * Restart the Computer Academy Peer Tutoring program * Continue the Women in Technology Dinner * Continue the Black and Brown Engineering Student Association to increase opportunities for leadership opportunities for Computer Academy scholars * Continue the collaboration with Black and Brown Engineering to increase opportunities for students to receive feedback on college career opportunities and to keep abreast of changing trends in the industry	Participate and engage in college and career preparation professional development Meet with Merritt College to increase the number of colleges supporting transition to higher education and opportunities for vocational courses Recruit professors and industry partners of color to promote greater engagement, increase scholar knowledge about career opportunities and decrease gaps in scholars of color preparing for college and career Sign scholars up to programs like CISCO where they can receive certifications Identify funding for scholars to take the certification exam Encourage all scholars to take the certification exam with an emphasis on scholars of color Have a PD for the Computer Science team to review, practice and use the SEL protocol and provide feedback for improvements or changes Use the protocol regularly to support the emotional needs of scholars and to maintain and augment relationships between teachers and scholars Survey the Black and Brown families to identify times they would be available to participate in events Organize an Academy Welcome Event for families Provide numerous ways families can participate such as Zoom, Google Meets, etc. Provide SEL information to all families so they have strategies to implement at home Identify the new leaders of the Black and Brown Engineering Association and reach out to them to schedule a day and time for collaboration Identify dates and times for members of the Black and Brown Engineering Association to meet with scholars from the Computer Academy Identify additional leadership opportunities for the Computer Academy Scholars on site and in the community
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			

Goal #1: By 2026	Rigorous Academics Program: By 2026 the Computer Academy will increase the number of interdisciplinary projects in order to improve academic outcomes for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) of failing or not meeting A-G requirements and minority scholars through team curriculum and team collaborations, scaffolding, implementing researched based strategies, interventions and differentiation. We will meet weekly to review data, discuss scholar academic growth, monitor D & F rates to ensure all students are college and career ready and reduce disparities and inequities in scholar achievement. Outcomes for Teachers and Leads: Integrate the CCSS, NGSS and CTE Standards in lesson planning and unit designs. Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, Project Based Learning units, collect and analyze data. Outcome for Scholars: Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. Needs: Professional Development, consistently utilize collaboration time, implement a variety of models for differentiated, interdisciplinary units and provide the necessary funding for scholar supplies and materials.
Goal #2: By 2026	Create a Rigorous WBL Program: By 2026 the Computer Academy will increase equitable WBL and internship outcomes for at risk scholars as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) by 30% and increase graduation rates by 50% by providing scholars with skills and strategies for success. We will provide additional WBL professional development for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career. Outcomes for Teachers and Leads: Continue to identify Industry Partnerships, increase team collaboration time to align work with Linked Learning and Pathway goals, continue to use data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. Reestablish the Computer Science Certification Program for scholars. Outcome for Scholars: Explore a variety of college/career opportunities through college and industry visits, engage in hands-on learning experiences, increased understanding of college and career requirements, participate in certification programs, create goals for the future, develop a plan for high school success. Needs: Professional Development, externship opportunities, increased collaboration time focusing on standards, growth and needs of the program and scholars, funding for field trips, college tours, internships and externships, Student Success Team to support Social-Emotional Learning and WBL activities and events."
Goal #3: By 2026	Create a Comprehensive Student Support System By 2026 the Computer Academy would like to increase equity by improving academic outcomes and integration of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) into the Academy by 40%. We will intentionally recruit Black and Brown scholars by visiting feeder schools to share information about the Academy, increase presentations to the 9th grade so they can make better informed decisions and understand the benefits of being a part of the Computer Academy. Outcomes for Teachers and Leads: Creating more student choice and voice, identify strategies to support our struggling, at risk scholars including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration, provide more opportunities for scholars of color to be leaders or presenters representing the Academy. Outcome for Students: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions, participate in leadership opportunities. Needs: Engage in professional Development focusing diversity, equity and inclusion, increase professional development on Culturally Responsive Pedagogy, increase professional development on Social Emotional Learning, engage and participate in collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.
Pathway Strategic Actions	
Strategic Actions for 2023-24	
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
Strategic Actions for Goal #1	1. Implement lesson/Unit/Curriculum planning sessions to develop integrated PBL curriculum across content areas 2. Provide/Participate in Professional Development focusing on Interdisciplinary Units, Project Based Learning, Culturally Responsive Pedagogy 3. Implementing researched based strategies such as ones shared by Adaptive Schools 4. Increase data review to identify gaps in achievement, social, emotional or attendance challenges in order to implement interventions 5. Use collaboration time to focus on rigorous academics, teaching and learning, and scholar achievement
Strategic Actions for Goal #2	1. Identify WBL opportunities for scholars experiencing challenges by surveying their interest, identifying industry and organizations for internships, job shadowing and/or field trips. 2. Review data on a continuous basis to identify gaps in skills so that teachers can provide support 3. Create/Identify WBL professional development opportunities for the Computer Academy collaboration team
Strategic Actions for Goal #3	1. Implement effective strategies (i.e. Adaptive Schools) to increase academic outcomes for at risk and minority scholars. 2. Develop and implement a recruitment program to target minority scholars in the 9th grade and from feeder middle schools 3. Increase opportunities for Computer Academy scholars to present, engage in Q & A sessions with the 9th graders

Goal #3						
Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
2024-2025: YEAR TWO						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?					
Rigorous Academics Program: By 2026 the Computer Academy will increase the number of interdisciplinary projects in order to improve academic outcomes for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) of failing or not meeting A-G requirements and minority scholars through team curriculum and team collaborations, scaffolding, implementing researched based strategies, interventions and differentiation. We will meet weekly to review data, discuss scholar academic growth, monitor D & F rates to ensure all students are college and career ready and reduce disparities and inequities in scholar achievement. Outcomes for Teachers and Leads: Integrate the CCSS, NGSS and CTE Standards in lesson planning and unit designs. Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, Project Based Learning units, collect and analyze data. Outcome for Scholars: Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. Needs: Professional Development, consistently utilize collaboration time, implement a variety of models for differentiated, interdisciplinary units and provide the necessary funding for scholar supplies and materials.	Computer Academy teachers are consistently engaged in rigorous academics in all content areas. Computer Academy teachers have common collaboration time, and pathway PD time. Computer Academy teachers are engaged in grade level Interdisciplinary PBL Units. Academy students are analyzing, communicating, collaborating, and using problem-solving skills and computational thinking skills in Project-Based Learning environments. Working to improve instructional strategies in order to increase the number of African American students meeting A-G requirements to 80% currently at 60%. Working to improve instructional strategies in order to increase the number of Hispanic students meeting the A-G requirements to 75% currently at 66%. Computer Academy is working with the administration, master schedule committee, recruitment team, and the counselors to vertically align CTE courses to ensure consistency in our 10th - 12th grade cohorts particularly in the 11th grade classes in order to improve outcomes for at-risk and minority students. Currently the 11th grade CTE will only be offering our students the AP CSA which correctly aligns with the 10th and 12th grade CTE course, thereby provides our students with consistent and equitable preparations in order to improve outcomes. Support Computer Academy staff to implement a variety of models for differentiated instruction, culturally relevant interdisciplinary PBL units, and provide necessary funding for scholar supplies and materials. We will provide more guidance, coordinations, leadership in the effective use of planning and collaboration time which is currently not fully and adequately used. All Computer Academy classes are aligned with state standards and A-G requirements. 40% of African American and 30% of Hispanic students are underachieving in the 11th grade CTE classes. Working to provide tutoring support during school and after school, more scaffolding, increase family/parent engagement, and increased opportunities for participation in mentoring / internship programs for all students particularly African American and Hispanic students in 10th and 11th grades. The loss of 2 key computer academy teachers (CTE and History) affected or hindered progress towards each goal this year as we are working very hard to be on track again in meeting our goals. The new teachers are receiving additional PD, attend workshops, and mentoring as required or recommended in order to become effective in planning and delivery of instruction in order to improve academic outcomes of their students. Despite that handicap we are holding steady and not losing any points as the different data shows.					

Create a Rigorous WBL Program: By 2026 the Computer Academy will increase equitable WBL and internship outcomes for at risk scholars as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) by 30% and increase graduation rates by 50% by providing scholars with skills and strategies for success. We will provide additional WBL professional development for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career. Outcomes for Teachers and Leads: Continue to identify Industry Partnerships, increase team collaboration time to align work with Linked Learning and Pathway goals, continue to use data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. Reestablish the Computer Science Certification Program for scholars. Outcome for Scholars: Explore a variety of college/career opportunities through college and industry visits, engage in hands-on learning experiences, increased understanding of college and career requirements, participate in certification programs, create goals for the future, develop a plan for high school success. Needs: Professional Development, externship opportunities, increased collaboration time focusing on standards, growth and needs of the program and scholars, funding for field trips, college tours, internships and externships, Student Success Team to support Social-Emotional Learning and WBL activities and events."	Computer Academy is working towards meeting the goals. Computer Academy provides students with equitable Work-Based Learning experiences aligned with the program of study and graduate outcomes. Computer Academy will increase the number of industry partners, internships, mentor-mentee, college, and career visits. Computer Academy will help students to plan, reflect, and track their WBL experiences based on pathway outcomes, graduation profiles, and their personal goals. Increase WBL opportunities so that more students are engaged and supported by increasing the number of industry career explorations to two and one college tour by the end of junior year. By the Spring of senior year students should complete at least 120 hours of internships. Train Computer Science teachers in WBL through professional development and increase teacher involvement in internship externships. Provide 1-2 student workshops on resume writing and financial literacy, hosting mock job interviews to provide students with the necessary skills for college and career. Increase the number of Pathway students with a resume, mock interview and financial literacy experience to 90%. Currently 25% of our academy students have resume, mock interview, and financial literacy experience. Increase the number of Computer Academy students who participate in internships, job shadows, college visits, and career visits to 90%. Currently 25% of participate in internship. job shadow, college and career visits.
Create a Comprehensive Student Support System By 2026 the Computer Academy would like to increase equity by improving academic outcomes and integration of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) into the Academy by 40%. We will intentionally recruit Black and Brown scholars by visiting feeder schools to share information about the Academy, increase presentations to the 9th grade so they can make better informed decisions and understand the benefits of being a part of the Computer Academy. Outcomes for Teachers and Leads: Creating more student choice and voice, identify strategies to support our struggling, at risk scholars including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration, provide more opportunities for scholars of color to be leaders or presenters representing the Academy. Outcome for Students: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions, participate in leadership opportunities. Needs: Engage in professional Development focusing diversity, equity and inclusion, increase professional development on Culturally Responsive Pedagogy, increase professional development on Social Emotional Learning, engage and participate in collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.	Computer Academy is on track with this goal. Computer Academy promotes a college and career culture by exposing students to a variety of postsecondary options. Computer Academy provides targeted student support, that includes providing academic, social-emotional, and career counseling services aligned with pathway outcomes that help students develop and realize their college and career readiness goals. Interventions are personalized and engage students' families as appropriate in order to serve each individual students. Approximately 80% of IEP students are meeting the A-G requirement. Computer Academy will increase team support for students with IEP/SEP to 90% by using data to identify critical areas of need and increasing SSS Case Management. Create more student extracurricular activities including students sponsored events that are aligned to pathway goals (Computer club, robotics club, Hackathon, Cybersecurity club) to improve greater equity.
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	1. Implement lesson/Unit/Curriculum planning sessions to develop integrated PBL curriculum across content areas 2. Provide/Participate in Professional Development focusing on Interdisciplinary Units, Project Based Learning, Culturally Responsive Pedagogy 3. Implementing researched based strategies such as ones shared by Adaptive Schools 1. We are on track to accomplish some of these goals as all students are engaged in grade level interdisciplinary units/projects to improve academic outcomes across different demographic groups. 2. The summer professional development provided the opportunity to increase understanding and participation in Project-Based Learning, Interdisciplinary Units, and Culturally Responsive Pedagogy. 3. The Wednesday Pathway Professional Developments allow the Academy staff the opportunity of use available grading period data to review, identify, and address gaps in achievements, social emotional, and attendance challenges. 4. All teachers have 8th period collaboration time which is used for rigorous academics, teaching, and most importantly grade-level planning. 5. 78% of our students are meeting A-G requirements are ready for college and career. 6. There is a team consensus to vertically align our CTE courses, AP CSP to AP CSA to Senior Capstone Course; All 10th grader are to be enrolled in AP English Seminar. Vertical alignment will be accomplished by next school year and will set us on track to meet these goals.

Goal #1	4. Increase data review to identify gaps in achievement, social, emotional or attendance challenges in order to implement interventions 5. Use collaboration time to focus on rigorous academics, teaching and learning, and scholar achievement	
23-24 Strategic Actions for Goal #2	1. Identify WBL opportunities for scholars experiencing challenges by surveying their interest, identifying industry and organizations for internships, job shadowing and/or field trips. 2. Review data on a continuous basis to identify gaps in skills so that teachers can provide support 3. Create/Identify WBL professional development opportunities for the Computer Academy collaboration team	The Computer Academy is on track to accomplish this goal as we have: 1. Hosted several Guest Speaker Series, mentoring programs, and paid and unpaid internship programs. Our computer academy students have benefitted in one-on-one engagements with past Computer Academy students who are doing well in the industry sector. 2. We have a number partnerships that are serving our students and providing early exposure to emerging technology skills in AI, cybersecurity, and machine learning. 3. Computer Academy students are engaged in hand-on learning experiences. 4. Computer Academy is leveraging all available opportunities to ensure that our students understand college and career requirements by participating more in college tours, career visits, developing plans for high school success, and create goals for the future.
23-24 Strategic Actions for Goal #3	1. Implement effective strategies (i.e. Adaptive Schools) to increase academic outcomes for at risk and minority scholars. 2. Develop and implement a recruitment program to target minority scholars in the 9th grade and from feeder middle schools 3. Increase opportunities for Computer Academy scholars to present, engage in Q & A sessions with the 9th graders	The Computer Academy is struggling with this goal but on track to accomplish this goal by next school year. We are creating and enabling more student choices and voices. 2. The Computer Academy is identifying strategies and activities that prepare and support all students particularly the at-promise students, including ELL, SPED, African American, and Hispanic students. 3. The Computer Academy is increasing family outreach, team collaboration, SSS and Collaborative teacher Intervention process to improve academic opportunities and outcomes
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	Rigorous Academics Program: By 2026 the Computer Academy will increase the number of interdisciplinary projects in order to improve academic outcomes for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) of failing or not meeting A-G requirements and minority scholars through team curriculum and team collaborations, scaffolding, implementing researched based strategies, interventions and differentiation. We will meet weekly to review data, discuss scholar academic growth, monitor D & F rates to ensure all students are college and career ready and reduce disparities and inequities in scholar achievement. Outcomes for Teachers and Leads: Integrate the CCSS, NGSS and CTE Standards in lesson planning and unit designs. Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, Project Based Learning units, collect and analyze data. Outcome for Scholars: Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. Needs: Professional Development, consistently utilize collaboration time, implement a variety of models for differentiated, interdisciplinary units and provide the necessary funding for scholar supplies and materials.	New or Revised Strategic Actions for Goal #1 Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards. 80% of students are meeting the A-G requirements as teachers are meeting regularly to review data, discuss growth, and monitor D and F rates. Increase access to Professional Development and the use of data to inform and drive Professional Development and instruction.
Goal #2: By 2026	Create a Rigorous WBL Program: By 2026 the Computer Academy will increase equitable WBL and internship outcomes for at risk scholars as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) by 30% and increase graduation rates by 50% by providing scholars with skills and strategies for success. We will provide additional WBL professional development for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career. Outcomes for Teachers and Leads: Continue to identify Industry Partnerships, increase team collaboration time to align work with Linked Learning and Pathway goals, continue to use data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. Reestablish the Computer Science Certification Program for scholars.	New or Revised Strategic Actions for Goal #2 Increase industry partnerships, implement effective WBL curriculum, utilize a variety of WBL opportunities, in Increase the number of mentors and mentees for at-promise students by 30% Provide additional WBL PD for Computer Science teachers to increase buy - in , collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career

Pathway Budget Expenditures <i>Effective July 1, 2024 - June 30, 2025</i>									
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BUDGET JUSTIFICATION

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.

Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

*****If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.***

[illegible]

Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), and Computer Science for Capstone in the Computer Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 4185 - Max Pollack (Salary & Benefit costs included)	\$97,787.53	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Computer Academy	Conditionally ...	
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2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		238							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTTEL	% Current Newcomers	% SPED	% SPED Severe
	72.3%	27.3%	96.6%		5.0%	2.9%	1.3%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	16.4%		26.9%	19.3%	0.4%		26.1%	9.7%	1.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			

PATHWAY PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	98.9%	94.0%	94.6%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	0.0%	6.0%	4.3%	TBD		
A-G Completion Rate (12th Grade Graduates)	83.3%	84.8%	80.5%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	80.5%	80.6%	84.8%	73.0%		
10th Graders meeting A-G requirements	71.3%	78.6%	79.3%	69.7%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	15.8%	15.3%	15.4%	7.9%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	43.2%	51.8%	58.2%	71.3%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	59.3%	56.8%	46.0%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.7%	20.3%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	66.7%	65.8%	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
Computer Academy has a very high graduation completion rate A - G completion rate looks encouragingly positive in the 80% range Computer academy participation ratio of girls to boys is improving and better than state and national ratio Computer academy ethnicity mirrors that of the school All our 10th - 12th graders stay cohorted until graduation Computer academy has an established college-going culture with over 80% entering 2-year or 4-year college after graduation Student data show that 12th graders who have passed 1 or more dual enrollment course with a C or better is on the rise	Loss of our CTE teachers 2 years in a row is a serious handicap Internship participation is low 12 th grades who have passed CTE completion in both concentrator and capstone course with a C or better is decreasing Dropout rate is on track to be 0 but still a challenge in the single digits While our capstone course is fully aligned to 12th grade curriculum, the 10th grade and 11th grade integrated interdisciplinary unit project is not where we want it to be.

What might be some root causes to help you understand those student data?

All teachers in the school should not only belong to a pathway but need to understand pathway 101 and how to support students for success

Computer academy teachers need to be on the same page with implementing link learning standards

Intervention process must be establish to involve all academy staff with parental involvement

Many students who need mentoring program the most are not involved and effort should be made to recruit them

Many students who need internship experience do not participate and all effort should be made to involve them

More in-house events, speakers, and other pathway engagements to increase career awareness needed

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
Rigorous Academics Program: By 2026 the Computer Academy will increase the number of interdisciplinary projects in order to improve academic outcomes for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) of failing or not meeting A-G requirements and minority scholars through team curriculum and team collaborations, scaffolding, implementing researched based strategies, interventions and differentiation. We will meet weekly to review data, discuss scholar academic growth, monitor D & F rates to ensure all students are college and career ready and reduce disparities and inequities in scholar achievement. Outcomes for Teachers and Leads: Integrate the CCSS, NGSS and CTE Standards in lesson planning and unit designs. Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, Project Based Learning units, collect and analyze data. Outcome for Scholars: Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. Needs: Professional Development, consistently utilize collaboration time, implement a variety of models for differentiated, interdisciplinary units and provide the necessary funding for scholar supplies and materials.	Rigorous Academics Program:: The data show that less than 80% of our 10th graders are meeting A-G requirements. That data may change and be on track as the data may reflect the instability in our teacher line up two years in a row. Disruption and lack of a CTE teacher and a substitute in a score class may be a huge reason for this. Outcomes for Teachers and Leads: Teachers have access to regular professional development and meet for team collaboration and training to ensure all students meet A-G requirements. We have not increased the number of interdisciplinary projects in 10th and 11th grade to stimulate and improve academic outcomes particularly for at risk population Outcome for Scholars: More than 75% of our students enter college and are college and/or career ready. Disparity and inequality in scholar achievement persists within the African American and Hispanic students. Needs: Computer academy need established teachers in the classroom not substitute teachers to teach our core classes and CTE classes. Teachers participation in team planning, PDs, and collaborations using the academy common release period need improved attendance.

Create a Rigorous WBL Program: By 2026 the Computer Academy will increase equitable WBL and internship outcomes for at risk scholars as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) by 30% and increase graduation rates by 50% by providing scholars with skills and strategies for success. We will provide additional WBL professional development for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career. Outcomes for Teachers and Leads: Continue to identify Industry Partnerships, increase team collaboration time to align work with Linked Learning and Pathway goals, continue to use data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. Reestablish the Computer Science Certification Program for scholars. Outcome for Scholars: Explore a variety of college/career opportunities through college and industry visits, engage in hands-on learning experiences, increased understanding of college and career requirements, participate in certification programs, create goals for the future, develop a plan for high school success. Needs: Professional Development, externship opportunities, increased collaboration time focusing on standards, growth and needs of the program and scholars, funding for field trips, college tours, internships and externships, Student Success Team to support Social-Emotional Learning and WBL activities and events."		Rigorous WBL Program:: We are struggling to meet this goal as our WBL and internship outcomes for at risk scholars have not improved by 30% though our graduation rates are meeting our goal. This year we have identified more industry partners and have doubled the number of internships available to our students. Outcomes for Teachers and Leads: This will be the first year our teacher will lead and supervise the summer internship and hopefully we will recruit more of the most needy students, most of which are among the at risk population. Most of our teachers have never participated in externships. Outcome for Scholars: Many of the at risk scholars are not participating in college visits or career explorations. Certification programs have not been effective or non-existent and this needs to be reversed. Needs: Increase the number of student internships and teacher externships. Increase the number of at risk students attending college visits and career exploration visits. Increase the number of students participating in mentor program and students activities that encourage growth in knowledge and career exposure. Restart the certification program to increase opportunity for students to become ready for hiring acquire necessary skills, experience, and knowledge.
Create a Comprehensive Student Support System By 2026 the Computer Academy would like to increase equity by improving academic outcomes and integration of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) into the Academy by 40%. We will intentionally recruit Black and Brown scholars by visiting feeder schools to share information about the Academy, increase presentations to the 9th grade so they can make better informed decisions and understand the benefits of being a part of the Computer Academy. Outcomes for Teachers and Leads: Creating more student choice and voice, identify strategies to support our struggling, at risk scholars including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration, provide more opportunities for scholars of color to be leaders or presenters representing the Academy. Outcome for Students: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions, participate in leadership opportunities. Needs: Engage in professional Development focusing diversity, equity and inclusion, increase professional development on Culturally Responsive Pedagogy, increase professional development on Social Emotional Learning, engage and participate in collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.		Rigorous Academics Program:: We are not meeting this goal as the data dashboard shows Black and Brown scholars are being outperformed by the peers. Outcomes for Teachers and Leads: Increase team planning and collaboration that create student voices. Outcome for Scholars: Many computer academy students particularly black and brown students are not involve in leadership opportunities that engage them in real world activities. Needs: We must be intentional in our recruitment efforts to provide participation at all levels including SEL supports, scaffolding, and identifying and deploying strategies to address many of these inequities.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions
		For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards.	Yes we are on track to increase the number of interdisciplinary integrated PBL curriculum pro in at least 3 content areas. Currently, we have integrated PBL curriculum across English language and CTE. We are planning a retreat by end of school year to extend it to at least another one or two content areas- social studies, science, and/or mathematics. Despite the abrupt departure of our CTE teacher, and the subsequent interruptions in a smooth start of the school year, coupled with the uncertainty of the funds to pay for the necessary PD, computer academy struggled to keep pace and bounce back. We did due to the
	80% of students are meeting the A-G requirements as teachers are meeting regularly to review data, discuss growth, and monitor D and F rates.	

	Increase access to Professional Development and the use of data to inform and drive Professional Development and instruction.	We are on track with this goal as we constantly meet during common 8th period collaboration time available to review and identify achievement data, SEL, or attendance challenges in order to implement intervention supports
24-25 Strategic Actions for Goal #2	Increase industry partnerships, implement effective WBL curriculum, utilize a variety of WBL opportunities, in	We are not fully on track to meet this goal. We need to identify and establish more industry partnerships that provide internships for our students particularly the most at risk students. Our mentor program is on track, last year we matched 30 students with industry professionals and this year we have already matched 47 students. We also have 20 ECCCO internships mapped to the computer academy students this upcoming summer. We are working to establish certification opportunities with CISCO and Oracle academies.
	Increase the number of mentors and mentees for at-promise students by 30%	
	Provide additional WBL PD for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career	
	Increase internship outcomes for at-risk students by 30% and increase graduation rates by providing students with the skills for success.	
	Create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership.	
24-25 Strategic Actions for Goal #3	Intentionally increase equity by improving academic outcomes of all students particularly our at-promise students	Our intervention process involves collaborative team meeting that includes all academy staff. We regularly use data to track student progress, engagement, and performance to improve outcomes and provide personalized learning experiences particularly for the most at risk students. We are on track with the recruitment program and have our students involved in the process that results in recruitment target goals.
	Intentionally recruit girls, black, and brown students in order to reflect the demographics of the school.	
	Increasing student intervention, student clubs and activities, family outreach and staff professional development and collaboration.	

Pathway Strategic Actions 2025-2026**2025-2026 Strategic Actions**

Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	Rigorous Academics Program: By 2026 the Computer Academy will increase the number of interdisciplinary projects in order to improve academic outcomes for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) of failing or not meeting A-G requirements and minority scholars through team curriculum and team collaborations, scaffolding, implementing researched based strategies, interventions and differentiation. We will meet weekly to review data, discuss scholar academic growth, monitor D & F rates to ensure all students are college and career ready and reduce disparities and inequities in scholar achievement. Outcomes for Teachers and Leads: Integrate the CCSS, NGSS and CTE Standards in lesson planning and unit designs. Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, Project Based Learning units, collect and analyze data. Outcome for Scholars: Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. Needs: Professional Development, consistently utilize collaboration time, implement a variety of models for differentiated, interdisciplinary units and provide the necessary funding for scholar supplies and materials.	New or Revised Strategic Actions for Goal #1	1. Increase Project Based Learning units by using collaboration time to develop at least 2 well-planned interdisciplinary units across grade levels with a minimum of 2 content areas using Common Core State Standards and Career Technical Education Standards. 2. Develop an effective intervention and monitoring tool to automate the intervention process and make it more effective. 3. Increase involvement in regular team collaboration meetings to monitor students' report card data to be better informed and provide targeted interventions for students with D and F grades, attendance problems, a GPA below 2.2, and motivation or behavior issues. 4. Provide extended contracts to support the pathway teachers' work in the intervention process, integrated curriculum units, and addressed student-specific needs. 5. Encourage all teachers to attend district-planned professional developments. Increase access to Professional Developments and the use of data to inform and drive Professional Development, instruction, and assessment. 6. Increase Project Based Learning units by using collaboration time to develop at least 2 well-planned units across a minimum of 2 content areas using Common Core State Standards and Career Technical Education Standards.
	Create a Rigorous WBL Program: By 2026 the Computer Academy will increase equitable WBL and internship outcomes for at-risk scholars as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) by 30% and increase graduation rates by 50% by		1. Increase industry partnerships, implement effective WBL curriculum, and utilize a variety of WBL opportunities. 2. Increase the number of mentors and mentees for at-promise students by 30% 3. Increase additional PD for Computer Science teachers to improve team

Goal #2: By 2026	or disadvantaged economically) by 30% and increase graduation rates by 50% by providing scholars with skills and strategies for success. We will provide additional WBL professional development for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career. Outcomes for Teachers and Leads: Continue to identify Industry Partnerships, increase team collaboration time to align work with Linked Learning and Pathway goals, continue to use data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. Reestablish the Computer Science Certification Program for scholars. Outcome for Scholars: Explore a variety of college/career opportunities through college and industry visits, engage in hands-on learning experiences, increased understanding of college and career requirements, participate in certification programs, create goals for the future, develop a plan for high school success. Needs: Professional Development, externship opportunities, increased collaboration time focusing on standards, growth and needs of the program and scholars, funding for field trips, college tours, internships and externships, Student Success Team to support Social-Emotional Learning and WBL activities and events."	New or Revised Strategic Actions for Goal #2	3. Increase additional PLD for Computer Science teachers to improve team collaboration and understanding of how WBL is integrated across all content areas. 4. Increase student readiness to succeed in college and/or career. 5. Increase the number of internships for at-promise students by 30% and increase the graduation rate by providing students with the necessary skills for success. 6. Create and maintain a practical monitoring and evaluation system for WBL programs, activities, and partnerships. 7. Restart the Computer Academy certification program to allow students to earn industry certification. This would be an additional opportunity to enter the job market and accumulate work skills, knowledge, and experience. Certifications may include one or more of these: CompTIA A+, Cisco CCNA, Java Certification, Python Certification, Oracle Database Programming, AI, Data Science, and CyberSecurity Certification.
Goal #3: By 2026	Create a Comprehensive Student Support System By 2026 the Computer Academy would like to increase equity by improving academic outcomes and integration of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) into the Academy by 40%. We will intentionally recruit Black and Brown scholars by visiting feeder schools to share information about the Academy, increase presentations to the 9th grade so they can make better informed decisions and understand the benefits of being a part of the Computer Academy. Outcomes for Teachers and Leads: Creating more student choice and voice, identify strategies to support our struggling, at risk scholars including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration, provide more opportunities for scholars of color to be leaders or presenters representing the Academy. Outcome for Students: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions, participate in leadership opportunities. Needs: Engage in professional Development focusing diversity, equity and inclusion, increase professional development on Culturally Responsive Pedagogy, increase professional development on Social Emotional Learning, engage and participate in collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.	New or Revised Strategic Actions for Goal #3	1. Restart our teacher-led tutoring and peer-tutoring programs. Improve student engagement, attendance, and GPA of all students, particularly the at-promise students. 2. Create a student-run club that will include teaching leadership skills. 3. Intentionally recruit more girls, black, and brown students to reflect and mirror the demographics of the whole school. 4. Increase participation in students' clubs and activities, family outreach, leadership-related professional development, and team collaboration activities.

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Teacher Salaries: Hire a Teacher at 1.0 FTE for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), and Computer Science for Capstone in the Computer Pathway, which includes pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the computer and information science industry. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Computer Pathway): The teacher will teach three sections of CTE 10th grade - Computer Science Principles to 93 10th-grade students. The teacher will teach two sections of CTE 12th grade - Computer Science Senior Seminar to 62 12th-grade students. The teacher will attend Computer collaboration meetings and co-planning meetings. ANTICIPATED OUTCOMES: Students will be able to complete a 10th - 12th-grade Program of Study related to Information and Computer Technologies (industry sector for the Computer Academy) Students will undergo exposure to cross-curricular projects related to their instructional disciplines The academy will have a complete instructional teaching team PCN 4185 - Seth Smith (Salary & Benefit costs included)	\$79,614.23	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Computer Academy	Approved	
Teacher Salaries: Hire a Teacher, at .375 FTE, for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), and Computer Science for Capstone in the Computer Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 6194 - Christina Ong (Salary & Benefit costs included)	\$39,310.62	1105	Teacher Salaries	TCHR STR ENG	.375 FTE	Computer Academy	Approved	

Pathway Name:	Engineering Academy			Program #:	3880
Mission and Vision	The mission of the Engineering Academy is to successfully develop students' logical and spatial skills and their ability to justify their reasoning through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in all STEM fields while providing them access to laboratory and internship experiences.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		Equitable Admissions: Improvement in diversity with respect to student demographics and achievement distribution, including underrepresented minorities, SPED, and female students. Admissions process is completely based on interest and student choice, regardless of academic achievement 1.1 Cohort Structure: Pathway students take at least one cohorted Engineering class and one science class in each year of study. No restrictions around ELL students being part of the cohort 1.2 Curriculum and Instructional Design & Delivery: CTE classes include cross-subject, interdisciplinary instruction/content (math, physics, english). Instruction is aligned with OUSD graduate outcomes. Curriculum focuses on project based learning that requires complex critical thinking skills. Scaffolds are being developed to support lower performing students. 1.3 Assessment of Learning: Assessments align with OUSD graduate outcomes. Seniors engage in a rigorous capstone project that builds upon their experience in the Academy. Modifications are provided for students in special circumstances. 1.4 Early College Credit Opportunities: Discussions with local college Engineering programs have been had around implementing Dual Enrollment courses 1.5 Partner Input and Validation: Advisory board meetings have been done yearly. District office is now hosting advisory board events and industry summits.	*Reaching parity with whole school demographics (however this may conflict with CPA requirements of other pathways) *Cohorting students in Chemistry, Physics, and English. *Core content should include industry and career related content (once cohorting is done) *Provide more opportunities for students to demonstrate learning to industry representatives and community members, public demonstrations. *More work needs to go towards setting up a dual enrollment section *Can work with partners more to go more in depth into curriculum design and potential collaboration	*Analyze current admissions data: To identify areas where the Academy may be falling short in terms of diversity and equity, it is important to analyze current and past admissions data. This can include looking at the demographics of students who are currently enrolled, as well as their academic achievement levels. By identifying areas where there are disparities, the Academy teachers can begin to develop targeted strategies to address these issues. *Working with Admin to identify teachers that can be cohorted with the Engineering Academy *Refining the interdisciplinary approach: To ensure that the interdisciplinary approach is effective, it may be necessary to refine the way that different subject areas are integrated into CTE classes. This could involve reviewing existing curricula to identify areas where further integration is needed, and developing new materials that help students see the connections between different subjects. *Parents and industry representatives will be invited to Senior Capstone final presentations. Outstanding projects will be recommended to be showcased in the OUSD STEM Faire. Steps will be taken to plan a end of year pathway showcase specific for Oakland Tech *Currently working with Laney College to set up a dual enrollment class for the 23-24 school year (ENGIN 10 in the Fall, ENGIN 22 in the Spring). *Collaboration time is planned for the next Industry Summit/Advisory Board happening in March 2023	

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	We have a working document where we track all the WBL activities designed for all the Academy students in different grade levels:	The Engineering Academy will provide resources and learning opportunities for students to take ownership of their work-based learning (WBL) plan by allowing them to customize it according to the pathway outcomes that most identify with their interests, abilities, and personal goals. By doing so, students will be more engaged and invested in their WBL experience, leading to better career choices after High School. Regular reflection is also an essential component of the WBL plan that will be updated in the Portfolio. Students should be given the opportunity to reflect on their experiences and update their plan regularly. By doing so, students can evaluate their progress and change their plans as needed. Additionally, students should take into account their postsecondary goals and plans when updating their plan, ensuring that they are well-prepared for their future careers.	Students will be encouraged to track their experiences throughout their WBL journey in a Portfolio document that they will start developing in the Sophomore class using specialized software tools for document layout and design. This will help them assess their progress towards achieving their pathway outcomes, district graduate profile, and personal goals. By tracking their experiences, students can identify areas where they need to improve and take steps to address them. By empowering students to customize their WBL plan, track their experiences, and regularly reflect upon and update their plan, the Engineering Academy can inspire students to take charge of their learning and achieve their desired outcomes.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	3.1 College and Career Preparation and Support: Pathway students learn about different career opportunities in engineering and architecture. SSS supports with college admissions and financial aid. Juniors engage in professional development activities such as mock interviews and resume building. 3.2 Social-Emotional Skill Development: Program enables SEL development through group projects, self-driven projects, & self-reflection exercises. 3.3 Individual Student Supports: Pathway team accounts for IEPs/504s when providing instruction and develops individualized learning plans when necessary. 3.4 Student Input and Validation: Pathway team responds to student interests when designing curriculum and allows for some freedom and flexibility for students to pursue projects they are interested in. Team regularly receives feedback from students to make curriculum more responsive.	*Spread out CCPS more evenly over the 3 grade levels. Provide more information about specialized careers as well as options in trade schools. *Acting more proactively in developing comprehensive supports for struggling students that bring in parents, counselors, admin, teachers, and case managers. *Development of a standardized survey that is given to each cohort of students each year for regular and consistent data collection.	*Organize a retreat among the Engineering Academy team and WBL supports to identify key professional development that need further attention/expansion. Develop a plan to distribute professional development activities more evenly across each grade level. *Through the program of study, the pathway standardizes protocols that regularly embed opportunities for students to reflect on their social-emotional learning and growth over time. *The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy. *Developing a plan to identify struggling students earlier on in the school year and constructing individualized supports *Engineering team will develop a standardized feedback survey that is given to each Engineering cohort on a regular basis (min. annually)
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals <i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>			
Goal #1: By 2026	Create Rigorous Academic Programs: By 2026, 80% of struggling/at risk students will improve their academic performance across all classes to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency.		
Goal #2: By 2026	Provide Students with WBL Experiences: By 2026, 90% of scholars will participate in WBL, Internships, and Industry activities/events to increase WBL opportunities and high school readiness, to succeed in college and career.		
Goal #3: By 2026	Create Accessible and Relevant CTE Experiences for all Students: By 2026, the Engineering Academy have at least 5 active industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards.		
Pathway Strategic Actions			
Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>			
	Develop and implement a plan to identify struggling students early on in the school year and track their progress academically and behaviorally.		

Strategic Actions for Goal #1	Implement MTSS plan to aid struggling students academically and behaviorally that brings in teachers, SSS, parents/family members, counselors, APs, and case managers
	Bring in a 10th grade English teacher to collaborate with the Engineering Academy and identify strategies that can be shared across English and Engineering classes to support English Language Learners.
Strategic Actions for Goal #2	Develop partnerships with local businesses and organizations: Establishing relationships with local businesses and organizations who can provide valuable work-based learning opportunities for students. Schools can create partnerships with businesses in various industries to provide students with internships, job shadowing experiences, and other work-based learning opportunities. This can also include partnering with professional organizations to provide students with certifications and industry-specific training.
	Conduct a needs assessment: Before establishing partnerships with local businesses and organizations, we'll conduct a needs assessment to identify the industries and companies that would be most beneficial for students to have access to. This can involve surveying students to determine their career interests, as well as conducting research on local industry trends and workforce needs.
	Develop a partnership plan: Once potential partners have been identified, we'll develop a partnership plan that outlines the goals and objectives of the partnership, as well as the specific types of work-based learning opportunities that will be offered. The plan should also include details on the roles and responsibilities of each partner, as well as the resources that will be needed to implement the program. Additionally, the plan should outline how the partnership will be sustained over time, including plans for ongoing communication and evaluation.
	Implement a comprehensive WBL program: All Academy students will be expected to participate at least in one of the following WBL opportunities per year, such as internships, apprenticeships, job shadowing, and career exploration events. Additionally, the Engineering Academy will provide support to students, such as resume building workshops, interview preparation, and networking events, to help them succeed in their WBL experiences.
	Evaluate and adjust the WBL program regularly: To ensure the success of the WBL program, it is important to regularly evaluate and adjust the program based on feedback from students, employers, and educators. This can include tracking participation rates, student outcomes, and employer satisfaction with the program. Based on this feedback, we can make adjustments to the program to ensure that it is meeting the needs of students and employers, and that it is preparing students for success in college and career.
Strategic Actions for Goal #3	Expand our Advisory Board: Once potential new partners have been identified, create an advisory board consisting of representatives from each industry partner. The board should meet regularly to discuss current trends in the industry, review and evaluate WBL experiences, and provide feedback on the program.
	Develop a structured agenda for advisory board meetings: To ensure that advisory board meetings are productive and focused, it is important to develop a structured agenda that covers key topics related to work-based learning opportunities. The agenda should include time for updates on the progress of the program, feedback from advisory board members on current and proposed activities, and discussions on how to improve industry connections and open up more internship opportunities. Additionally, the agenda should include time for sharing industry trends and updates to ensure that the school's curriculum is up-to-date and relevant to current industry standards. By having a structured agenda in place, meetings can be more efficient and productive, ensuring that the advisory board is able to provide valuable feedback and guidance to improve work-based learning opportunities for students.
	Ensuring all advisory board members understand their responsibilities and expectations, this can include attending meetings, providing feedback on the WBL program, and promoting the program to other industry partners.
	Establishing a communication plan to keep the advisory board members informed about the progress of the WBL program, this can include regular updates on program activities, student success stories, and other relevant information.
	Evaluating regularly the effectiveness of the advisory board to ensure that it is meeting its goals and objectives, this can include assessing the quality of feedback provided by board members, tracking the success of students' WBL experiences, and monitoring the overall impact of the program.

Pathway Budget Expenditures**2023-2024 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

2024-2025: YEAR TWO**Pathway Strategic Goals****Pathway Quality Strategic 3 Year Goal****Check in on 3-Year Goals**

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

Create Rigorous Academic Programs: By 2026, 80% of struggling/at risk students will improve their academic performance across all classes to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency.

- in SY21-22, 16% of academy students had at least one D/F, in SY22-23 that percentage dropped to 14.2%
 - No SSS or case manager to support struggling/at risk students. Academy team is small, doesn't include teachers across non-CTE disciplines thus difficult to coordinate support.

Provide Students with WBL Experiences: By 2026, 90% of scholars will participate in WBL, Internships, and Industry activities/events to increase WBL opportunities and high school readiness, to succeed in college and career.		- 100% of seniors have had a guest speaker, worked on service project. 33% of sophomores have done a workplace tour, had a guest speaker. 100% of sophomores will work on a project that has been co-developed with industry partners (Bridge Competition). - Engineering Career Day was scheduled but had to be canceled due to staffing issues. Data logging has been difficult due to no SSS. Few engineering internships within the ECCCO program
Create Accessible and Relevant CTE Experiences for all Students: By 2026, the Engineering Academy have at least 5 active industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards.		- Have developed industry connections with Tesla, Lawrence Berkeley National Labs, EBMUD?, - Difficult to get in touch with certain companies (Autodesk), some events that would involve industry connections had to be canceled due to staffing issues.
Pathway Strategic Actions Reflection		
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	Develop and implement a plan to identify struggling students early on in the school year and track their progress academically and behaviorally.	- We have developed a plan to ID struggling students and track progress. We have not been able to implement the MTSS plan and have not yet begun collaborating with a 10th grade English teacher.
	Implement MTSS plan to aid struggling students academically and behaviorally that brings in teachers, SSS, parents/family members, counselors, APs, and case managers	- We began to develop a plan to ID struggling students and coordinate support using a spreadsheet tracker and have made some interventions throughout the year, though not all of them have been tracked. Counselors did a transcript review with students early in the school year. - Without a dedicated SSS or counselor, it is a challenge to coordinate that support across all the different parties involved without putting too much responsibility on the CTE teachers.
	Bring in a 10th grade English teacher to collaborate with the Engineering Academy and identify strategies that can be shared across English and Engineering classes to support English Language Learners.	- There are plans in the works to include a 10th grade English teacher as part of the academy team starting next school year. There are also talks of hiring case managers to make-up for the loss of SSS's next year. - With a larger team next year, we'll have the ability to better coordinate support. It would be helpful for an AP to lead facilitation of MTSS execution as they have more experience with the matter.
23-24 Strategic Actions for Goal #2	Develop partnerships with local businesses and organizations: Establishing relationships with local businesses and organizations who can provide valuable work-based learning opportunities for students. Schools can create partnerships with businesses in various industries to provide students with internships, job shadowing experiences, and other work-based learning opportunities. This can also include partnering with professional organizations to provide students with certifications and industry-specific training.	Develop Partnerships with Local Businesses and Organizations The effort to establish meaningful connections with local businesses and organizations has been slower than anticipated. The primary reason for this delay is the inherent time it takes to develop these partnerships effectively. Establishing trust and understanding between educational institutions and industry partners involves numerous discussions, meetings, and negotiations to align mutual expectations and outcomes. Furthermore, the focus on developing and refining new curricula has demanded significant attention from the staff, limiting the resources available to pursue and nurture these partnerships actively.
	Conduct a needs assessment: Before establishing partnerships with local businesses and organizations, we'll conduct a needs assessment to identify the industries and companies that would be most beneficial for students to have access to. This can involve surveying students to determine their career interests, as well as conducting research on local industry trends and workforce needs.	Conduct a Needs Assessment The needs assessment, a critical step in identifying potential industry partners that align with student interests and local workforce trends, has yet to be thoroughly executed. Although there is an intention to survey students' career interests via the academy application form, this data has not been systematically analyzed to inform partnership development. The lack of a structured approach to dissecting and leveraging this information means valuable insights into student aspirations and local industry needs might not be fully utilized.
	Develop a partnership plan: Once potential partners have been identified, we'll develop a partnership plan that outlines the goals and objectives of the partnership, as well as the specific types of work-based learning opportunities that will be offered. The plan should also include details on the roles and responsibilities of each partner, as well as the resources that will be needed to implement the program. Additionally, the plan should outline how the partnership will be sustained over time,	Develop a Partnership Plan Without a formal plan or template for initiating and sustaining industry relationships, the strategic objective of outlining clear goals, roles, responsibilities, and resource requirements for partnerships remains unachieved. The absence of such a framework makes it challenging to move forward with potential partners and could lead to missed opportunities for creating impactful work-based learning (WBL) experiences. Evaluate and Adjust the WBL Program Regular evaluation and adjustment of the WBL program are essential for its success and sustainability. However, the lack of a system for tracking participation rates, student outcomes, and employer satisfaction makes it difficult to assess the effectiveness of current WBL interventions. Without this feedback loop, it's challenging to make informed decisions to improve and tailor the program to better serve students and meet employer expectations.

	Evaluate and adjust the WBL program regularly: To ensure the success of the WBL program, it is important to regularly evaluate and adjust the program based on feedback from students, employers, and educators. This can include tracking participation rates, student outcomes, and employer satisfaction with the program. Based on this feedback, we can make adjustments to the program to ensure that it is meeting the needs of students and employers, and that it is preparing students for success in college and career.	
23-24 Strategic Actions for Goal #3	Expand our Advisory Board: Once potential new partners have been identified, create an advisory board consisting of representatives from each industry partner. The board should meet regularly to discuss current trends in the industry, review and evaluate WBL experiences, and provide feedback on the program.	- We are not on track to expanding our advisory board by the end of the school year. There is a structured agenda for advisory board meetings, developed by our district CTE coach. We have evaluated the effectiveness of last year's advisory board meeting and that feedback is being taken into consideration for this year's industry summit. We do not have a communication plan to keep up with advisory board members. - We have an advisory board / industry summit PD scheduled for April 12th. Last school year, our advisory board was also integrated with the industry summit PD, organized by our district CTE coach - We do not have a SSS or pathway coach to assist us in maintaining contact with advisory board members and planning additional meetings. We have WBL specialist whom we have developed a WBL plan with, however, we have had trouble with scheduling certain activities and fitting all the events in our curriculum/calendar. - Leveraging Industry Summits: We agree there's value in continuing to rely on the Linked Learning Office's Industry Summits. We propose supplementing these events throughout the year with smaller, targeted meetings focused specifically on feedback for our pathway's progress and challenges. -Support for Ongoing Engagement: We need additional support from the WBL liaison to help us maintain consistent channels of communication with industry contacts. This would enhance curriculum development, guest speaker opportunities, and long-term industry partnerships.
	Develop a structured agenda for advisory board meetings: To ensure that advisory board meetings are productive and focused, it is important to develop a structured agenda that covers key topics related to work-based learning opportunities. The agenda should include time for updates on the progress of the program, feedback from advisory board members on current and proposed activities, and discussions on how to improve industry connections and open up more internship opportunities. Additionally, the agenda should include time for sharing industry trends and updates to ensure that the school's curriculum is up-to-date and relevant to current industry standards. By having a structured agenda in place, meetings can be more efficient and productive, ensuring that the advisory board is able to provide valuable feedback and guidance to improve work-based learning opportunities for students.	
	Ensuring all advisory board members understand their responsibilities and expectations, this can include attending meetings, providing feedback on the WBL program, and promoting the program to other industry partners.	
	Establishing a communication plan to keep the advisory board members informed about the progress of the WBL program, this can include regular updates on program activities, student success stories, and other relevant information.	
	Evaluating regularly the effectiveness of the advisory board to ensure that it is meeting its goals and objectives, this can include assessing the quality of feedback provided by board members, tracking the success of students' WBL experiences, and monitoring the overall impact of the program.	
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	Create Rigorous Academic Programs: By 2026, 80% of struggling/at risk students will improve their academic performance across all classes to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency.	New or Revised Strategic Actions for Goal #1
		Assess effectiveness of EA student support plan and make necessary revisions to the tracker
		Schedule student support time at the start of each collaboration meeting to ensure that interventions and progress is regularly being made
		Collaborate with 10th grade English teacher to identify strategies that can be shared across English and Engineering classes to support English Language Learners.
Goal #2:	Provide Students with WBL Experiences: By 2026, 90% of scholars will participate in WBL, Internships, and Industry activities/events to increase WBL opportunities and high school readiness, to succeed in college and career.	New or Revised Strategic
		Leverage Existing Resources: Engage career specialists at the school to actively participate in the development of partnerships. Their expertise and connections could significantly accelerate the process.
		Integrate Curriculum with Community Needs: Utilize the new curriculum as a basis for identifying community partners by matching key learning outcomes.

By 2026		Strategic Actions for Goal #2	Systematic Data Analysis: Develop a system for analyzing student interest data collected through academy applications.
			Create a Partnership Template: Design a comprehensive plan template that outlines the steps, responsibilities, and expectations for each partnership, so we can ensure consistency in how partnerships are approached and managed.
Goal #3: By 2026	Create Accessible and Relevant CTE Experiences for all Students: By 2026, the Engineering Academy have at least 5 active industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards.	New or Revised Strategic Actions for Goal #3	Develop a form that can be sent out to potential partners to gauge what activities and experiences they can provide for EA scholars
			Share form with at least 20 local businesses and organizations. Continue outreach until we have received at least 10 positive responses
			Develop a partnership plan with each organization that has made a positive response to our outreach form to integrate the support and experiences they can offer with our WBL program for the school year

Pathway Budget Expenditures*Effective July 1, 2024 - June 30, 2025***2024-2025 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Teacher Salaries: Hire a CTE teacher, at .5 FTE, for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and Engineering Technology 2 which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 4222 - Ernesto Baena (Salary and Benefit costs included)	\$70,934.43	1105	Teacher Salaries	Teacher Str Eng	0.50	Engineering		Conditionally Appro...
Teacher Salaries: Hire a CTE teacher, at 1.0 FTE, for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and the 12th Grade Innovative Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 3662 - Ahlad Reddy (Salary and Benefit costs included)	\$97,796.28	1105	Teacher Salaries	Teacher Str Eng	1.00	Engineering	Approved	

2025-2026: YEAR THREE**Pathway Demographics**

2024-25 Total Enrollment Grades 9-12			153						
Special Populations	% Male 60.8%	% Female 39.2%	% Oakland Residents 98.7%	% LCFF	% English Learners 3.9%	% LTEL 3.3%	% Current Newcomers 0.7%	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American 12.4%	Native American	Asian 13.7%	Hispanic/Latino 18.3%	Filipino 0.7%	Pacific Islander	White 40.5%	Multiple Ethnicity 13.1%	Not Reported 1.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?				Select Group				
PATHWAY PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data			
Four-Year Cohort Graduation Rate	98.4%	96.2%	93.2%	TBD					
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A					
Four-Year Cohort Dropout Rate	1.6%	1.9%	6.8%	TBD					
A-G Completion Rate (12th Grade Graduates)	91.8%	92.0%	87.3%	TBD					
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A					
On Track to Graduate - 10th Graders	90.4%	87.1%	86.6%	79.4%					
10th Graders meeting A-G requirements	92.3%	82.3%	82.1%	70.6%					
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	19.0%	18.5%	5.0%	12.7%					
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	27.0%	38.9%	40.0%	53.1%					
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%					
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	1.6%	2.0%	0.0%	0.0%					
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A					
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	11.1%	11.8%	TBD	TBD					
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	69.8%	74.5%	TBD	TBD					
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data			
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD					
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A					
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD					
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD					
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A					
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD					
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD					
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD					
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD					
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD					
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD					
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A					
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD					
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD					
Pathway Student Data Reflection									
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?									
Assets				Challenges					

Engineering Academy has highest rate of A-G completion Dual Enrollment success; increase in participation Community representation - majority of students are from Oakland Higher graduation rate than school overall		declining graduation rate declining internship participation Supporting our dual enrollment teachers; ensuring DE instruction isn't aligned with our vision (i.e. current DE instructor just lectures; doesn't provide students with hands-on learning opportunities) Building common language/ definitions of things like hands-on learning, project-based learning
What might be some root causes to help you understand those student data? Vague sense of what is engineering Vague sense of what is Engineering Pathway Teachers haven't had a lot of opportunities to align curriculum/ talk about students Not enough early interventions for struggling students Cell phones reducing engagement / participation / cognitive health / mental health Dual enrollment is also a bit of a red flag...implies students are college ready, but are they? AI AI AI is going to be/if not already is/ a huge challenge to keep students engaged and using their own muscle to problem solve when they are not in class.		
Pathway Strategic Goals		
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
Create Rigorous Academic Programs: By 2026, 80% of struggling/at risk students will improve their academic performance across all classes to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency.		The mid-year data reflects that we are not making sufficient progress as 70% of our 10th graders are off track at this point.
Provide Students with WBL Experiences: By 2026, 90% of scholars will participate in WBL, Internships, and Industry activities/events to increase WBL opportunities and high school readiness, to succeed in college and career.		We need more data around this point. Students have taken trips with their APES classes that look at sustainability
Create Accessible and Relevant CTE Experiences for all Students: By 2026, the Engineering Academy have at least 5 active industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards.		Advisory board has not met in person recently Need to work with WBL and CTE teachers to identify more connections.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	Assess effectiveness of EA student support plan and make necessary revisions to the tracker	Strategic Action #1-2 - During this school year, we've held kid talks using a consultancy protocol adopted by the school site. In addition, we have held SSTs for students who have been deemed as having academic or behavioral challenges. Our work for the remainder of the year is to continue to review early warning indicators in areas of: Behavior (Referrals), Attendance, and Grades (inc: GPA). Our academy's counselor and Assistant Principal has made contact to students in need that data has shown needs individualized attention. Our counselor works with these students struggling academically with individualized academic plans that include credit recovery options. More work still needs to be held in monitoring and revising developed action plans. Strategic Action #3 - During the school year 2024-2025, we have expanded the Engineering Team to create intentional teaming. One of those intentional teaming arrangements was putting together an additional FTE to teach English II (10th grade) within our Academy. Our English II teacher also teaches English IV, which means that she welcomes students entering in the academy their first year and orients those leaving the academy in their final year of the academy. In addition to an English teacher, we have expanded the team to include one social science teacher, a math teacher, and two science teachers. While saying this, we are still missing enough FTE to fully encompass all classes offered being held by a teacher within the academy. This includes US History, and English III.
	Schedule student support time at the start of each collaboration meeting to ensure that interventions and progress is regularly being made	
	Collaborate with 10th grade English teacher to identify strategies that can be shared across English and Engineering classes to support English Language Learners.	
24-25 Strategic	Leverage Existing Resources: Engage career specialists at the school to actively participate in the development of partnerships. Their expertise and connections could significantly accelerate the process.	Strategic Action #1 - Work based learning has been one of our core priorities. We have developed a work based learning plan with WBL initiatives that we are seeking to add to our student's academic and industry level experience. We have been working in partnership with our Work Based Liaison to develop partnerships with local businesses for us to offer work based learning opportunities including internships. We've met and started to create lists of companies that we are seeking to reach out to establish working based learning opportunities for students to engage into. As we are a brand new team experiencing recent turnover in out team, so we have not been able to full engage in bringing to life actions within this strategic action as we hope to. Strategic Action #2 - We have developed and completed a needs assessment of companies that we are hoping to engage in work based learning encounters. We have created touchpoints to survey the career interests of students.
	Integrate Curriculum with Community Needs: Utilize the new curriculum as a basis for identifying community partners by matching key learning outcomes.	

Actions for Goal #2	Systematic Data Analysis: Develop a system for analyzing student interest data collected through academy applications.	engage in work based learning encounters. We have created opportunities to survey the career interests of students. We are working to find uses of the data accumulated to inform our Work Based Learning Plan.	
	Create a Partnership Template: Design a comprehensive plan template that outlines the steps, responsibilities, and expectations for each partnership, so we can ensure consistency in how partnerships are approached and managed.	Strategic Action #3 - This is in progress and will be completed before the end of the school year. We have determined agencies that we are seeking to partner with that can offer our students a learning experience that adds to classroom instruction. Continued conversations will provide us the data to provide a detailed outline of the expectations, and desired outcomes for the work. Strategic Action #4 - We are in constant discussion and review of our WBL plan and the WBL program that we are providing. We've reviewed our WBL activities offered and reflected upon success, alignment to outcomes, and areas for improvement that can be imparted. We are continuing through this year continuing to review and modify our WBL plan and program to meet the experiential needs of our students.	
24-25 Strategic Actions for Goal #3	Develop a form that can be sent out to potential partners to gauge what activities and experiences they can provide for EA scholars	Strategic Action #1-4 - We currently are using meetings through our district's advisory board to meet this strategic goal. Our hope overtime is for us to have a site based advisory board encompassing industry partnership and integral members needed to move our Engineering program. As we are strongly working to build our academy team, and relationships within the members of our academy team, along with work based learning for our students within 10-12, it will take time to bring a site advisory board to life.	
	Share form with at least 20 local businesses and organizations. Continue outreach until we have received at least 10 positive responses		
	Develop a partnership plan with each organization that has made a positive response to our outreach form to integrate the support and experiences they can offer with our WBL program for the school year		
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?			
Goal #1: By 2026	Create Rigorous Academic Programs: By 2026, 80% of struggling/at risk students will improve their academic performance across all classes to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency.	New or Revised Strategic Actions for Goal #1	Complete Engineering Academy (EA) Adult teaching team - We are missing a teacher to round out our adult teaching team for US History and English III. Once that teacher(s) have been determined, we will have a complete teaching team. Through having a complete adult teaching team, we can ensure all students are receiving rigorous and quality instruction with appropriate means of differentiation.
			Develop and implement MTSS plan (Tier I - III) utilizing early warning indicator (EWI) data to offer a continuum of interventions for struggling students.
			Conduct two grade analysis and student kid talk sessions during the year to determine which kids are struggling and EWI data says support is needed for
Goal #2: By 2026	Provide Students with WBL Experiences: By 2026, 90% of scholars will participate in WBL, Internships, and Industry activities/events to increase WBL opportunities and high school readiness, to succeed in college and career.	New or Revised Strategic Actions for Goal #2	Develop a Work Based Learning (WBL) Plan that encompasses WBL activities (inc: Internship, and Industry related activities), programming goals, and programming details.
			Develop a measuring tool to survey student preparation and readiness for post-secondary opportunities.
			Develop a WBL alumni speaker series where former students from the academy can share their experience and provide students key knowledge about how to succeed in future industry related opportunities. Former students can help ease student anxiety and provide guidance from having endured a similar academy experience.
	Create Accessible and Relevant CTE Experiences for all Students: By 2026, the Engineering Academy have at least 5 active industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards.		Develop a site based Advisory Board to support creating networking connections needed to build accessible and relevant CTE experiences for pathway students.

Goal #3: By 2026	New or Revised Strategic Actions for Goal #3	Offer 5 CTE Academy experiences (this can include but not limited to: counseling presentations, WBL Lessons, and WBL experiences) encompassing relevant CTE experiences.
		Develop a measuring tool to survey pre and post student responses to gauge student's increase in knowledge of CTE experiences. Data accumulated through this measuring tool will be utilized to make necessary pivots regarding student learning experiences and exposure to relevant CTE experiences.

Pathway Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget**

BUDGET JUSTIFICATION								
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification .			COST		OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>								
Teacher Salaries: Hire a Teacher at .625 FTE for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and Engineering Technology 2, which give pathway students the required skills aligned with industry and content standards, address pathway goals, and are required for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the engineering industry. PCN 4222 - Ernesto Baena (Salary and Benefit costs included)			\$88,382.96		1105	Teacher Salaries	TCHR STR ENG	.625 FTE
								Engineering Academy
								Approved
Teacher Salaries: Hire a Teacher at 1.0 FTE for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and the 12th Grade Innovative Design Capstone course, which includes pathway students with the required skills aligned with industry and content standards. This course addresses pathway goals and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the engineering industry. PCN 3662 - Vacancy (Salary and Benefit costs included)			\$124,453.96		1105	Teacher Salaries	TCHR STR ENG	1.0 FTE
								Engineering Academy
								Approved

Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal at 1.0 FTE. This Assistant Principal is above the base allocation to coordinate the work of the 5 pathways to provide support and supervision in alignment with the Engineering Pathway vision, mission, and goals. The Assistant Principal will work directly with Pathway Leads of Oakland Tech Engineering Academy to provide professional development, collaborate with Pathway Coach, continue building the Pathway, and support them in decreasing disparities in student achievement. DESCRIPTION OF RESPONSIBILITIES (Include duties related to the Engineering Pathway): Serve as the administrator for students enrolled in Oakland Tech's Engineering Academy. Collaborate with Pathway coach to ensure that pathway enrollment is inclusive for all students and represents the school population. Identify targeted academic supports that may be needed for pathway students to achieve the standards of each pathway and complete their graduation and A-G requirements. Identify targeted social-emotional supports that may be needed for pathway students to maintain a high level of engagement with all of their pathway classes and strong relationships with their peers. Work with the academic counselors for the students in each pathway to advise students in career and college planning, develop programmatic supports for college and career instruction, create individual student learning plans, and build student support and intervention structures within each pathway. Plan, organize, coordinate, implement, and participate in programs and activities related to the operation of each path, including instruction, student discipline, and other programs. Receive referrals and confer with students, parents, teachers, and community agencies as needed for the successful operation of each pathway. Respond to and resolve parent, student, and staff complaints regarding the pathway. New PCN 10973 - Shalonda Tillman (Salary & Benefit Costs Included)	\$155,550.02	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal, High School	1.0 FTE	Engineering Academy	Approved	
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Pathway Name:	Race, Policy & Law Academy (RPL)			Program #:	3924
Mission and Vision	The Race, Policy, and Law Academy will prepare students to work together for equity and racial justice through careers in law, policy, organizing, and communications. RPL is an inclusive community of engaged students, teachers, and community members who are dedicated to racial justice and empowerment. Through relevant curriculum and real world experiences, we take action to address inequity and persevere in the face of systemic injustice. We will explore intersecting social identities through a variety of narratives and experiences—particularly those that have been historically marginalized—so that we can deepen our awareness of multiple perspectives and approach the world with a critical consciousness. In addition, we will develop a deep knowledge of racial oppression as well as the strategies, tactics, and cultural practices used for resistance, healing, and liberation. With this knowledge, we will learn how to use organizing, legislative and policy advocacy, communications and media, and litigation as tools to promote equity and justice in our communities. Through the use of restorative justice practices, we will foster a culture and community that enables courageous dialogue in the classroom that will equip students to engage in challenging conversations across differences outside of the classroom. Students will demonstrate empathy and effective communication to collaborate in diverse groups to innovate creative solutions to the pressing social justice issues of our day.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	

Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	1. We have an equitable, open admissions policy based on student interest. All 9th grade students complete a survey form indicating their top three pathway interests. 100% of students who are in RPL indicated a preference for RPL in the admissions policy. 1.1 The current cohort structure provides a common curricular experience in each grade level (10th-12th): English 2 & Law & Society; English 3 & Policy & Advocacy; English 4 & Social Justice & Advocacy. English language learners and students with IEPs have equitable access to the cohort. 1.2. Pathway core content (English) and CTE are built around project based learning, at least one cross-subject and industry infused project per grade level. In 10th grade, 100% students engage in the City Council Simulation; in 11th grade, 100% engage in the Mock Trial project; in 12th grade, 100% students engage in the Graduate Capstone. Guest speakers are invited to the class for each of these projects. Instructional design is based on student outcomes and OUSD Graduate profile and there are multiple opportunities to demonstrate mastery. Curriculum is aligned to state Common Core and CTE standards. Scaffolding to provide equitable access to instruction is provided for each unit. 1.3 Assessments are vertically aligned to the Graduate Capstone, an OUSD requirement. For each project performance task, an authentic audience is present to provide constructive feedback. Adaptations and alternative assessments are offered when appropriate. 1.4 We have a formal agreement with the Peralta Community Colleges to offer two Dual Enrollment courses that are industry aligned (courses are in the Administration of Justice program at Merritt College). 1.5 The Advisory Board meets twice a year for staff and students to share their learnings and to hear updates, current initiatives, and innovations from industry partners.	1.1 An area for growth is building the capacity of the English & CTE teachers who form the RPL team. We have a brand new team for 2022-23 as one teacher is new to the profession and two teachers are new to the pathway. 1.1. Based on marking grade analysis that the team conducted after each marking period, we noticed that RPL students were not passing (D/F) in math and science classes. We are working on expanding the pathway cohort class to have 50% of their schedule in a cohorted class, and specifically asking a math and science teacher join the team for the 2023-24 school year. 1.3. We are working on annual opportunities in each grade level for students to formally share their understanding in a public demonstration. We are also working on the graduate capstone project - the action component -- that builds upon the integrated program of study.	1.1 Cohort Structure - For the next three years, it will be important to support professional development around project based learning for our team to build their capacity and efficacy in creating relevant, meaningful and industry based curricular experiences. The professional development along with collaboration time will provide the conditions and support to create cross-subject, interdisciplinary projects that are industry related and culturally relevant to students in RPL. 1.1 - Cohort Structure - For the 23-24 school year, we are prioritizing the addition of a math and a science teacher to the pathway so that students can be in a cohort for 50% of their schedule (3-4 of their 7 classes). 1.3 - Create a vertical sequence for public demonstration of understanding for grades 10-12. 1.5 - Early College Credit Opportunities - We are exploring additional Dual Enrollment opportunities that are industry aligned. We currently offer one DE class in the fall semester and one DE class in the spring semester.
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Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	2.1 The team works closely with the Work-Based Learning Liaison to provide at least one workshop per semester focused on career readiness. 100% of RPL students received a resume workshop and one internship workshop. 2.2 The 11th grade has a robust Mentoring Program that provides students an opportunity to interview a professional on their experiences, to participate in a mock interview in preparation for a job or internship, and to set up a job shadow. Professional mentors provide immediate feedback to students during the mock interviews. Summer internship opportunities are shared with students through multiple channels, and the Student Support Specialist provides targeted support to students. 2.3 Students who participate in the ECCCO internships showcase their work at the end of summer and receive immediate feedback. Students also share their internship experiences with industry partners at our first Advisory Board meeting of the fall.	2.2 The pandemic paused the opportunities for job shadows, so we are working to rebuild this opportunity with our industry partners. We don't currently have a universal self assessment for work based learning experiences for students to reflect on their experiences periodically and after each experience. As a result, we currently use anecdotal feedback and teacher observations and reflections to inform WBL experiences. 2.3 As we rebuild relationships and collaboration with our industry partners, we can get feedback from internship supervisors on the quality of student preparation and performance in order to improve our WBL plan.	2.2 - 2.3 Systematize student self assessment and industry partners feedback to inform and improve our WBL plan.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	3.1 The pathway team prepared students for the transition to college and career and promoted a college going culture by making time for the SSS to conduct transcript reviews with each student at each grade level, and an internship overview for all students at each grade level. The SSS provided targeted support for the completion of college applications, FAFSA, and internships. 3.3 Each teacher meets weekly with the Student Support Specialist to identify, monitor, and intervene on behalf of students of concern. After each marking period, the team analyzes student grades and identities systems of support for students not on track to graduate. The SSS meets weekly with the director to reflect and evaluate their efficacy. 3.4 An RPL Student Planning Committee was formed this year of 10-20 students who meet weekly during Advisory to plan events to foster community amongst RPL. A subgroup with this planning committee planned and presented student outreach to 9th grade classes.	3.2 We currently use circle practice every Friday to support students development of self awareness, active listening and self management. Students have self assessed themselves periodically on their development of these skills this year. We could work to expand and standardize protocols that would regularly embed SEL skill development. 3.3 With the support of the Math Department Chair, we started a weekly math tutoring session for the spring semester as this was an academic area that many RPL students struggled as identified by grade mark analysis. 3.4 While we have a group of students who are serving as leaders, ambassadors, and spokespersons in the RPL Student Planning committee, an area of growth is closing the loop on feedback that is solicited from students on the connections between curriculum, WBL and college & career preparation; and the relevance of RPL in preparing them for life after high school.	3.4 Systematize student feedback on their experiences in RPL on an annual or bi-annual basis in order to improve the program.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			

Goal #1: By 2026	Integrated Program of Study: The CTE and English teachers will engage 100% students in pathway themed projects aligned to CTE and CCSS standards so that they will meet or exceed the RPL Graduate Outcomes by 12th grade as demonstrated by the Graduate Capstone Project and student portfolios. Furthermore, they will collaborate in making sure that there is vertical alignment from grades 10-12 around common CTE and CCSS standards and skills. The CTE, English, one math and one science teacher will collaborate to create cross-subject learning opportunities. The teacher team will use feedback from students and our Advisory Board to improve the pathway curriculum that develops critical thinking skills and prepares students for postsecondary academic and career success at least once per year.					
Goal #2: By 2026	Work-Based Learning: 90% of RPL students will participate in work based learning opportunities at each grade level. The WBL opportunities will be embedded in project based learning units, including guest speakers, informational interviews, mock interviews, resume building, and mentoring. All students will create and update resumes each year in the pathway. The team in collaboration with the Work Based Learning Liaison will periodically (at least once a year) have students participate in WBL self assessments so that they can reflect on connections between the pathway curriculum and work based learning opportunities and we can improve our WBL plan based on this feedback.					
Goal #3: By 2026	Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. The team will identify a caseload of students for whom the Student Support Specialist will provide targeted interventions. The pathway team will develop protocols for 100% students to self reflect on the relevance and preparedness of the program to their learning and growth.					
Pathway Strategic Actions						
Strategic Actions for 2023-24						
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?						
Strategic Actions for Goal #1	1. The Pathway team will have collaboration meetings to develop pathway curriculum and align vertically towards the Graduate Capstone Project. We will have a one day planning retreat before school begins, meet during shared collaboration prep periods, and hold a one day reflection & planning retreat at the end of the school year.					
	2. Teachers on the pathway team will have 2 release days during the school year to conduct peer observations and to plan cross-subject learning opportunities that utilize culturally relevant pedagogy and project based learning principles.					
	3. There will be 2 Advisory Board meetings to get feedback on pathway curriculum.					
Strategic Actions for Goal #2	1. The Pathway team will use the Work Based Learning Plan to ensure there are work based learning opportunities at each grade level.					
	2. The Pathway Director and Work Based Learning Liaison will develop a WBL self assessment that students will complete at least once a year.					
	3. The Pathway team will use the student reflections on the WBL student self assessment to improve the WBL Learning Plan.					
	4. The Pathway Director and Work Based Learning Liaison will continue to cultivate relationships with professionals in the industry in order to bring work based learning opportunities to students.					
Strategic Actions for Goal #3	1. The Pathway team will use attendance and tardy data, marking period grade analysis, and teacher observations to monitor students' progress towards graduation.					
	2. The SSS in collaboration with CTE teachers will conduct transcript reviews with students twice a year so that students understand and can monitor their academic progress in high school.					
	3. The SSS and Pathway team will monitor the progress of the student caseload to determine the effectiveness of various interventions and come up with differentiated support as needed.					
	4. The Pathway team will use a reflection and feedback protocol in order for students to share their experiences on how the program has supported their learning and growth.					
	5. Two Pathway teachers will provide after school tutoring once a week in content areas that the team will have identified as areas of struggle for students.					
Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
2024-2025: YEAR TWO						
Pathway Strategic Goals						

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
Integrated Program of Study: The CTE and English teachers will engage 100% students in pathway themed projects aligned to CTE and CCSS standards so that they will meet or exceed the RPL Graduate Outcomes by 12th grade as demonstrated by the Graduate Capstone Project and student portfolios. Furthermore, they will collaborate in making sure that there is vertical alignment from grades 10-12 around common CTE and CCSS standards and skills. The CTE, English, one math and one science teacher will collaborate to create cross-subject learning opportunities. The teacher team will use feedback from students and our Advisory Board to improve the pathway curriculum that develops critical thinking skills and prepares students for postsecondary academic and career success at least once per year.	- Each grade level is on track to complete pathway themed projects for students. Student attendance has prevented us from reaching 100% student engagement; reasons for absences include chronic illness and incarceration. - The CTE, English teachers, Student Support Specialist, and Chemistry teacher have engaged in analysis of students' argumentative writing. We have also calibrated around Capstone research writing at the end of Semester 1 and beginning of Semester 2. The English 4 teacher went on leave this year, so the goal to move towards vertical alignment has paused. However, the 10th and 11th grade teachers are working to align vertically around research writing by discussing spring semester projects, sharing writing scaffolds, and clarifying writing expectations. - As a result of the shared collaboration time, we have decreased the number of Ds/Fs in each grade level through the process of analyzing marking period. At the end of Marking Period 1, we had 17 tenth graders, 24 eleventh graders and 15 twelfth graders whose Ds/Fs were greatly impacting their GPAs. At the end of Marking Period 2, the number decreased at each grade level to 6 tenth graders, 6 eleventh graders, and 3 twelfth graders. At the end of Marking Period 3/Semester 1, the number decreased even more to 5 tenth graders, 5 eleventh graders, and 0 twelfth graders in the English & CTE courses. For students who are still failing at the start of the semester 2, we have recommended that students attend after school tutoring, work with the teachers to demonstrate mastery of content on a different timeline, and have started creating individualized paths to graduation plans 1:1 with students and their counselor. One challenge has been that RPL students have not been cohorted in Geometry, Algebra 2, U.S. History, and Chemistry; additionally, the History teachers do not have the same collaboration periods which impacts our effectiveness in providing wrap around Tier 1 and Tier 2 interventions. As a result, the History teachers are only able to join us once every six weeks on Wednesdays. - The CTE and English teachers did collaborate on a cross subject learning opportunities with one per semester this year. The U.S. History and English 3 teacher planned their yearlong curriculum to reinforce common themes. However, the CTE, English, Chemistry and Algebra 2/Geometry teachers did not collaborate on a cross subject learning opportunity this year. One of the major factors that prevented collaboration across 5 content areas was that Race, Policy, and Law students were not cohorted beyond the CTE and English classes. For us to make progress, students will need to be cohorted, and the teaching team will need to continue to have a shared collaboration period (all but one teacher had a shared collaboration period). - The Pathway team met with the Advisory Board in the fall and received valuable industry based feedback on the curriculum planned for the 2024-25 school year. The Pathway team is scheduled to meet with the Advisory Board in the spring to report back on the integrated program of study that was implemented and the WBL opportunities students engaged in this year. - The Pathway team surveyed 10th and 11th grade students about Dual Enrollment to gauge interest in the current and potential future course offerings. We used the student data from the survey to collaborate with the district Dual Enrollment coordinator to update the Dual Enrollment offerings for the 2024-25 school year.
Work-Based Learning: 90% of RPL students will participate in work based learning opportunities at each grade level. The WBL opportunities will be embedded in project based learning units, including guest speakers, informational interviews, mock interviews, resume building, and mentoring. All students will create and update resumes each year in the pathway. The team in collaboration with the Work Based Learning Liaison will periodically (at least once a year) have students participate in WBL self assessments so that they can reflect on connections between the pathway curriculum and work based learning opportunities and we can improve our WBL plan based on this feedback.	- RPL students at each grade level have participated in work based learning opportunities. Highlights for the 10th grade include: Know Your Rights presentation from the Alameda County Public Defender's Office; Career Exploration Visit to Oakland City Hall that included informational interviews with staff from various City depts. and observation of a Council Committee meeting; guest speakers from Oakland City Administrator's Office and County of Alameda Office of Homeless Care and Coordination; and there is workshop series and capstone visit planned for April and May in partnership with Street Law and Pinterest. Highlights for 11th grade include: Informational Interviews with professionals from the industry; field trips to the U.S. District Court and Superior Courthouse of Alameda County; Mock Interviews & Resume Reviews are scheduled for late March. Highlights for 12th grade include: trip to San Quentin prison to observe multiple rehabilitation programs and will participate in an ACLU Lobby Day in Sacramento in April. - The 10th and 11th grade students are in the process of scheduling resume building workshops with the Work Based Learning Liaison. - We have a WBL self assessment that students will complete in the Spring once all students have engaged in at least one work based learning opportunity. - The absence of a Pathway Coach has impacted the work in this area; there has been an absence of support in coordinating work based learning opportunities and cultivating new community partnerships, and a lack of guidance in best practices for documenting, reporting, and reflecting upon work based learning opportunities.
Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. The team will identify a caseload of students for whom the Student Support Specialist will provide targeted interventions. The pathway team will develop protocols for 100% students to self reflect on the relevance and preparedness of the program to their learning and growth.	- The Pathway team has met weekly during the shared collaboration period, and at the end of each marking period (every 6 weeks) to analyze student data and to determine tiered interventions. The monthly Wednesday collaboration meeting has been utilized for teachers who teach the same students to coordinate interventions. The Student Support Specialist has been critically important in meeting with individual teachers about students of concern weekly and bimonthly, and has met weekly with the Academy Director for progress monitoring. One hindrance has been that one of the teachers does not have the same shared collaboration period, which should hopefully be fixed by the Master Schedule team for 2024-25. - All students have engaged in transcript reviews at least once in the fall; the 10th and 11th grade students have also engaged in a transcript review in the spring semester. The Student Support Specialist has planned and facilitated all transcript reviews, and has collaborated with two counselors in co-facilitating in the spring transcript reviews. - The Student Support Specialist and the Academy Director have met weekly to monitor the progress of the caseload of students who have received/are receiving targeted interventions. The Student Support Specialist has worked with the school's COST team to connect the student to appropriate services; they have also met with therapists on site to monitor progress and to ensure services are being taken advantage of.
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

23-24 Strategic Actions for Goal #1	1. The Pathway team will have collaboration meetings to develop pathway curriculum and align vertically towards the Graduate Capstone Project. We will have a one day planning retreat before school begins, meet during shared collaboration prep periods, and hold a one day reflection & planning retreat at the end of the school year.	1. The Academy team has met consistently once a week during the shared collaboration period. We have also had a one day planning retreat before school began. The main topics we have focused on is understanding the graduate outcomes, analyzing student data at the end of each marking period, determining and implementing student interventions, and supporting each other as colleagues. We have focused less on vertical alignment towards the Graduate Capstone and developing curriculum because of two factors: our students were not cohorted in Math, Science, and History as we had planned so the curriculum development felt more useful in 1:1 meetings since students are not shared by all teachers by grade level; and the 12th grade teacher who holds Capstone went on leave. The end of the year reflection and planning retreat is dependent on available budget. The Academy Director is working with the Master Schedule team to ensure that RPL students are cohorted in their English, CTE, History, Math, and Science courses in grades 10-11 for next year.
	2. Teachers on the pathway team will have 2 release days during the school year to conduct peer observations and to plan cross-subject learning opportunities that utilize culturally relevant pedagogy and project based learning principles.	2. One teacher on the team had 1 release day during the school year to develop curriculum for the 11th grade class with the support of the CTE Coach. Peer observations did occur several times during teachers' prep periods rather than as a whole release day given concerns by teachers of missing an entire day, availability of subs, and budget concerns.
	3. There will be 2 Advisory Board meetings to get feedback on pathway curriculum.	3. We held the first Advisory Board meeting virtually on 9/14/23 and received meaningful feedback from Board members on the projected curriculum for the school year. We are planning to hold the second Advisory Board meeting in person on May 2, 2024. 4. In collaboration with the Dual Enrollment team in OUSD, the Pathway team conducted student surveys in the fall to update the Dual Enrollment options for the 2024-25 school year to enhance the academic opportunities in RPL. 80% of 10th-11th grade students completed the survey.
23-24 Strategic Actions for Goal #2	1. The Pathway team will use the Work Based Learning Plan to ensure there are work based learning opportunities at each grade level.	1. The Work Based Learning Plan is in draft form and work based learning opportunities are revisited during the team meetings and in 1:1 check ins between individual teachers, CTE Coach, Student Support Specialist, WBL Liaison, and Academy Director. The Pathway team has ensured that there are work based learning opportunities at each grade level. We need to intentionally set aside time to review the plan on a consistent basis and to reflect on those work based learning opportunities. The absence of a Pathway Coach has been felt by the team, specifically in the form of guidance around best practices and systems for meeting our strategic actions.
	2. The Pathway Director and Work Based Learning Liaison will develop a WBL self assessment that students will complete at least once a year.	2. A WBL draft assessment has been created, and the Academy Director plans on adapting the draft WBL assessment to reflect the unique opportunities that RPL offers. Once that WBL assessment has been reviewed by the team, students will complete it by the end of the school year. The absence of a Pathway Coach to help systematize WBL across pathways and with the WBL Liaison on a schoolwide level has been felt in this area.
	3. The Pathway team will use the student reflections on the WBL student self assessment to improve the WBL Learning Plan.	3. The plan is to examine student responses to the WBL assessment at the end of the year retreat to improve the WBL Learning Plan for 2024-25. 4. The Academy Director, WBL Liaison and teaching team have maintained and deepened existing relationships with industry professionals in 2023-24. The Academy is going into its 2nd year of partnership with Street Law and Pinterest. Jobs shadows were started up again with the Public Defender's Office after a hiatus since 2019 due to the pandemic, distance learning, and the long term impacts of both. We have not been able to develop new partnerships this year given the circumstances that have been mentioned throughout above: absence of a pathway coach, students not 100% cohorted, and not all members of the teaching team sharing a collaboration period.
23-24 Strategic Actions for Goal #3	1. The Pathway team will use attendance and tardy data, marking period grade analysis, and teacher observations to monitor students' progress towards graduation.	1. The Pathway team analyzed student data at the end of each marking period to monitor students' progress towards graduation and have identified family communications, interventions, and other creative ideas to support students (see line 37 for the data analysis). We are on track to using this data for the remaining time left in the school year.
	2. The SSS in collaboration with CTE teachers will conduct transcript reviews with students twice a year so that students understand and can monitor their academic progress in high school.	2. The Student Support Specialist collaborated with the CTE teachers and conducted a fall transcript review with all RPL students; they also followed up with 1:1 check-ins with students who were absent on the day of the transcript review so that 100% of RPL students understand the requirements for graduation and have guidance on their path to graduation. The Student Support Specialist collaborated with two of the counselors to do a Winter/Spring transcript review for the 10th and 11th grade classes.
	3. The SSS and Pathway team will monitor the progress of the student caseload to determine the effectiveness of various interventions and come up with differentiated support as needed.	3. As part of the analysis of student data that happens in the team collaboration meetings, the Pathway team revisits interventions that have worked and not worked, and have done progress monitoring on the student caseload that needs Tier 2 and 3 interventions. Based on the team's reflections and progress monitoring, the teaching team has expressed interest and need in attending professional development that can assist them in providing differentiated support that is culturally responsive and trauma-informed.
	4. The Pathway team will use a reflection and feedback protocol in order for students to share their experiences on how the program has supported their learning and growth.	4. The teachers on the team have used their own reflection and feedback protocols to gather feedback on student experiences and academy programming. We have not yet universalized an approach or examined the student feedback as an entire team. If possible, it will be part of the end of the year reflection retreat.
	5. Two Pathway teachers will provide after school tutoring once a week in content areas that the team will have identified as areas of struggle for students.	5. For the 2023-24 school year, one Academy teacher has hosted after school tutoring with a focus on math support in response to the percentage of students getting Ds/Fs in math classes. The Math Department Chair was able to assign a volunteer tutor who comes once a week on Tuesday afterschool to provide additional academic support to students.
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		

Goal #1: By 2026	Integrated Program of Study: The CTE and English teachers will engage 100% students in pathway themed projects aligned to CTE and CCSS standards so that they will meet or exceed the RPL Graduate Outcomes by 12th grade as demonstrated by the Graduate Capstone Project and student portfolios. Furthermore, they will collaborate in making sure that there is vertical alignment from grades 10-12 around common CTE and CCSS standards and skills. The CTE, English, one math and one science teacher will collaborate to create cross-subject learning opportunities. The teacher team will use feedback from students and our Advisory Board to improve the pathway curriculum that develops critical thinking skills and prepares students for postsecondary academic and career success at least once per year.	New or Revised Strategic Actions for Goal #1	1. The Academy team will use pathway collaboration meetings to determine best practices in research and argumentative writing to align vertically towards the Graduate Capstone Project in grade 12. Facilitation will be primarily provided by the Academy Director with support from the CTE Coach and Pathway Coach, and the capacity of each team member will be built towards shared facilitation over the course of the year. 2. The CTE teachers will have students create a portfolio of curated work which they will add to and reflect upon once a year. 3. The Academy team will reflect upon the 2023-24 feedback from students regarding RPL programming in order to make improvements in curriculum and programming. 4. The CTE teachers at each grade level will collaborate with one or more core academic teachers at their respective grade levels to develop a pathway-aligned, integrated project. 5. There will be two in person Advisory Board meetings during the school year to get feedback on the 2024-25 pathway curriculum, specifically around postsecondary and industry connections and relevance.
Goal #2: By 2026	Work-Based Learning: 90% of RPL students will participate in work based learning opportunities at each grade level. The WBL opportunities will be embedded in project based learning units, including guest speakers, informational interviews, mock interviews, resume building, and mentoring. All students will create and update resumes each year in the pathway. The team in collaboration with the Work Based Learning Liaison will periodically (at least once a year) have students participate in WBL self assessments so that they can reflect on connections between the pathway curriculum and work based learning opportunities and we can improve our WBL plan based on this feedback.	New or Revised Strategic Actions for Goal #2	1. The team in collaboration with the Work Based Learning Liaison will assess student participation in and feedback from WBL learning opportunities mid year to ensure that the connections between the pathway curriculum and career opportunities are clear and meaningful. 2. To ensure that 90% of RPL students participate in WBL opportunities at each grade level, the Academy team will meet at the beginning of the year to calendar out WBL opportunities with the WBL Liaison, and revisit the calendar midyear. The team will input data on WBL opportunities and student engagement twice a year. 3. All 10th grade students will create a resume and all 11th and 12th grade students will update their resumes each year. 4. The Academy team will administer a WBL self assessment midyear and at the end of the year to reflect upon student exposure and learning about careers.
Goal #3: By 2026	Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. The team will identify a caseload of students for whom the Student Support Specialist will provide targeted interventions. The pathway team will develop protocols for 100% students to self reflect on the relevance and preparedness of the program to their learning and growth.	New or Revised Strategic Actions for Goal #3	1. The Academy team will analyze student data (academic grades, attendance, tardies, teacher observations) at the end of each marking period to ensure that 100% students are on track to graduate; we will use this analysis to determine Tier 1, Tier 2, and Tier 3 interventions for students. 2. All students will engage in transcript reviews twice a year. 3. The Student Support Specialist will collaborate with the grade level team and COST Team to ensure that there are targeted Tier 2 and 3 interventions to a caseload of students. 4. The Academy team will pilot a protocol for 100% of students to self reflect on the relevance and preparedness of the program to their learning and growth.
Pathway Budget Expenditures <i>Effective July 1, 2024 - June 30, 2025</i>			
2024-2025 Pathway Budget			

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Race, Policy, & Law Pathway. The teacher will provide instruction in CTE in the Race, Policy, Law, Social Justice pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 2658 - Felicia Yamaguchi (Salary and Benefit costs included)	\$94,216.50	1105	Teacher Salaries	Tchr Str Eng	1.0 FTE	Race, Policy, & Law Academy	Conditionall...	
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Race, Policy, & Law Academy. The teacher will provide instruction in CTE in the Race, Policy, Law, Social Justice pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 3569 - Amanda LaBerge (Salary & Benefits costs included)	\$116,757.36	1105	Teacher Salaries	Tchr Str Eng	1.0 FTE	Race, Policy, & Law Academy	Conditionall...	

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12			163						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	46.0%	54.0%	96.3%		4.9%	3.7%	0.6%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	37.4%		6.1%	19.0%	0.6%		19.0%	16.0%	1.8%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			
PATHWAY PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole Pathway Indicator			2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	
Four-Year Cohort Graduation Rate			100.0%	96.6%	95.3%	TBD			
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A	N/A	N/A			

Four-Year Cohort Dropout Rate	0.0%	0.0%	3.1%	TBD		
A-G Completion Rate (12th Grade Graduates)	81.6%	82.1%	78.3%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	66.7%	79.2%	67.9%	78.3%		
10th Graders meeting A-G requirements	59.6%	69.8%	55.4%	70.0%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.6%	18.3%	20.6%	21.3%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	43.1%	43.3%	46.0%	55.7%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	85.4%	84.5%	0.0%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.0%	22.4%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	72.0%	51.7%	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets**Challenges**

Our students have consistently been cohorted 100% in CTE Pathways since 2021. The percentage of 10th grade students who are on track to graduate and are on track for A-G completion has steadily increased since 2021. The percentage of 12th grade students who have taken a Dual Enrollment class and passed with a C- or higher has also increased since 2021. This year, 2024-25, at the time of this analysis, 89% of our 62 - 12th graders are on track to successfully meeting the Capstone requirement for graduation. This data demonstrates that students are accessing the opportunities that are being offered in the pathway, and are working towards meeting the graduation requirements.	Two areas where there appears to be a need for support are internship opportunities and college going rates. We have noticed that the data does not reflect the totality of work based learning experiences for our 10th, 11th, and 12th grade students in the pathway. It specifically focuses on internships which has been a focus during the summer. We are in the process of building community partnerships for summer internships which may expand to school year internships. Our college going rates show room for improvement. The enrollment at 2 year community colleges has shown a slight increase of 1.5% from 2021 to 2023; the enrollment at 4 year colleges has decreased 19.4% from 2021 to 2023. We do not have data for 2023-2024. While the number of students who have taken a Dual Enrollment class has increased over the past 3 years, we can identify and target where we need to build stronger connections between Dual Enrollment and additional supports for applying and going to college during students' 3 years in the academy.
What might be some root causes to help you understand those student data?	
There are several factors that help us understand this student data: The pandemic and distance learning impacts how we interpret the data for 2021-22 which is the year we returned from distance learning and where we as an academy, school, and district struggled to assess students and provide fair grades to students. So it raises the question of whether or not we view 2021-22's data as a baseline. Since 2020, teacher leave and retention has impacted the team's stability. Of the three CTE teachers on the team, only one of the three has been a CTE teacher in RPL since 2022. A CTE teacher was on leave in the spring of 2022-2023 and another CTE teacher was also on leave in the spring of 2023-2024. Both leaves impacted our 12th grade classes so the student performance data is in spite of teachers' absences. The team grew to include 4 additional teachers in 2023 with the cohorting of math, history and science class; however cohorting was not 100% as it was the Master Schedule team's first time doing cohorting beyond 2 classes. Currently in the 2024-25 school year, we have a team that has grown to a total of 11 staff which includes a Resource Specialist and dedicated counselor. Of the 11 staff members, half are returning members of the team from 2023-24. We look forward to seeing how teacher retention and stability will affect student performance data. Lastly, the impact of the Student Support Specialist from 2022-2024 can be seen in the increase in Internship participation for 12th grade from 2021-2024 because of the targeted support provided to students in the academy. Their impact can also be seen in the increase in students on track to graduate because they consistently facilitated transcript reviews with every single student in RPL grades 10-12 twice a year despite the instability in the team.	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
Integrated Program of Study: The CTE and English teachers will engage 100% students in pathway themed projects aligned to CTE and CCSS standards so that they will meet or exceed the RPL Graduate Outcomes by 12th grade as demonstrated by the Graduate Capstone Project and student portfolios. Furthermore, they will collaborate in making sure that there is vertical alignment from grades 10-12 around common CTE and CCSS standards and skills. The CTE, English, one math and one science teacher will collaborate to create cross-subject learning opportunities. The teacher team will use feedback from students and our Advisory Board to improve the pathway curriculum that develops critical thinking skills and prepares students for postsecondary academic and career success at least once per year.	1. The Academy team will use pathway collaboration meetings to create a vertical alignment of student skills culminating in the Graduate Capstone Project in grade 12 that also includes best practices in research and argumentative writing. Facilitation will be primarily provided by the Academy Director with support from the CTE Coach. Each team member will be able to identify which student skills are taught in their content classes and in which curriculum unit. 2. The Academy team will reflect upon the 2024-2025 feedback from students regarding RPL programming in order to make improvements in curriculum and pathway activities and events. 3. Each teacher in the academy will develop and teach at least one unit aligned to the pathway theme. 4. There will be 2 in-person Advisory Board meetings during the school year to get feedback on the 2025-26 pathway curriculum and work based learning opportunities, specifically around postsecondary and industry connections and relevance.
Work-Based Learning: 90% of RPL students will participate in work based learning opportunities at each grade level. The WBL opportunities will be embedded in project based learning units, including guest speakers, informational interviews, mock interviews, resume building, and mentoring. All students will create and update resumes each year in the pathway. The team in collaboration with the Work Based Learning Liaison will periodically (at least once a year) have students participate in WBL self assessments so that they can reflect on connections between the pathway curriculum and work based learning opportunities and we can improve our WBL plan based on this feedback.	1. The team in collaboration with the Work Based Learning Liaison will assess student participation in and feedback from WBL learning opportunities mid year to ensure that the connections between the pathway curriculum and career opportunities are clear and meaningful. 2. To ensure that 90% of RPL students participate in WBL opportunities at each grade level, the Academy team will meet at the beginning of each semester to calendar out WBL opportunities with the WBL Liaison. The WBL and Academy Director will input data on WBL opportunities and student engagement once a month. 3. All 10th grade students will create a resume and all 11th and 12th grade students will update their resumes each year. 4. The Academy team will administer a WBL self assessment at the middle and end of the year to reflect upon student exposure and learning about careers in order to make improvements to our WBL Plan.

Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. The team will identify a caseload of students for whom the Student Support Specialist will provide targeted interventions. The pathway team will develop protocols for 100% students to self reflect on the relevance and preparedness of the program to their learning and growth.		1. All CTE teachers will support Tier 1 circle practice on a weekly basis to build students' sense of community and healthy connections with each other. 2. The Academy team will analyze student data (academic grades, attendance, tardies, teacher observations) at the end of each marking period to monitor students' progress towards completing graduation requirements; we will use this analysis to determine Tier 1, Tier 2, and Tier 3 interventions for students. 3. All students will engage in transcript reviews twice a year. 4. The Academy Counselor will collaborate with the grade level team and participate on the COST Team to monitor targeted Tier 2 and 3 interventions to a caseload of students.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	1. The Academy team will use pathway collaboration meetings to determine best practices in research and argumentative writing to align vertically towards the Graduate Capstone Project in grade 12. Facilitation will be primarily provided by the Academy Director with support from the CTE Coach and Pathway Coach, and the capacity of each team member will be built towards shared facilitation over the course of the year.	1. The Pathway team has met three times in the first semester to analyze student writing. This is a step towards coming to a shared understanding of argumentative writing in this pathway. There are at least two more collaboration meetings scheduled for the spring semester to discuss argumentative writing. 2. The CTE teachers have not made progress on this strategic action. Two of the three CTE teachers are new to the pathway this year, and their primary focus has been on learning and teaching the curriculum. The Pathway team has raised questions on how time intensive portfolios are. 3. The pathway team, which expanded to 6 teachers, a counselor, and resource specialist, met for a collaboration meeting before the school year began to analyze student feedback from 2023-24. However, less than 50% of students completed the feedback, so we identified a few key takeaways and inquiry questions to keep in mind for the 2024-25 school year. 4. As mentioned earlier, two of the three CTE teachers are new to the pathway team, so the focus has been on understanding and teaching the curriculum instead of collaborating with a colleague on an integrated project. The 1 returning CTE teacher has collaborated with the U.S. History teacher on curricular connections and pathway themed activities such as Mock Trials. 5. There was one in person Advisory Board meeting in September 2024 where the fall semester curriculum was presented and board members provided feedback and opportunities for industry collaboration such as guest speakers. The 2nd Advisory Board meeting has not been scheduled yet.
	2. The CTE teachers will have students create a portfolio of curated work which they will add to and reflect upon once a year.	
	3. The Academy team will reflect upon the 2023-24 feedback from students regarding RPL programming in order to make improvements in curriculum and programming.	
	4. The CTE teachers at each grade level will collaborate with one or more core academic teachers at their respective grade levels to develop a pathway-aligned, integrated project.	
	5. There will be two in person Advisory Board meetings during the school year to get feedback on the 2024-25 pathway curriculum, specifically around postsecondary and industry connections and relevance.	
24-25 Strategic Actions for Goal #2	1. The team in collaboration with the Work Based Learning Liaison will assess student participation in and feedback from WBL learning opportunities mid year to ensure that the connections between the pathway curriculum and career opportunities are clear and meaningful.	1. The CTE teachers administered a survey to RPL students at the end of semester 1. Students' reflections on the pathway curriculum and work based learning were reviewed at a collaboration meeting in January 2025 and informed curriculum planning and calendaring of WBL events for the spring semester. 2. The Pathway team planned out the calendar of WBL events at the beginning of each semester. The Academy Director has created a tracker of WBL events and student engagement, which the WBLL inputs into AERIES. 3. Students' resume work is either in progress or scheduled. 4. The WBL self assessment was administered at the end of semester 1 and the team analyzed student responses to inform planning for the spring semester. A self assessment will be scheduled for the end of the year.
	2. To ensure that 90% of RPL students participate in WBL opportunities at teach grade level, the Academy team will meet at the beginning of the year to calendar out WBL opportunities with the WBL Liaison, and revisit the calendar midyear. The team will input data on WBL opportunities and student engagement twice a year.	
	3. All 10th grade students will create a resume and all 11th and 12th grade students will update their resumes each year.	
	4. The Academy team will administer a WBL self assessment midyear and at the end of the year to reflect upon student exposure and learning about careers.	
	1. The Academy team will analyze student data (academic grades, attendance, tardies, teacher observations) at the end of each marking period to ensure that 100% students are on track to graduate; we will use this analysis to determine Tier 1, Tier 2, and Tier 3 interventions for students.	1. The team has analyzed student data after the closing of each marking period once it is available on AERIES. This analysis had led us to offer a weekly math tutoring session after school for students given the number of students struggling in Algebra 2 and Geometry. 2. The counselor and Academy Director have ensured that all students have engaged in transcript reviews in the fall and

24-25 Strategic Actions for Goal #3	2. All students will engage in transcript reviews twice a year. 3. The Student Support Specialist will collaborate with the grade level team and COST Team to ensure that there are targeted Tier 2 and 3 interventions to a caseload of students. 4. The Academy team will pilot a protocol for 100% of students to self reflect on the relevance and preparedness of the program to their learning and growth.	winter. 3. We no longer have a Student Support Specialist. The counselor has joined the weekly COST Team meetings. 4. The team has not yet piloted a student self reflection protocol given that ¾ of the CTE teachers are new to the team and are focused on learning and teaching the pathway curriculum.
Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions <i>Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?</i>		
Goal #1: By 2026	Integrated Program of Study: The CTE and English teachers will engage 100% students in pathway themed projects aligned to CTE and CCSS standards so that they will meet or exceed the RPL Graduate Outcomes by 12th grade as demonstrated by the Graduate Capstone Project and student portfolios. Furthermore, they will collaborate in making sure that there is vertical alignment from grades 10-12 around common CTE and CCSS standards and skills. The CTE, English, one math and one science teacher will collaborate to create cross-subject learning opportunities. The teacher team will use feedback from students and our Advisory Board to improve the pathway curriculum that develops critical thinking skills and prepares students for postsecondary academic and career success at least once per year.	New or Revised Strategic Actions for Goal #1 1. The Academy team will use pathway collaboration meetings to create a vertical alignment of student skills culminating in the Graduate Capstone Project in grade 12 that also includes best practices in research and argumentative writing. Facilitation will be primarily provided by the Academy Director with support from the CTE Coach. Each team member will be able to identify which student skills are taught in their content classes and in which curriculum unit. 2. The Academy team will reflect upon the 2024-2025 feedback from students regarding RPL programming in order to make improvements in curriculum and pathway activities and events. 3. Each teacher in the academy will develop and teach at least one unit aligned to the pathway theme.. 4. There will be 2 in-person Advisory Board meetings during the school year to get feedback on the 2025-26 pathway curriculum and work based learning opportunities, specifically around postsecondary and industry connections and relevance
Goal #2: By 2026	Work-Based Learning: 90% of RPL students will participate in work based learning opportunities at each grade level. The WBL opportunities will be embedded in project based learning units, including guest speakers, informational interviews, mock interviews, resume building, and mentoring. All students will create and update resumes each year in the pathway. The team in collaboration with the Work Based Learning Liaison will periodically (at least once a year) have students participate in WBL self assessments so that they can reflect on connections between the pathway curriculum and work based learning opportunities and we can improve our WBL plan based on this feedback.	New or Revised Strategic Actions for Goal #2 1. The team in collaboration with the Work Based Learning Liaison will assess student participation in and feedback from WBL learning opportunities mid year to ensure that the connections between the pathway curriculum and career opportunities are clear and meaningful. 2. To ensure that 90% of RPL students participate in WBL opportunities at each grade level, the Academy team will meet at the beginning of each semester to calendar out WBL opportunities with the WBL Liaison. The WBL and Academy Director will input data on WBL opportunities and student engagement once a month. 3. All 10th grade students will create a resume and all 11th and 12th grade students will update their resumes each year. 4. The Academy team will administer a WBL self assessment at the middle and end of the year to reflect upon student exposure and learning about careers in order to make improvements to our WBL Plan.

Goal #3: By 2026	Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. The team will identify a caseload of students for whom the Student Support Specialist will provide targeted interventions. The pathway team will develop protocols for 100% students to self reflect on the relevance and preparedness of the program to their learning and growth.	New or Revised Strategic Actions for Goal #3	1. All CTE teachers will support Tier 1 circle practice on a weekly basis to build students' sense of community and healthy connections with each other. 2. The Academy team will analyze student data (academic grades, attendance, tardies, teacher observations) at the end of each marking period to monitor students' progress towards completing graduation requirements; we will use this analysis to determine Tier 1, Tier 2, and Tier 3 interventions for students. 3. All students will engage in transcript reviews twice a year. 4. The Academy Counselor will collaborate with the grade level team and participate on the COST Team to monitor targeted Tier 2 and 3 interventions to a caseload of students.

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

Teacher Salaries:

Hire a Teacher at 1.0 FTE for the Race, Policy, & Law Pathway.

The teacher will provide instruction in CTE in the Race, Policy, Law, and Social Justice pathway, which includes pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the legal practice industry.

PCN 2658 - STEIN, POLA

(Salary and Benefit costs included)

							Fully Approved	Conditionally Approved
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)
	\$85,638.63	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Race, Policy, & Law Academy	Approved	

Teacher Salaries: Hire a Teacher at 1.0 FTE for the Race, Policy, & Law Academy. The teacher will provide instruction in CTE in the Race, Policy, Law, and Social Justice pathway, which includes pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is required for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the legal practice industry. PCN 3569 - Amanda LaBerge (Salary & Benefits costs included)	\$118,099.70	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Race, Policy, & Law Academy	Approved	
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Pathway Name:	OTFA			Program #:	3907
Mission and Vision	Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world arts-integrated experience in a post-secondary path in the fields of fashion.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?	

Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Equitable Admissions - Meeting the Standard FADA provides information to the 9th grade scholars through classroom and slide presentations. The new Pathway Match process is aligned with OUSDs school choice policy. 9th graders are surveyed to identify their top 3 Pathways. During the Match Process the Fashion Academy gives Special Education scholars their first choice. Next, the goal is to provide placement for all first choice matches, then we identify the demographic make-up and we balance the number of scholars matched to reflect the demographics of the community and district. Cohort Structure - Working towards Standard FADA's team is comprised of English, History, Math and CTE. Our goal is to work collaboratively to create interdisciplinary units. The team plans to meet bi-weekly during collaboration time to participate in interdisciplinary, PBL and WBL activities. Special Education and ELL scholars have equitable access to all courses in the FADA. Curriculum and Instructional Design and Delivery - Working towards Standard FADA utilizes industry partners in the development and creation of units and planning. Assessment of Learning - Working towards Standard Scholars create a slideshow to demonstrate their work and present to industry partners, teachers and peers. The industry partners provide feedback on a rubric for the work and the presentation. Scholars receive celebrations for areas of accomplishments and recommendations for areas of growth from the industry partners. Early College Credit Opportunities - Meeting Standard FADA scholars have participated in graphic design and animation Dual Enrollment. Although these are not Fashion courses, the scholars do benefit from learning about color, color theory and textures. Partner Input and Validation - Meeting Standard Industry partners work directly in the classroom on a daily basis to support scholars, ensure CTE alignment and assists us in staying abreast of new trends in the industry. Advisory Board members provide feedback on curriculum and share what new equipment is necessary, to ensure the equipment we are using is still current and valid and assist with ensuring we are focused on career technical standards and strategies.	Building a Rigorous Academic Core: By 2026 FADA will integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger or failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status.	Equitable Admissions - Meeting the Standard FADA provides information to the 9th grade scholars through classroom and slide presentations. The new Pathway Match process is aligned with OUSDs school choice policy. 9th graders are surveyed to identify their top 3 Pathways. During the Match Process the Fashion Academy gives Special Education scholars their first choice. Next, the goal is to provide placement for all first choice matches, then we identify the demographic make-up and we balance the number of scholars matched to reflect the demographics of the community and district. Cohort Structure - Working towards Standard FADA's team is comprised of English, History, Math and CTE. Our goal is to work collaboratively to create interdisciplinary units. The team plans to meet bi-weekly during collaboration time to participate in interdisciplinary, PBL and WBL activities. Special Education and ELL scholars have equitable access to all courses in the Fashion Academy. Curriculum and Instructional Design and Delivery - Working towards Standard FADA utilizes industry partners in the development and creation of units and planning. Assessment of Learning - Working towards Standard Scholars create a slideshow to demonstrate their work and present to industry partners, teachers and peers. The industry partners provide feedback on a rubric for the work and the presentation. Scholars receive celebrations for areas of accomplishments and recommendations for areas of growth from the industry partners. Early College Credit Opportunities - Meeting Standard FADA scholars have participated in graphic design and animation Dual Enrollment. Although these are not Fashion courses, the scholars do benefit from learning about color, color theory and textures. Partner Input and Validation - Meeting Standard Industry partners work directly in the classroom on a daily basis to support scholars, ensure CTE alignment and assists us in staying abreast of new trends in the industry. Advisory Board members provide feedback on curriculum and share what new equipment is necessary, to ensure the equipment we are using is still current and valid and assist with ensuring we are focused on career technical standards and strategies.
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Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work Based Learning Plans - Meeting the Standard The FADA Student Support Specialist identifies internships, job shadowing and field trip opportunities for the scholars. These events are tracked using AERIES and is populated in the districts data dashboard. The scholars will participate in a Mock interview. Student Work Based Learning Experiences and Self Assessments - Working towards Standard Scholars have participated in Open House, Art Museum, a Red Carpet event. Scholars go to the fabric store to select their own textiles for their projects, using art in the community to inspire their creations. During the summer ECCCO program scholars with opportunities to write of update resumes, write professional letters. Work Based Learning Provider Assessment of Student Workplace Readiness - Working towards Standard The FADA employs real world application to the classroom by having scholars sign in to work just at they would on a job.	* Integrate a Portfolio Assessment for WBL * Implement an Informational Interview * Survey the scholars on college and career interest * Increase and identify additional opportunities for the scholars * Increase the number of scholars participating in the summer ECCCO program * Increase job shadowing opportunities * Provide opportunities for industry partners to provide feedback on the scholars' Portfolio before they present * Increase consistency of information interviews to provide more opportunities for industry partners to engage with scholars	Work with Post Secondary and Industry partners to create a lesson plan to prepare scholars for the Portfolio Assessment. Work with the collaboration, SSS, and industry partners to create a schedule for informational interviews Identify a variety of surveys/interest forms to share with scholars for feedback on interest The collaboration team and industry partners will assist in researching opportunities for job shadowing, field trips and networking for scholars Recruit for the summer ECCCO program earlier Schedule times to meet with industry partners to create a rubric or document for portfolio feedback Identify dates and times for informational and mock interviews
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Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	College and Career Preparation and Support - Meeting the Standard Oakland Tech provides a college and career liaison to support all scholars with gaining access to college applications, FAFSA and college and career opportunities. The Fashion Academy SSS collaborates with teachers to provide field trips, guest speakers and job shadowing opportunities for the scholars. Scholars have the opportunity to develop resume writing skills during the summer ECCCO program.	* Increase collaboration with the WBL Liaison * Increase opportunities for internships and job shadowing * Increase the number of scholars participating in ECCCO	Schedule a regular meeting time to check in and collaborate with the WBL Liaison. Reach out to industry partners to identify additional opportunities for scholars. Present scholars with information about the summer ECCCO program earlier in the year.
	Social-Emotional Skill Development - Working towards Standard The SSS meets with scholars to support them with social emotional needs, contacts and engages parents, meets with teachers to support scholars with work completion and obtaining make up work and provides 1:1 conversations and dialogues with scholars.	* Incorporate SEL activities across the Pathway to support scholars in need of additional SEL support * Use collaboration time to identify scholars in need and develop an intervention plan	During collaboration meetings examine and research SEL strategies that can be integrated across the Pathway. Develop a tracker to keep track of scholars in need of interventions Research, identify and implement a variety of intervention strategies
	Individual Student Supports - Meeting the Standard Fashion Academy teachers provide support for scholars during Advisory periods. Scholars can make up assignments, get tutoring support, or support with applications and career research.	* Implement a tracker so that all members of the team can add information about scholars in need of additional support * Identify/create an effective protocol so teachers and scholars can reflect on their social, emotional needs and areas of social, emotional growth * Increase mentoring opportunities for scholars	Collaboratively create a tracker and provide access to all Pathway members to collect pertinent academic, attendance and SEL data Research, identify, create and implement an effective SEL protocol Meet with Advisory Board and Industry Partners to generate additional mentoring opportunities for scholars
	Student Input and Validation - Meeting the Standard Fashion Academy juniors and seniors often present to the Advisory Board and they share projects, correlations between school and work with the 9th graders during Academy week.	* Increase opportunities for more scholar choice and voice * Provide more opportunities for scholars to present and/or showcase their work	Create leadership opportunities for scholars Invite industry and community partners to scholar presentations Provide additional opportunities for scholars to present their work

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

Goal #1: By 2026	Building a Rigorous Academic Core: By 2026 the Fashion and Design Academy will integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status.
Goal #2: By 2026	Work-Based Learning: By 2026, 90% of Fashion and Design Academy scholars will participate in WBL, Internships, Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards.

Goal #3: By 2026	Comprehensive Support Services: By 2026, the Fashion and Design Academy will implement scholar Incentive programs and Alumni Mentors to increase the number of adult supports by 75%. Increasing incentives and mentoring for scholars will support academic and social, emotional growth.					
Pathway Strategic Actions						
Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>						
Strategic Actions for Goal #1	1. Collaboratively create interdisciplinary projects integrating vertical alignment.					
	2. Incorporate strategies (i.e. Adaptive Schools) to increase scholar engagement, critical thinking and organization.					
	3. Identify scholars who need scaffolding or differentiation to provide more opportunities for curriculum access.					
Strategic Actions for Goal #2	1. Work with industry partners and SSS to create more internships and WBL activities					
	2. Incorporate CTE standards across the Pathway to ensure scholars receive learning experiences aligned to industry standards by having industry partners review and provide feedback on curriculum, provide critique and feedback on scholar portfolios, being a part of the panel fo Capstone presentations and providing feedback, and industry interviews and mentors.					
	3. Engage in integrated projects with partners, such as designing costumes for the drama program, making masks for elementary schools, making quilts for non-profits.					
Strategic Actions for Goal #3	1. FADA will collaborate to create a variety of incentive programs and activities.					
	2. FADA will solicit mentoring support from community, industry and business partners					
	3. The team will identify SEL activities to incorporate across the Pathway					
Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
2024-2025: YEAR TWO						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal			Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?			

Building a Rigorous Academic Core: By 2026 the Fashion and Design Academy will integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status.	Fashion Academy is working to vertically align CTE courses across 10th-12th grade course sequence to ensure consistency in our cohorts to improve outcomes for at-promise and minority students. We have begun redesigning course sequences to align vertical alignment that promotes more academic rigor coupled with greater student preparedness for future classes along the CTE sequence. We are designing instructional professional development and planning time to prepare teachers to be able to be supported with the work. School wide efforts are underway to support interdisciplinary alignment to increase CTE integrated and interdisciplinary collaborations that will build a team and induct new teachers while building the foundations of the program. We are striving to bring real work connections to all of our courses through connection of academic content with CTE courses to make sense and meaning of the work. The master schedule provided common planning time for all academy teachers. The team has utilized common planning meetings to conduct Tier 1 level interventions and analysis factors and develop strategies that focus on reducing the D & F rates across all content and CTE classes) for 80% of at promise as identified by CPA and Ed Code. Following team conversations, the SSS has made contact with students and families in efforts to reduce the number of students qualifying for the at-promise criteria. The team continues to have continued meetings to measure progress of the work.
Work-Based Learning: By 2026, 90% of Fashion and Design Academy scholars will participate in WBL, Internships, Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards.	OTFA continues to utilize the Advisory Board to review current curriculum and make recommendations about how to create more work based learning opportunities. We currently use WBL data in AERIES and on the district data dashboard to assess strengths and continued areas of need for WBL and CTE opportunities for students Mitigating Factors: The Fashion Academy team is impacted by high teacher turnover: new CTE and interdisciplinary teachers, which requires new training of the direction of the work. In addition, high teacher turnover creates reduced institutional memory of the work of the academy and further division from our core academy principles. We currently have an interim Pathway Coach, so institutional continuation of the work has been impacted. Although we are making progress, that is an introductory challenge. We haven't had any structured partnership opportunities with our WBL Liaison. The academy becomes hindered in its ability to offer WBL Learning. Our goal is to strengthen WBL learning activities aligned to our industry.
Comprehensive Support Services: By 2026, the Fashion and Design Academy will implement scholar incentive programs and Alumni Mentors to increase the number of adult supports by 75%. Increasing incentives and mentoring for scholars will support academic and social, emotional growth.	The Fashion Academy continues to develop scholar incentive programs that meet the academy's diverse population and SEL needs. Continued implementation of Alumni Mentors and Industry Partners increase adult to student support available to respond to at-promise student needs. Increasing mentoring for students has increased academy industry collaborations that provide community projects that support academic and social, emotional growth. Mitigating Factors: The Fashion Academy team is impacted by high teacher turnover: new CTE and interdisciplinary teachers, which requires new training of the direction of the work. In addition, high teacher turnover creates reduced institutional memory of the work of the academy and further division from our core academy principles. Funding continues to be an additional challenge. As we are dealing with high school students, they need incentives more than the typical accessories such as stickers, certificates, early to lunch, etc. Moving to HS related incentives costs money that to have and be able to provide those types of accessories.
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	
23-24 Strategic Actions for Goal #1	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? 1. Collaboratively create interdisciplinary projects integrating vertical alignment. Number #1: We have made progress on this goal via building a partnership between CTE and academic content integration within two courses within the 11th grade course sequence. Students in the 11th grade are mutually taking Physiology and the CTE course: Fashion Design, and History within their established course sequence. Students with their Physiology class have a course project where they build human body figures expressing their ability to identify and understand human body systems. Students use fashion related materials (yarn, thread, mixed textiles, swatches, etc) to build human body figures. This successful partnership has stemmed from many hours of planning. To make further progress on this goal, during SY 2023 - 2024, Fashion Academy has been spending time building the membership of its team to have five diverse staffing, which includes the four academic content areas and CTE staffing. Moving into SY 2024-2025, our goal is to strengthen the work and partnership between the 11th grade CTE and Science teacher. This means that our initial work is to expand the partnership amongst all three grades, so students in the 10th, 11th and 12th are doing an interdisciplinary project connected between one academic course, and their grade level CTE course. An example of this work will be as follows: CTE 10: Fashion Fundamentals and World History CTE 11: Fashion Design & History and Physiology CTE 12: Fashion Marketing and English 4 Once we have achieved this with full fidelity, we hope to extend the interdisciplinary projects to a second course with the grade level CTE course. Number #2: Fashion Academy prides itself on Adaptive Teaching. Adaptive teaching includes tailoring instruction to the individual needs of the students in the classroom to promote increased engagement of students in oral and written ways. Teachers in our classes promote skill building opportunities within classes to engage students in gaps in their skill sets that are essential to engage students in direct instruction of content grade level standards. Teachers develop thought provoking and

	3. Identify scholars who need scaffolding or differentiation to provide more opportunities for curriculum access.	detailed oriented lesson plans that contain scaffolds, accommodations, and differentiation to engage students where they are. Our goal moving into 2024-2025, and 2025-2026 is supporting our staffing into completing their Adaptive Schools Training. Number #3: We have regularly scheduled meetings where we engage in kid talks to discuss students of interest (students of concern). In addition, we review D and F reports to determine which students need additional support or stronger curriculum access opportunities. Our SSS reviews marking period grades to determine which students are struggling learners and need additional scaffolding and differentiation opportunities. Our work moving into SY 24-25 is to build the team so we have more voices coming to the table, and develop our academy intervention offerings, so students are supported to be successful and earn their credits.
23-24 Strategic Actions for Goal #2	1. Work with industry partners and SSS to create more internships and WBL activities	We are continuing to do work in this area. A strong mitigating factor for us this year has been having a 1.0 FTE split across five academies/pathways. This has been challenging to support all pathways/academies to meet WBL goals. As our Student Support Specialist (SSS) has been focused on supporting chronic absentee students, re-entry onto campus, and supporting students who are struggling within their classroom environment. We feel that this work is more important at this time, as engagement in internship is second to attendance at school. Our goal moving into 2024-2025 is a stronger relationship with the Work Based Liaison (WBL) to develop and implement WBL activities aligned with our industry sector. This will include bridging partnership within industry, so students graduate with industry experience to give them a leg up against others for industry related opportunities. Number #2: We have been incorporating CTE standards across the courses within the pathways. Students in the 11th grade are mutually taking Physiology and the CTE course: Fashion Design, and History within their established course sequence. Students with their Physiology class have a course project where they build human body figures expressing their ability to identify and understand human body systems. Students use fashion related materials (yarn, thread, mixed textiles, swatches, etc) to build human body figures. This successful partnership has stemmed from many hours of planning. The OTFA cohort team collaborates to support student projects and reflections as part of their innovation and improvement goals to move toward more student-centered inquiry-based research paper and body or work. Students in the 12th grade complete a culminating project (a capstone) related to an industry related topic. Students complete three milestones along with working with their Capstone. Milestone #1 - Letter of Intent/Research Proposal describing the industry aligned research that they intend to do. Milestone #2 - Research Paper embodying a body of research aligned with a fashion related topic. Milestone #3 - Research Artifacts related to their topic. Students complete the first two milestones in their English Language Arts (ELA) course, and Milestone #3 in their CTE 12 class: Fashion Marketing. Involved in our capstone process includes work with our fashion industry partners who served as a capstone mentor for our students. The first Capstone Mentor reviewed capstone research drafts, met with students to provide feedback and assist with revisions. The second Capstone Mentor partnered with Industry experts to provide curriculum feedback, and critique students' portfolios and mock presentations. Our goal is that students will produce a variety of work that reflects a collective body of knowledge. Number #3: During SY 2023-2024, the Fashion Academy has continued established partnerships that it has utilized to provide integrated projects. An example of this was Afro Comic Con. Afro Comic Con integrated a project designed with the focus on literacy for aspiring cartoonists, interested in visual and digital storytelling, and making comics. Professional artists facilitate student creativity, share page layouts, character design, story outlining, and visual art techniques, to develop original work. Youth explore editorial and underground comics, to discover personal narrative, comics journalism, animation and short film narratives. Students learn publishing basics: how to write pitches; self-publishing techniques for web and print. Fashion illustration and design: Partnered Fashion and Textile Designer, Tasleem Lee for a 12 week intensive seminar and costume design and garment construction. Our hope is to expand the work to include additional projects involving NIKE and the Crucible Project in 2024-2025:
	2. Incorporate CTE standards across the Pathway to ensure scholars receive learning experiences aligned to industry standards by having industry partners review and provide feedback on curriculum, provide critique and feedback on scholar portfolios, being a part of the panel for Capstone presentations and providing feedback, and industry interviews and mentors.	2024-2025 Parent Collab's to develop integrated project "NIKE" sneakers and belts. The Love Never Fails organization, their successful impact on human trafficking survivors, many who are teens from the Bay Area collaborative arts integrated lesson plan to support SEL "Quilts that Care" project. Exposed students to elements of STEAM into play by integrating components of A-G core academics, fashion eco-consciousness, CTE curriculum to meet CTE, 21st Century and Common Core Standards to include philanthropy. Oakland Tech Fashion Academy students in fashion design & history and fashion marketing classes utilized the elements of design and a creative process to motivate unique aesthetic evolution, the pulse of conceptual development which plays a vital role in original designs that translate our students' story! 2024-2025 OTFA + The Crucible project: Components of collaborating, curriculum concept and development art offerings that intersect with fashion CTE standards that transform teaching textiles and related learning through the lens of arts integrated learning. Identify exploration projects that demonstrate proficiency of the elements of design. Though integrated projects, our goal is for students to do the following: explore studio arts environment learn safety procedures and handling materials effectively. select and create original art specific mediums and objects that are appropriate relative to concepts and textile art forms. use tools and materials, learn processes from a variety of media in leather, textiles and fine arts
	3. Engage in integrated projects with partners, such as designing costumes for the drama program, making masks for elementary schools, making quilts for non-profits.	

23-24 Strategic Actions for Goal #3	1. FADA will collaborate to create a variety of incentive programs and activities.	Number #1: In SY 2023-2024, OFTA through the pathway Student Support Specialist (SSS) has worked collaboratively with students to identify areas of re-engagement for students who are in need of incentivizing pathway progression and develop a "OTFA Student Incentive Program" to recognize student accomplishments and academic achievement efforts. In SY 2024-2025, we are trying to structure resources to provide the various incentives that we can do plus roll out a structured program with full fidelity.
	2. FADA will solicit mentoring support from community, industry and business partners	Number #2: In SY 2023-2024, OTFA has increased efforts to network with PTSA, parents, community and industry partners for mentoring support and opportunities for students to gain practical college and career readiness experiences. In SY 2024-2025, OFTA will continue to increase our levels of mentoring support from community, industry, and business partners.
	3. The team will identify SEL activities to incorporate across the Pathway	Number #3: This is an area of growth for us. We've been using SEL inconsistently to holistically support our students. Our hope for SY 2024-2025 is that the team will work to develop academy theme related SEL wellness activities and events for students to improve academic performance, to build theme specific SEL programming that offer students practical educational benefits and can be incorporated into routine educational practice across the pathway.
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	Building a Rigorous Academic Core: By 2026 the Fashion and Design Academy will Integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) students to reduce disparities in student achievement and student access to career pathways based on	New or Revised Strategic Actions for Goal #1
		1. Collaboratively create interdisciplinary projects integrating vertical alignment amongst academic content courses and CTE courses.
		2. Develop and implement with full fidelity academy based intervention for students who meet 50% or more of the At-Promise Criteria.
		3. Diversify the course offerings within the Academy that provide a more rigorous academic core. This includes increasing AP and Honors classes within the academic course offerings.
Goal #2: By 2026	Work-Based Learning: By 2026, 90% of Fashion and Design Academy scholars will participate in WBL, Internships, Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards.	New or Revised Strategic Actions for Goal #2
		1. Develop and grow internship and WBL activities to strengthen alignment with Industry/Industry partners and school based programs.
		2. Incorporate CTE standards across the pathway to ensure scholars receive learning experiences aligned to industry standards.
		3. Offer engaging industry integrated projects to strengthen students' college and career readiness preparation.
Goal #3: By 2026	Comprehensive Support Services: By 2026, the Fashion and Design Academy will implement scholar Incentive programs and Alumni Mentors to increase the number of adult supports by 75%. Increasing incentives and mentoring for scholars will support academic and social, emotional growth	New or Revised Strategic Actions for Goal #3
		1. Create a variety of incentive programs and activities to promote student engagement throughout the pathway.
		2. Strengthen academy based intervention for students in need of academic, social and emotional support.
		3. Develop an Alumni Connection Program (ACP) cohort to track the effectiveness of our academy's supporting students for life after HS
		4. Develop an Mentoring Connection Program (MCP) to provide our students with mentoring opportunities that will allow for post secondary projections for post-secondary planning
Pathway Budget Expenditures		
Effective July 1, 2024 - June 30, 2025		
2024-2025 Pathway Budget		

BUDGET JUSTIFICATION			COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)	Conditionally Approved (Justification Form is required)
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>									(protected cells below to be completed by MN/H staff only)	(protected cells below to be completed by MN/H staff only)
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Fundamentals in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include: developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the fashion design industry. PCN 1482 - Sari Melnicoff (Salary & Benefit costs included)			\$107,096.96	1105	Teacher Salaries	Tchr Str Eng	1.0 FTE	Fashion, Art, & Design Academy	Conditionall...	
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course AP Studio Art 2 and Animation which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include: developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the fashion design industry. PCN 1834 - Kari Olsson (Salary & Benefit costs included)			\$101,339.30	1150	Teacher Salaries	Tchr Str Eng	1.0 FTE	Fashion, Art, & Design Academy	Conditionall...	
Teacher Salaries: Hire a CTE Teacher, at .5 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Fashion History and Fashion Marketing in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include: developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the fashion design industry. PCN 2465 - Katita Johnson (Salary & Benefit costs included)			\$109,580.89	1105	Teacher Salaries	Tchr Str Eng	.8 FTE	Fashion, Art, & Design Academy		Approved
2025-2026: YEAR THREE										
Pathway Demographics										
2024-25 Total Enrollment Grades 9-12			300							

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	41.3%	58.0%	96.0%		4.7%	3.0%	1.7%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	29.3%		12.7%	22.7%	0.3%		22.3%	8.3%	4.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			

PATHWAY PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	95.6%	92.7%	95.1%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	2.2%	3.7%	3.3%	TBD		
A-G Completion Rate (12th Grade Graduates)	69.4%	83.2%	74.4%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	72.6%	75.9%	64.7%	TBD		
10th Graders meeting A-G requirements	69.2%	78.4%	61.8%	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.5%	11.0%	12.6%	11.4%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	27.4%	31.2%	36.2%	40.0%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	58.0%	65.4%	64.2%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.9%	22.8%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	49.4%	55.4%	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
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Dual enrollment is successful and students participate. Students complete cohort classes successfully. Graduation requirements are met. The 4-yr graduation rate is above 90% for all 3 school years. Students attend class regularly	Between 22-23 and 23-24 10th and 12th grade student meeting/completing A-G requirements decreased almost 10%. The percentage of 10th graders meeting A-G requirements went down by almost 20%.
What might be some root causes to help you understand those student data? A root cause for the drop in 10th grade success rate could be the fact that those 10th graders thought they were entering into FADA, and many were expecting to learn animation or graphic design. This cohort size was about 110-120 students which is higher than the 93 Student requirement. It's much harder to get a larger group of students the resources that they need. There is no student support specialist this year to support non IEP and 504 Students which contributed to a lack of support for students facing social and emotional challenges. There is no student to student mentorship program which could help incoming 10th graders transition into the Fashion Academy. There is a lack of awareness around CTE and Dual Enrollment courses with teachers and students. From 2022-2024, the academy did not have a consistent pathway coach due to personal conflict between administration, pathway lead teacher, and district office. In 2022-2023 Teacher participation in student academic progress, budget processes, course content collaboration, and CTE Activities was weakened due to conflicts between administrative leadership and the pathway administration. The teacher retention affects collaborative efforts to facilitate vertical alignment. Funds were restricted and not used in all classes to support student services, increase engagement activities like field trips and promote academy culture. Funds restrictions due to previous years expenditures did not allow for field trips and student engagement activities.	
Pathway Strategic Goals	
<i>Pathway Quality Strategic 3 Year Goal</i>	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?

Building a Rigorous Academic Core: By 2026 the Fashion and Design Academy will integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status.	The recent addition of a co-lead teacher for the 2024-25 year to assist in creating vertical, horizontal, and rigorous curriculum and community culture ensures we will accomplish this goal. The recent adding of a designated academic counselor for the Fashion Academy increases the accessibility of academic both high school and college resources for our students. Our counselor also plays a key role in supporting our at-risk populations by keeping teachers informed of responses to academic challenges such as schedule changes and overall academic performance across classes. She is also key in supporting students in course transitions and matriculations. The increased involvement of all Oakland Tech administration will assist in accomplishing this goal. Currently every grade level assistant principal supports the Fashion Academy on a rotating basis. Recently established consistent meetings with grade level teachers, CTE course instructors, and all academy staff to discuss and coordinate support services and engagement activities for students identified as "at risk" will support building a rigorous academic core and reduce disparities for all students. In the 2024-2025 year an Advanced Placement Literature Course was added to the cohort structure. Establishing 2 AP courses in the Fashion Academy, AP Visual Arts and AP Lit. Since the beginning of the 2024-25 year we are more organized and transparent, increasing the collaboration efforts of teachers and staff. Since 2024-25, the funds disbursement process has changed to be more accessible to CTE teachers and General Ed teachers promoting collaboration across CTE and General Education curriculum, empowering grade level teachers to organize field trips, guest speakers, and activities. This year student field trips have included a trip to the California College of Art and the Academy of Art College and Asian American Art museum, a tour of Oakland Murals, a fashion career industry field day to Temescal Park, a Black History Fashion Assembly, and an Academy Fun Day with fun fashion activities. We have also organized the establishment of a new Teachers Lounge and student wellness center to serve students in crisis. Some hindrances our Academy faced is the sudden loss of an Academy Co-Lead Teacher and our core History Teacher to medical reasons. They were both teachers in the Academy for over 15 years. The Academy assistant principal also left Oakland Unified 2 days before the start of 2024-25 year resulting in the loss of a designated assistant principal. Our Academy is located on a separate campus from the main campus of Oakland Tech. The physical presence of an Assistant principal includes a different AP every day making the handling of behavior issues somewhat inconsistent. Thus teachers feel less supported when sending students to the office for behavior issues because the handling of such issues is handled by different people. The 10th teachers have struggled with the incoming class in the Fashion Academy. Our 10th grade English teacher is new to the Academy. Our 10th Grade history teachers left on medical leave. 10th grade teachers needed to focus more on social/emotional issues interfering with effective classroom management and the interruption of administrative support adds challenges. Individually, teachers scaffold their curriculum and utilize our special education teacher. I believe we are on track for accomplishing such goals this year. Progress is being made as collaborative efforts come together with a new co-lead. Recently the co-lead role has become a sole Lead teacher role. The new lead teacher implements transparent and collaborative processes that are building a new community culture. This includes teacher collaborations across curriculum and the development of teacher lead activities.
Work-Based Learning: By 2026, 90% of Fashion and Design Academy scholars will participate in WBL, Internships, Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards.	For the 24-25 new year the Academy has hired a designated Work Based Learning Coordinator who works closely with the OUSD Work Based Learning Manager. The Coordinator recruited Industry Partners and organized a walking field trip to Lake Temescal. Students enjoyed the day outdoors as they worked on industry related work based skills and activities. The WBL Coordinator supports students with employment and internship applications. The WBL Coordinator has a designated prep time that allows them to create WBL Activities. The Work Based Learning Coordinator developed the Fashion Academy Work Based Learning plan and shared it with teachers and is currently building strategies to incorporate CTE standards across the Pathway and planning networking at the AME Institute and continuing to build CTE connections for students. Behavioral conduct /support have hindered progress this year in some regards due to lack of permanent and consistent admin support, however we are making progress with the 10th grade sophomore class to develop more effective solutions as a team.

Comprehensive Support Services: By 2026, the Fashion and Design Academy will implement scholar Incentive programs and Alumni Mentors to increase the number of adult supports by 75%. Increasing incentives and mentoring for scholars will support academic and social, emotional growth.		Implementing Comprehensive support services has been an active part of the collaborative efforts of teachers and staff of the Fashion Academy. Having access and equitable distributive funds has empowered teachers and staff to create activities and services that support academic and social emotional growth of students. The student leadership teacher is working without a math teacher to create an Academy Fun day. This event will bring together adult industry partners and our students around fashion activities. The 12th grade English Teacher and the Academic counselor have coordinated the first Fashion based Black History Assembly. The math, english, CTE, and academic counselor are organizing a wellness center center for students in crisis resulting in the development of a teachers lounge for Academy Teachers . A possible challenge is re-establishing Industry Partners and Community Advisors who had relationships with the previous Lead Teacher. The Academy may need to redevelop such partnerships.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	1. Collaboratively create interdisciplinary projects integrating vertical alignment amongst academic content courses and CTE courses.	As an academy we will continue to collaborate consistently across grade levels, projects, and CTE courses which will increase the development of field trips, projects, and special events to increase scholar engagement, promote critical thinking and enhance the organization of vertical and horizontal curriculum alignment and collaborations. The Senior Graduation Project , The Capstone is on track and includes all 12th grade teachers.The Field Day and Field Trips to the Academy of Art is a 10th, 11th, and 12th grade activity. Fashion Funday, The Black History Assembly is a 10th, 11th, and 12th grade Fashion,History and English Activity . English 2, 3, and 4 will create a quilt that involves story telling, sewing, and design. 11th and 12th graders are collaborating around the Capstone Project for next year. 11th grade will choose thor topic by the end of the year. By 2026 Fashion students will create the graduation stoles for the graduation. 12th grade will design, 11th grade will create prototype and 10th grade will sew the actual stoles together Individually teachers scaffold lesson plans but as a group we could probably align better in this area to increase both vertical and horizontal curriculum alignment. We will continue to collaborate and communicate techniques and resources to provide continued opportunities for curriculum access with our grade level, CTE and all staff meetings and professional development..
	2. Develop and implement with full fidelity academy based intervention for students who meet 50% or more of the At-Promise Criteria.	
	3. Diversify the course offerings within the Academy that provide a more rigorous academic core. This includes increasing AP and Honors classes within the academic course offerings.	
24-25 Strategic Actions for Goal #2	1. Develop and grow internship and WBL activities to strengthen alignment with Industry/Industry partners and school based programs.	The Lead Teacher and Work based Learning Coordinator will continue efforts to reestablish and identify new partners that support activities. Teachers will also begin to work more closely with industry partners within the classroom and with curriculum. This year the counselor and English teachers hosted a guest speaker from The Sewing Room to discuss Careers in the Fashion Industry. The academy will reinvigorate the mentor program and the Lead Teacher will continue to engage with industry partners and advisors.The Lead Teacher will be meeting with the Visual Art and Performance Academy to collaborate around fashion and design projects . This year the Fashion Academy has hosted the VAPA Professional Development and our teachers participate in their meetings. We will continue to incorporate Visual Arts and Dual Enrollment courses to create integrated curriculum/projects.
	2. Incorporate CTE standards across the pathway to ensure scholars receive learning experiences aligned to industry standards.	
	3. Offer engaging industry integrated projects to strengthen students' college and career readiness preparation.	
24-25 Strategic Actions for Goal #3	1. Create a variety of incentive programs and activities to promote student engagement throughout the pathway.	The Fashion Academy will continue to organize field trips, Assemblies, academy activities and guest speakers,to utilize as student incentives. Through our activities we will continue to solicit support from Industry . We will outreach to businesses to gain internships and volunteer and employment possibilities for students. This year the Fashion Academy held a mental health door decorating contest implemented by our Visual Arts Teacher opened a dialogue about the importance of looking after one's mental health.Additionally the development of our Wellness Center and the Student Leadership Organization will continue to implement activities that support SEL activities.
	2. Strengthen academy based intervention for students in need of academic, social and emotional support.	
	3. Develop an Alumni Connection Program (ACP) cohort to track the effectiveness of our academy's supporting students for life after HS	
	4. Develop an Mentoring Connection Program (MCP) to provide our students with mentoring opportunities that will allow for post secondary projections for post-secondary planning	
Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		

Goal #1: By 2026	Building a Rigorous Academic Core: By 2026 the Fashion and Design Academy will integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status.	New or Revised Strategic Actions for Goal #1	The Fashion Academy will continue to work and grow as a team to align curriculum, goals and outcomes and create curriculum that is relevant and up to date with industry standards and the mission of the Fashion Academy. We will develop a curriculum that maintains students' physical presence at the Upper Campus such as adding Spanish and PE alternatives. We will continue to create a curriculum that integrates vertical alignment and supports collaborative projects that involve fashion and design skills. One such project for next year will be the creation of graduation stoles by our fashion students for fashion academy students. Each grade level will add input to the design and production of 93 graduation stoles for students with industry partners and adviser feedback. Teachers will also work collaboratively across disciplines to develop projects that work toward the Senior Capstone Graduation Project. Fashion Academy Math courses will involve fashion design computations and measurement that can be utilized in the industry. History courses will incorporate fashion and design history and the social implications of such so students develop a foundational understanding of fashion and design through a historical lens. English courses will fuse fashion journalism, marketing, and business planning into the curriculum. Science courses will incorporate the scientific aspects of fashion into curriculum that will include foundation lessons around anatomy to support clothing design and creation and chemically produced textiles. The Academy will develop additional compensated roles for teachers to plan curriculum, lead grade level teams, and offer student support services such as after school tutoring and intervention activities. The Fashion Academy will provide support for teacher training, team building and professional development to enhance teacher rapport. The Academy will create sewing and design labs that are accessible to all teachers and students to enhance skills. We will also continue to support current Advanced Placement courses and add honors and AP options to 10th grade.
Goal #2: By 2026	Work-Based Learning: By 2026, 90% of Fashion and Design Academy scholars will participate in WBL, Internships, Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards.	New or Revised Strategic Actions for Goal #2	The academy will network and forge industry relationships that will build a funnel to internships and work opportunities. Additionally we will host business sponsorship that can promote small businesses and offer internships and training opportunities for students. Students will have the opportunity to become certified in programs that align with our Fashion and design curriculum such as customer service certification, retail loss prevention, and technical design. We will use those relationships to build and re energize our advisory board. We will offer IWE opportunities that are fashion and design industry based that provide work skills suitable in the fashion and design industry. We will create a fabric warehouse that will be managed by students for distribution of fabric and sewing supplies and equipment. Students will learn stocking and inventory.

Goal #3: By 2026	Comprehensive Support Services: By 2026, the Fashion and Design Academy will implement scholar Incentive programs and Alumni Mentors to increase the number of adult supports by 75%. Increasing incentives and mentoring for scholars will support academic and social, emotional growth	New or Revised Strategic Actions for Goal #3	The Academy will work to build community within OTFA so that students feel empowered to work towards their professional goals in a safe and secure environment by utilizing a wellness space for students, building relationships with adult advisors who provide mentorship and providing spaces for adult speakers to engage with students. We will organize a student mentorship buddy system program to help 10th graders adjust to fashion academy life. We will develop a student incentives program that includes activities and awards .
			Teachers will rally around and collaborate in efforts to support Tier 1 and Tier 2 strategies . With the addition of a designated academic counselors and designated special education staff the academy is able to provide wrap-around services from all staff that includes academic and social,emotional growth.
			We will continue to build our student leadership program that empowers students to take leadership roles within the fashion academy which supports academic, social, and emotional growth of our students. The leadership program will model leadership roles in the Fashion and Design Industry and will include fashion and industry advisors and partners.
			The Academy will work to build community within OTFA so that students feel empowered to work towards their professional goals in a safe and secure environment. We will organize a student mentorship program to help 10th graders adjust to academy life. We will develop a student incentives program. We will continue to build our student leadership program that empower students to take leadership roles with the academy which supports academic, social, and emotional growth of our students

Pathway Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget****BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
						(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)

Teacher Salaries: Hire a Teacher at 1.0 FTE for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Fundamentals in the Fashion, Art, & Design Academy, which offers pathway students the required skills aligned with industry and content standards, addresses pathway goals, and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the fashion design industry. PCN 1482 - Sari Melnicoff (Salary & Benefit costs included)	\$111,194.44	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	OTFA	Approved	
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Pathway Name:	Health Academy		Program #:	3908
Mission and Vision	All Oakland Tech students interested in health and/or health careers · Will learn about clinical medicine, emergency medicine and public health · Will acquire skills in first aid, health education and basic clinical skills · Will learn about and be exposed to a variety of health care careers · Will contribute to our community's health · Will become a supportive community for each other			
PATHWAY QUALITY ASSESSMENT				
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category				
	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Our Health Fair provides multiple interdisciplinary learning opportunities throughout the pathway experience,	(1) Our 12th grade has to some degree lacked multiple opportunities to demonstrate mastery in alignment with outcomes and standards for the senior capstone. (2) Rubrics and other measures of assessment of student learning can be universalized across subject areas and grade levels, so there is more clear horizontal and vertical alignment.	(1) We will add for the 2023-24 school year a Senior Capstone course specifically for Health Academy students who are in the English 4. These students typically take AP English with a non-Health Academy teacher, and do not get adequate support to complete (2) Collaborative time (for example, at a summer staff retreat) to discuss and create rubric(s) to measure and facilitate teaching towards mastery of Pathway objectives.	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Currently, students participate in at least one patient-care training and at least one WBL field trip in each of the 3 years of their pathway participation. Students in 10th and 11th grade have their Health Fair project evaluated by industry partners as part of the design process. Students in 12th grade have a mock interview with industry partners after preparing cover letters, resumes, and interview questions. We also provide CPR/First Aid training and certification to all juniors, and EMT training to select students.	Students do not formulate individual WBL plans that they can add to and reflect on as they move through the pathway. This is an important resource that we will implement with our incoming cohort for 2023-2024 so that they can use it as a resource for resumes, references, college applications, and scholarship applications.	At our Senior Award and Graduation Stole ceremony, seniors who did school year internships (HEAL at Highland Hospital, CHAMPS at Children's Hospital, Psychology Internship Program at the Wright Institute, etc.) will present what they learned in an ECCCO-style "Demonstration of Mastery." Other graduating seniors will present their Capstone Action Projects. To better track student participation in work based learning activities, we will create a tracker (a Google Doc or Sheet), which our Student Support Specialist can use to more efficiently enter WBL data into Aeries. This tracker will also include regular self assessments of WBL growth.	
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Through regular field trips to colleges and universities like UC Davis, UC Santa Cruz, and San Francisco State University, the Health Academy has been developing relationships with postsecondary institutions to promote successful student transitions to higher education. This is part of our broader effort to ensure that nearly 100% of pathway students achieve one or more of the following directly after graduation: • Enroll in a postsecondary institution • Attain an industry-recognized certificate • Enter a pre-apprenticeship or apprenticeship program • Enter the workforce, leveraging training and credentials acquired through pathway participation	Making early college and dual enrollment opportunities available on campus has been a challenge. We would like to make sure there is at least one patient-care career oriented course available on campus each semester and make sure we can provide the required textbooks and course materials to students. Students enrolled in these courses can require more support, which they can receive from our Student Support Specialist who is available to go over course materials with students during our advisory class period and through class pullouts/appointments.	In order to achieve this, we will need to begin meeting with and deepening a partnership with a Peralta colleges liaison, and possibly include them in our Advisory Board meetings.	
2023-2024: YEAR ONE ANALYSIS				
Pathway Strategic Goals				
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.				

Goal #1: By 2026	By 2026, all Health Academy seniors will complete a capstone that demonstrates vertical development (from 10th to 12 grades) and horizontal alignment (across subject areas). The teacher team will review student work and assess the mastery of these demonstrations, and refine how we support the development of capstones in 12th grade and project work in the years leading up to it.
Goal #2: By 2026	By 2026, we will have 25% of our graduating seniors earn college credit through a health-focused dual enrollment course, supported on our campus by our Student Support Specialist and our CPR/First Aid certification partner, Groundworks Education. We will work to build a strong professional connection with the relevant department at a Peralta College in order to provide a consistent patient-care Dual Enrollment course on our campus.
Goal #3: By 2026	By 2026, we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WLB activity. Students and adults in the academy will have access to the document so they can reference for resume, college application, and also letters of recommendation.

Pathway Strategic Actions**Strategic Actions for 2023-24**

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	1. The teacher team will meet at a summer retreat to develop student activities that provide horizontal and vertical alignment in the Academy.
	2. Pathway directors will review 12th grade student enrollment to ensure that all seniors are enrolled in either English 4 with a Health Academy teacher or the Senior Capstone in Health Sciences section.
	3. Upon completion, student capstones will be reviewed and teacher support will be revised and refined accordingly.
Strategic Actions for Goal #2	1. We will offer a dual enrollment course that prepares students to pass the EMT exam.
	2. The teacher team will review the numbers of students who take and pass the exam, and work strategically to increase those numbers each year.
	3. Through our partnership with Groundworks Education, we will offer targeted supplementary training/test preparation for students enrolled in the EMT course to help them pass the course while gaining California EMT certification.
Strategic Actions for Goal #3	1. Develop a WBL tracking document in an all academy staff retreat
	2. Train students in how to use the tracker to log activities and reflect
	3. Teacher team review data from trackers at least once per year (end of year retreat) and use information to update WBL plan for upcoming academic year

Pathway Budget Expenditures**2023-2024 Pathway Budget****BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.

For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [EIP Budget Justification Instructions](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*

COST

OBJECT CODE

OBJECT CODE
DESCRIPTION

POSITION TITLE

FTE

PATHWAY NAME

2024-2025: YEAR TWO**Pathway Strategic Goals****Pathway Quality Strategic 3 Year Goal****Check in on 3-Year Goals**

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

By 2026, all Health Academy seniors will complete a capstone that demonstrates vertical development (from 10th to 12 grades) and horizontal alignment (across subject areas). The teacher team will review student work and assess the mastery of these demonstrations, and refine how we support the development of capstones in 12th grade and project work in the years leading up to it.		We are on track to meet this goal. We have made progress aligning with 11th grade. Next, we will plan and refine the alignment for 10th grade once we have piloted our new 10th grade AP English class for the 2024-2025 school year.	
By 2026, we will have 25% of our graduating seniors earn college credit through a health-focused dual enrollment course, supported on our campus by our Student Support Specialist and our CPR/First Aid certification partner, Groundworks Education. We will work to build a strong professional connection with the relevant department at a Peralta College in order to provide a consistent patient-care Dual Enrollment course on our campus.		We are on track to have 25% of our graduating seniors earn credit through a health-focused dual enrollment course. We were unable to work with our CPR trainer due to a staffing issue, but with the help of our district's excellent Dual Enrollment coordinator, Leslie Freeman, we have been able to offer multiple paths to meet this goal. We are currently slated to offer Kinesiology 150 as a dual enrollment class for 2024-2025, and we are confident that this will appeal to many of our student-athletes in the Health Academy.	
By 2026, we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WLB activity. Students and adults in the academy will have access to the document so they can reference for resume, college application, and also letters of recommendation.		We are on track to meet this goal as of right now. Currently, we have a work based learning activity tracking tool that was created by our work-based learning liaison, Terrance Holliday. We do not yet have a student-facing document or tool, and we will continue to work on that over the 2024-2025 academic year.	
Pathway Strategic Actions Reflection			
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	1. The teacher team will meet at a summer retreat to develop student activities that provide horizontal and vertical alignment in the Academy.	Health Academy teachers did meet over the summer in 2023 to work on aligning our 10-12th grade projects to better support a Senior Capstone. We developed a Junior Capstone with the help of one of our advisors, Dr. Emily Frank. This Junior Capstone gives students practice in research skills, APA citation, and presentation technique. It also requires them to consider their audience and tailor an activity to the attention spans and knowledge base of said audience. As for Senior Capstone tracking, we have accurately tracked all of our 12th grade students to make sure they have advisor support for their Senior Capstone with a classroom teacher.	
	2. Pathway directors will review 12th grade student enrollment to ensure that all seniors are enrolled in either English 4 with a Health Academy teacher or the Senior Capstone in Health Sciences section.		
	3. Upon completion, student capstones will be reviewed and teacher support will be revised and refined accordingly.		
23-24 Strategic Actions for Goal #2	1. We will offer a dual enrollment course that prepares students to pass the EMT exam.	Our partner organization, Groundworks Education, unexpectedly disbanded in October of 2023. We still have students taking the EMT course at Merritt College in Oakland, but we don't currently have professional supports. We are looking to establish a relationship with students at UC Berkeley in the Medical Reserve Corps who can mentor our EMT concurrent enrollment students. With mentors in place, we will feel more certain about increasing the number of students in the EMT concurrent enrollment course.	
	2. The teacher team will review the numbers of students who take and pass the exam, and work strategically to increase those numbers each year.		
	3. Through our partnership with Groundworks Education, we will offer targeted supplementary training/test preparation for students enrolled in the EMT course to help them pass the course while gaining California EMT certification.		
23-24 Strategic Actions for Goal #3	1. Develop a WBL tracking document in an all academy staff retreat	Our work-based learning liaison, Terrance Holliday, developed a tracking document for our work based learning experiences. Since teachers do not have the Aeries database access that would allow us to input this information directly, he has been taking our data and inputting it so that it appears in our OUSD data dashboard. This way we can more accurately track our progress in providing high quality WBL experiences from year to year and also attach this data to students' aeries profiles so they may refer back to it later if they need. Students have not yet gotten access to this tracking tool. First, we need to confirm with our WBL liaison that would not make the data entry harder. Teachers in the academy have been using the data from this tracker to plan which types of guest speakers or WBL presentations would fill holes in student career-choice options for the 2nd half of the year and for planning purposes for the start of the next academic year.	
	2. Train students in how to use the tracker to log activities and reflect		
	3. Teacher team review data from trackers at least once per year (end of year retreat) and use information to update WBL plan for upcoming academic year		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?			
Goal #1: By 2026	By 2026, all Health Academy seniors will complete a capstone that demonstrates vertical development (from 10th to 12 grades) and horizontal alignment (across subject areas). The teacher team will review student work and assess the mastery of these demonstrations, and refine how we support the development of capstones in 12th grade and project work in the years leading up to it.	New or Revised Strategic Actions for Goal #1	For this upcoming academic year, ELA teachers in the academy will meet quarterly to assess how vertically aligned projects in 11th and 12th are working to support the completion of Capstone projects in 12th grade. For example, this current year, based on first quarter assessments of English 4 research writing summaries and annotated bibliography, we decided that 11th grade students needed more practice in summarizing with a purpose.

Goal #2: By 2026	By 2026, we will have 25% of our graduating seniors earn college credit through a health-focused dual enrollment course, supported on our campus by our Student Support Specialist and our CPR/First Aid certification partner, Groundworks Education. We will work to build a strong professional connection with the relevant department at a Peralta College in order to provide a consistent patient-care Dual Enrollment course on our campus.	New or Revised Strategic Actions for Goal #2	The Peralta colleges have not been able to provide us with a consistent patient care related course or instructor. We are now looking into alternative options for a college credit carrying course to offer. We are in the process of having a Spanish teacher with medical interpretation experience submit a syllabus to the relevant Peralta Colleges department for articulation. This way, students could take a Spanish 3 course with an Oakland Tech teacher that would lead to a career option and also give them college credit while in high school. We will meet with our OUSD Dual Enrollment coordinator in September 2024 to make sure we have ample time to make this course available for 2025-2026.
Goal #3: By 2026	By 2026, we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WLB activity. Students and adults in the academy will have access to the document so they can reference for resume, college application, and also letters of recommendation.	New or Revised Strategic Actions for Goal #3	We plan to work with Terrance Holliday during several of our collaboration periods during the 2024-2025 academic year to adapt his WBL tracking tool for staff to be student-facing. Currently, there are concerns that having students use the form as is could misrepresent the WBL experience data by inadvertently adding duplicate events.

Pathway Budget Expenditures**Effective July 1, 2024 - June 30, 2025****2024-2025 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE. This Assistant Principal is above the base allocation to coordinate the work of the 5 pathways to provide support and supervision in alignment with the Pathway vision, mission and goals. The Assistant Principal will work directly with Pathway Leads of Oakland Tech Computer Academy to provide professional development, collaborate with Pathway Coach, to continue to build out the Pathway and to support them in decreasing disparities in student achievement. PCN 1307 - Deshawn Woolridge (Salary & Benefit Costs Included)	\$167,732.64	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal	1.00	Health Academy	Conditionall...	
Teacher Salaries: Hire a CTE teacher, at .2 FTE, for the Health Academy. The teacher will provide instruction in the Health Academy Internship course for seniors, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 2204 - Kathleen Bailey (Salary and Benefit costs included)	\$33,752.35	1105	Teacher Salaries	Tchr Str Eng	.2 FTE	Health Academy	Conditionall...	

Teacher Salaries: Hire a CTE Teacher, at .8 FTE, for the Health Academy. The teacher will provide instruction in CTE Courses, Principles of Health Principles and Biotech 1-2 (with CTE standards incorporated), which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 2987 - Clifford Daigle (Salary & Benefit costs included)	\$115,647.89	1105	Teacher Salaries	Tchr Str Eng	0.8 FTE	Health Academy	Conditionall...	
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2025-2026: YEAR THREE**Pathway Demographics**

2024-25 Total Enrollment Grades 9-12			224						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	41.5%	58.0%	97.3%		6.7%	4.0%	1.8%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	34.4%		16.5%	20.1%	2.2%		13.4%	12.1%	1.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			

PATHWAY PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	97.8%	100.0%	92.6%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	2.2%	0.0%	7.4%	TBD		
A-G Completion Rate (12th Grade Graduates)	83.9%	74.7%	79.1%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	78.9%	87.1%	74.0%	74.7%		
10th Graders meeting A-G requirements	60.0%	82.4%	60.4%	61.5%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	47.3%	42.2%	50.0%	17.9%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	25.3%	40.0%	51.1%	50.6%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	23.0%	27.3%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	25.0%	32.2%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	51.1%	42.2%	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		

Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
A strong teacher team that has been consistent for more than 5 year contributes to students sense of belonging and to pathway course completion Increase in A-G Completion Rate from 23-24 (line 74 on EIP) More than half of the cohort has completed a Dual Enrollment with a C or better. Academy remains very popular on the campus, as evidenced by the number of 9th graders who listed Health as their first choice.	Adding CTE credentials to more of our teachers. Math continues to be an area that holds students back from being graduation ready. Attendance is a challenge this year. There is a prevalent notion that tardiness and absence is a consequence free choice.

What might be some root causes to help you understand those student data?

Students need additional support and scaffolding when using cross-class concepts (e.g. math skills in science, research skills in CTE and English)

Internships are competing with businesses that pay nearly \$20/hour and student engagement in internships can be reflected in those who choose a steady job over the shorter-term internship.

Students attend Oakland Tech from all corners of the city, and even farther out. This is a reflection of the desirability of the school, but also can cause attendance challenges if transportation becomes an issue.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, all Health Academy seniors will complete a capstone that demonstrates vertical development (from 10th to 12 grades) and horizontal alignment (across subject areas). The teacher team will review student work and assess the mastery of these demonstrations, and refine how we support the development of capstones in 12th grade and project work in the years leading up to it.	The Pathway is on track to engaging 100% of students in pathway themed projects each year in their English and CTE classes. The Pathway team has made changes to curricular units to bring greater coherence in students' experiences so that they can meet or exceed the expectations for the Graduate Capstone. This 2024-25 school year, the Master Schedule allowed for 100% of students to be cohorted students in English and CTE classes, and for a majority of students to be cohorted in History, Science, and Math courses. Due to the new teaming from the Master Schedule and welcoming teachers new to Tech and the pathway, we prioritized student support over creating cross subject learning opportunities. We have administered a Dual Enrollment survey in the fall and an end of first semester survey to all students to inform Dual Enrollment offerings for the 2025-26 school year and to make improvements in pathway programming for the second semester. A hindrance to implementing student portfolios has been time in the workday and instructional time so we are revisiting the value of this practice for students.
By 2026, we will have 25% of our graduating seniors earn college credit through a health-focused dual enrollment course, supported on our campus by our Student Support Specialist and our CPR/First Aid certification partner, Groundworks Education. We will work to build a strong professional connection with the relevant department at a Peralta College in order to provide a consistent patient-care Dual Enrollment course on our campus.	The full three-year sequence will premier in the 2025-2026 school year. The Academy teachers have been collaborating for what goes into each class, and how the different years integrate into a unified set of curricula. The biggest challenge has been the CTE credentials for the team, but we believe we will have all needed staff with preliminary credentials by 2026. We have approximately 20% of our seniors in the Health Academy enrolled in Dual Enrollment classes this year (18 students). The Health DE classes offered this year are Nutrition and Human Biology. We no longer have the Student Support Specialists position at Tech, so lacking an extra support person, we were not able to encourage, track, and support students taking the EMT concurrent enrollment course that we had hoped to partner with at Merritt College. We did, however, form a partnership with the East Bay Regional Parks Lifeguard Department to help have all Health Academy students certified in CPR.x

By 2026, we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WLB activity. Students and adults in the academy will have access to the document so they can reference for resume, college application, and also letters of recommendation.		The Academy has put together a WBL Google Form, but it is not student-facing yet and it is not yet fully integrated into our WBL processes. The outcome should be ready by 2026 though. Our biggest challenge has been standardizing the WBL workflow for teachers of all grade levels and making sure everyone has the needed completions.	
Pathway Strategic Actions Reflection			
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
24-25 Strategic Actions for Goal #1	For this upcoming academic year, ELA teachers in the academy will meet quarterly to assess how vertically aligned projects in 11th and 12th are working to support the completion of Capstone projects in 12th grade. For example, this current year, based on first quarter assessments of English 4 research writing summaries and annotated bibliography, we decided that 11th grade students needed more practice in summarizing with a purpose.	In our Community of Practice meeting with the Linked Learning team, we have started talking about an agenda for an end of year retreat. Thus far, we want to reflect on successes and areas for growth and also develop integrated activities that will support students in their 3 year CTE arc, which we are debuting in the 2025-2026 academic year. This year we did review 12th grade student data to ensure that all students not enrolled in Eng 4 with a Health Academy teacher were at least in that teacher's advisory period. This allowed them to receive support on the Capstone project from the teacher who currently holds that space. Capstones will be aligned vertically in tune with other projects such as the Health Fair.	
24-25 Strategic Actions for Goal #2	The Peralta colleges have not been able to provide us with a consistent patient care related course or instructor. We are now looking into alternative options for a college credit carrying course to offer. We are in the process of having a Spanish teacher with medical interpretation experience submit a syllabus to the relevant Peralta Colleges department for articulation. This way, students could take a Spanish 3 course with an Oakland Tech teacher that would lead to a career option and also give them college credit while in high school. We will meet with our OUSD Dual Enrollment coordinator in September 2024 to make sure we have ample time to make this course available for 2025-2026.	Dual Enrollment classes offered were not in line with this goal. The loss of our Student Support Specialist has impacted our ability to review this work and move towards the goal. Resources have been shifted away from Groundworks due to the company being disbanded, we are instead working with East Bay Regional Parks Lifeguard Department to get our students trained as CPR instructors, able to give CPR training to other students	
24-25 Strategic Actions for Goal #3	We plan to work with Terrance Holliday during several of our collaboration periods during the 2024-2025 academic year to adapt his WBL tracking tool for staff to be student-facing. Currently, there are concerns that having students use the form as is could misrepresent the WBL experience data by inadvertently adding duplicate events.	The document is created, but needs refining before it can be utilized in a student-facing method. Our current plan is to train our teachers in how to use it, and then pass that to all of our students at the beginning of the 25-26 school year. Implementing a change of this magnitude mid-year has not been a feasible option, and the new year is a good time for such coordinated delivery. WBL review and planning will be part of the retreat time we are currently scheduling.	
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?			
Goal #1: By 2026	By 2026, all Health Academy seniors will complete a capstone that demonstrates vertical development (from 10th to 12 grades) and horizontal alignment (across subject areas). The teacher team will review student work and assess the mastery of these demonstrations, and refine how we support the development of capstones in 12th grade and project work in the years leading up to it.	New or Revised Strategic Actions for Goal #1	Teachers in the Academy will need to have at least preliminary CTE credentials, if not Clear, by 2026. Common planning time will need to be consistently utilized to review progress on capstones and assess proficiency for completed projects. Vertical integration of the capstone project into the concepts of the Health Fair should provide students a solid beginning to their work.
	By 2026, we will have 25% of our graduating seniors earn college credit through a health-focused dual enrollment course, supported on our campus by our Student Support Specialist and our CPR/First Aid certification partner, Groundworks Education. We will work to build a strong professional connection with the relevant department at a Peralta College in order to provide a consistent patient-care Dual	New or Revised	We are now working with Amy Martinez, a former counselor at Tech, as a Dual Enrollment specialist. She has been invaluable in helping us choose courses that have reliable instructors and fit within a certificate program or degree program at UCs/CSUs. We will continue to invite her to our pathway collaboration meetings and consult with her.

Goal #2: By 2026	Enrollment course on our campus.	Strategic Actions for Goal #2	We will work more closely with Dr. Emily Frank to direct students toward EMT training and certification (Highway to Work programs). In lieu of working with members of the EMT department at Merritt College, we will work more closely with EMS Corps in San Leandro to place interested students in this stipended program.
Goal #3: By 2026	By 2026, we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WLB activity. Students and adults in the academy will have access to the document so they can reference for resume, college application, and also letters of recommendation.	New or Revised Strategic Actions for Goal #3	We will fully implement the WBL form and support students as the beging to use it. Teachers will be trained in how to give the form to students whenever WBL activities are done, in order to prevent any one individual having to enter all data all at once. We will ensure students have access to the document and see their activities and experiences, in order to create resumes and cover letters that give a more complete picture of their employability.

Pathway Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget****BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

Teacher Salaries:**Hire a Teacher at .80 FTE for the Health Academy.**

The teacher will provide instruction in CTE Courses, Principles of Health Principles, and Biotech 1-2 (with CTE standards incorporated), which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the computer and information science industry.

PCN 2987 - Clifford Daigle

(Salary & Benefit costs included)

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
\$113,627.15	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Health Academy	Approved	

9th Grade:		Program #:	3837
2023-2024: YEAR ONE ANALYSIS			
9th Grade Strategic Goals			
9th Grade Quality Strategic 3 Year Goal What are 1-3 goals to improve 9th grade and the integration with the pathway? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound). Goals should start with the "By 2026..." Example: "By 2026 we will increase our 9th grade on-track to graduation by 10% from 2021-22 to 72% for all students. We will accomplish this through biweekly 9th grade team meetings that track and monitor the effectiveness of student interventions."			
Goal #1: By 2026	On Track Goal: By 2026 we will increase the percentage of our 9th grade African American and Latinx students who move up at least one on-track lane from 31% and 28% to 51% and 58% (+20)%. ("On-track lane" is a metric developed by BTSC Breakthrough Success Community that categorizes students in "lanes" from Post-secondary competitive, promising, potential, to vulnerable and highly vulnerable, based on a combination of grades, GPA and attendance data.) We will accomplish this through strategic use of advisory period, grade policies that reduce the effect of zeros, observing and debriefing teaching practices with a focus on how Tier 2 students are supported in class, and biweekly 9th grade house meetings that track and monitor the effectiveness of student interventions.		
Goal #2: By 2026	Community and Identity Goal: By 2026 students will form a sense of community and belonging in their 9th grade experience, forming identity, pride, ownership with their 9th grade house, as measured through high attendance at optional 9th grade events, and strong scores on the BTSC developmental relationship survey. We will accomplish this through organizing community-building events during the summer (Summer Bridge) and throughout the year (Park Day, 9th grade advisory celebrations, house science field trip and house college field trip) as well as use biweekly house meetings to coordinate more personal interventions with students of concern.		
Goal #3: By 2026	Integrating with Pathways to College/Career Goal: By 2026 we will increase opportunities for students to become college and career ready through college field trips and exposure to and interactions with the career oriented pathways at Tech. We accomplish this by coordinating with the pathways to provide hands-on experiences with all of the pathway options at Tech, and organizing a college field trip for all 9th grade students.		
9th Grade Strategic Actions 2023-24			
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?			
Strategic Actions for Goal #1	Coordinating use of advisory to pre-emptively support students with making up missing absences and demonstrating understanding		
	PD and peer sharing best practices around retake days, grading policies that align with standards based equitable grading practices. Expanding these best practices to new teachers joining the team, and elective classes, one of the current struggle points		
	Peer observations, debriefing teaching practices that engage all students in class at a high level, especially focusing on Tier 2 students		
	Biweekly 9th grade house meetings led by teachers to coordinate and monitor the effectiveness of student interventions		
	Vertical alignment of curriculum with pathways project-based learning leading up to the 12th grade capstone		
Strategic Actions for Goal #2	Biweekly 9th grade house meetings led by teachers to early identify and intervene with students that have not yet built positive connections to school		
	Summer Bridge program targeted for vulnerable students that will need extra supports		
	9th grade community building events by house or for the full 9th grade: Park Day, 9th Grade Celebration, Science and College field trips		
	Peer observations, debriefing teaching practices that engage all students in class at a high level, especially focusing on Tier 2 students		
	Master Scheduling: Affiliate elective teachers with houses and schedule all 9th grade students into an advisory with teachers and students from their house		
Strategic Actions for Goal #3	Advisory and curricular opportunities to explore and inform about the pathways at Tech,		
	Expanding hands on experiences with ALL the pathways at Tech in the fall semester (currently everyone participates in the Health Fair, not everyone participates in other key events led by other pathways)		
	Vertical alignment of curriculum with pathways project-based learning leading up to the 12th grade capstone		
	All students participate in a College field trip		
	Master Scheduling: Affiliate elective teachers with houses and schedule all 9th grade students into an advisory with teachers and students from their house		
9th Grade Budget Expenditures			
2023-2024 9th Grade Budget			

BUDGET JUSTIFICATION		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>							
2024-2025: YEAR TWO							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?					
On Track Goal: By 2026 we will increase the percentage of our 9th grade African American and Latinx students who move up at least one on-track lane from 31% and 28% to 51% and 58% (+20%). ("On-track lane" is a metric developed by BTSC Breakthrough Success Community that categorizes students in "lanes" from Post-secondary competitive, promising, potential, to vulnerable and highly vulnerable, based on a combination of grades, GPA and attendance data.) We will accomplish this through strategic use of advisory period, grade policies that reduce the effect of zeros, observing and debriefing teaching practices with a focus on how Tier 2 students are supported in class, and biweekly 9th grade house meetings that track and monitor the effectiveness of student interventions.		Janus House: This year in our house and pathway meetings we have discussed equitable grading practices emphasizing a 50% floor and giving multiple in class opportunities for retakes on assessments. We have also prioritized observing and debriefing teaching practices in all of our house. Every core house teacher will have been observed by the end of this school year. African American and Latino Students are moving up to the next off track lane: We had 9 point reduction in off track from 21-22 to 22-23. For Latinx students we had a 2% increase in off track to 21-22 to 22-23. We are taking direct action to support all students in their academic success through a variety of measures. Every core 9th grade teacher utilizes equitable grading practices, including, but not limited to, standards-based grading, 0-4 grading scales, 50% grading floor, and opportunities for turning in late work and retaking assessments without penalty. Several teachers allocate specific time in-class for students to make-up missing work or get caught up on certain topics they need more support with. Our ninth grade is also cohorted into three "houses" which serve many purposes, one of which is so that teachers can more effectively communicate about which students need more support and coordinate action steps for providing them individual support. One of the ways in which we accomplish these goals is through strategic use of our "kid-talk" tracker to track interventions and degrees of success with Tier 2 students, typically those with only 1-2 Ds or Fs. We also use our house team meetings to discuss tier 3 students and coordinate other sources of support for those students, such as communication with families or tapping into the schools Student Success Team to provide more wrap-around student support. These cohorted houses also allow for teachers to plan interventions around our focal students, African American and Latinx students. See link to data here: https://mail.google.com/mail/u/0/?tab=rm&ogbl#search/gina%40coredistricts.org/FMfcgzGxRxLTTrMNCZZWWZprVqpMtZDs?projector=1&messagePartId=					
Community and Identity Goal: By 2026 students will form a sense of community and belonging in their 9th grade experience, forming identity, pride, ownership with their 9th grade house, as measured through high attendance at optional 9th grade events, and strong scores on the BTSC developmental relationship survey. We will accomplish this through organizing community-building events during the summer (Summer Bridge) and throughout the year (Park Day, 9th grade advisory celebrations, house science field trip and house college field trip) as well as use biweekly house meetings to coordinate more personal interventions with students of concern.		Janus House: 9th grade students have definitely formed a sense of identity around their houses. We have fostered this through a house party last semester and distributing house t-shirts so that students may proudly show their house pride in our halls. Our summer bridge scholars had a strong start this school year because they had the opportunity to meet teachers and classmates before the first day of school. In our house meetings, we have a robust "kid talk" protocol to develop personal interventions for students of concern. We have successfully implemented community building events such as an Advisory House celebration during the fall, a house science field trip to the Exploratorium, and are currently planning a Spring college field trip. We continue to use our biweekly house meetings to coordinate personal interventions. In one house alone we have recently held 4 SST intervention meetings for students of concern that were identified in biweekly house meetings. Additionally, our 9th graders are exposed to a variety of academic content related to identity and community building. In some 9th grade English classes there is a student-hosted community circle every week, run by a different student. By the end of the year, every student will have led 2 different community circles. In the African American Male Achievement, African American Female Achievement, and Latino Male Achievement classes, many of our students engage in learning about, reflecting on, and constructing their identities within the school community and beyond.					
Integrating with Pathways to College/Career Goal: By 2026 we will increase opportunities for students to become college and career ready through college field trips and exposure to and interactions with the career oriented pathways at Tech. We accomplish this by coordinating with the pathways to provide hands-on experiences with all of the pathway options at Tech, and organizing a college field trip for all 9th grade students.		The 9th grade pathway has successfully hosted student presentations from all five Oakland Tech Academies during Pathway Exploration Week. These presentations included experiential learning for all 9th graders to provide hands-on experiences with the career oriented pathways at Oakland Tech. For the second year in a row the 9th grade team has successfully planned a college field trip to visit Cal State East Bay to ensure all 9th grade students are able to have early exposure to college opportunities.					
Pathway Strategic Actions Reflection							

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	Coordinating use of advisory to pre-emptively support students with making up missing absences and demonstrating understanding	Teachers are using advisory to support students with missing assignments but use of a tracker across all houses would help solidify who needs the most support during advisory and assist in monitoring who goes to which classes. We implement PD and peer-sharing around best practices including, but not limited to, retake days and equitable grading policies in monthly pathway meetings based on improvement science through BTSC. We are expanding these practices to new teachers and elective teachers by inviting them to pathway meetings and the expansion of House+ teams to include elective teachers. Peer observations have been extremely helpful and teachers have been able to learn and adapt strategies from one another as well as provide positive feedback and wonderings to colleagues around what they think is working and not working in terms of what they observe. Tier 2 student work is mainly happening in houses as the peer observations are most beneficial for teachers, not student outcomes. Bi-weekly 9th grade house meetings have been extremely effective in identifying students of concern and establishing action items to address student outcomes overall. Teams meet to discuss students of concerns, DR data, Plan for evnets and activities, and discuss off track rates to improve outcomes for Black and Brown Youth in conjunctions with our AAMA,AAFE, and LMA teachers. We are ensuring vertical alignment of curriculum with pathways through the 9th grade "Taking Action Project" (TAP) which is a research project that helps build skills that will later be used in their 12th grade capstone.
	PD and peer sharing best practices around retake days, grading policies that align with standards based equitable grading practices. Expanding these best practices to new teachers joining the team, and elective classes, one of the current struggle points	
	Peer observations, debriefing teaching practices that engage all students in class at a high level, especially focusing on Tier 2 students	
	Biweekly 9th grade house meetings led by teachers to coordinate and monitor the effectiveness of student interventions	
23-24 Strategic Actions for Goal #2	Vertical alignment of curriculum with pathways project-based learning leading up to the 12th grade capstone	We have had biweekly 9th grade meetings led by teachers all year long. All students participated in student-led presentations on each pathway. We also hosted a 9th grade celebration during the first semester, went on a scientific field trip, and are currently planning college field trips. All core teachers in each house will have been observed and debriefed by the end of the semester. Lastly, all 9th grade students are in advisories with teachers and students from their house.
	Biweekly 9th grade house meetings led by teachers to early identify and intervene with students that have not yet built positive connections to school	
	Expanding hands on experiences with ALL the pathways at Tech in the fall semester (currently everyone participates in the Health Fair, not everyone participates in other key events led by other pathways)	
	9th grade community building events by house or for the full 9th grade: Park Day, 9th Grade Celebration, Science and College field trips	
23-24 Strategic Actions for Goal #3	Peer observations, debriefing teaching practices that engage all students in class at a high level, especially focusing on Tier 2 students	This year the 9th grade board worked with pathway directors at Tech to ensure that students received ample exposure to the opportunities available to them in advance of completing their pathway match forms. This work led to events such as an information session for all 9th graders, an info session for 9th grade parents, and a q&a session with pathway leadership during the pathway match process. Additionally pathway directors were made available to 9th grade students to answer any questions that they had about the different academies. For the second year in a row the 9th grade pathway has successfully planned a college field trip to Cal State East Bay, which allows for students to get an up close look at what college life is like. Students are able to hear from current Cal State East Bay students about their experiences, explore the university campus including a dorm, and eat at the campus dining facilities. This field trip creates an opportunity for all 9th grade students to have early exposure in their high school career to a collegiate environment. Additionally students in the 9th grade Mastering Cultural Identity classes have gone on various field trips that have provided career and college exposure. Finally the 9th grade pathway is working to expand our relationship with the Oakland Tech College and Career Center to provide students with information and resources to different opportunities throughout the Bay Area.
	Master Scheduling: Affiliate elective teachers with houses and schedule all 9th grade students into an advisory with teachers and students from their house	
	Advisory and curricular opportunities to explore and inform about the pathways at Tech,	
	Expanding hands on experiences with ALL the pathways at Tech in the fall semester (currently everyone participates in the Health Fair, not everyone participates in other key events led by other pathways)	
Pathway Strategic Actions 2024-2025 2024-2025 Strategic Actions <i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i>		

Goal #1: By 2026	On Track Goal: By 2026 we will increase the percentage of our 9th grade African American and Latinx students who move up at least one on-track lane from 31% and 28% to 51% and 58% (+20)%. ("On-track lane" is a metric developed by BTSC Breakthrough Success Community that categorizes students in "lanes" from Post-secondary competitive, promising, potential, to vulnerable and highly vulnerable, based on a combination of grades, GPA and attendance data.) We will accomplish this through strategic use of advisory period, grade policies that reduce the effect of zeros, observing and debriefing teaching practices with a focus on how Tier 2 students are supported in class, and biweekly 9th grade house meetings that track and monitor the effectiveness of student interventions.	New or Revised Strategic Actions for Goal #1	Be more vigilant to make sure everyone is using a 50% floor, equitable grading practices, and reducing the effects of zeros. We are currently in the process of running a report to test the effectiveness of the process. Testing and learning with one to one check in advisory: we are attempting these and testing to see if the data shows Our 2025 goal is that by May of 2025, we will reduce our off track down to 25% for targeted population focusing on African American student who primarily have the greatest off track rate. We will review our first semester data to determine what our off track rate is for African American and Latino Students. In reviewing the data, 42 percent of our African American students were off track. We determined that some of those students were off track due their SPED classification. We then determined that 37 students were off track with one or more D or F. Of those 37 students, we identified 18 students across all three cohorts and will work to reduce their off track rate through kidtalk and intervention support. In the Spring of 2025 we will review the 2nd Semester grade data and evaluate our cumulative data to see if our strategy was effective and what new strategies we may need to try to decrease the off track rate for the 25-26 school year.
	Community and Identity Goal: By 2026 students will form a sense of community and belonging in their 9th grade experience, forming identity, pride, ownership with their 9th grade house, as measured through high attendance at optional 9th grade events, and strong scores on the BTSC developmental relationship survey. We will accomplish this through organizing community-building events during the summer (Summer Bridge) and throughout the year (Park Day, 9th grade advisory celebrations, house science field trip and house college field trip) as well as use biweekly house meetings to coordinate more personal interventions with students of concern.		Strategic Action #1: We will give out a student survey - We have continued to work through BTSC to build community via several avenues: 1. The Developmental relationship survey will be used to determine those students who don't have any positive relationships at all. After we take the Winter administration of the DR survey, we try to focus on what students say they need to feel safe and secure at school. Our winter results showed that more students had a trusted adult on campus they could talk to and had good relationships with teachers. However, students stated that they did not feel heard so we decided to institute a student survey at the end of each Semester asking them for suggestions for things they want to do that would make their 9th grade experience better.

Goal #2: By 2026		New or Revised Strategic Actions for Goal #2	Strategic Action #2: Fostering Community Building and Collaboration - Community building opportunities such as 9th grade house parties, advisory meetings, introductions of the Academy Match Process(new format included an Academy fair, Q and A Sessions, and Mastering Cultural Identity push in presentations, as well as a robust parent info session with several members of our counseling team involved to answer parent questions, and a timeline that was sent out to parents so they could monitor steps in the process), a fall and Spring Field trip (Science and College). In the summer, we host 90 incoming ninth graders to participate in Summer Bridge program to get acclimated to the school before they arrive in the fall as a freshman. The program is designed to include community building and social emotional support, so students are empowered with tools to start the school year off successfully. They also get a chance to meet their teachers ahead of time, improving their school experience and relationships with their teachers. Strategic Action #3: Biweekly house meetings: Bi-weekly house meetings to make sure teachers collaborate on students within their cohort to ensure equal access to resources for all students.
Goal #3:	Integrating with Pathways to College/Career Goal: By 2026 we will increase opportunities for students to become college and career ready through college field trips and exposure to and interactions with the career oriented pathways at Tech. We accomplish this by coordinating with the pathways to provide hands-on experiences with all of the pathway options at Tech, and organizing a college field trip for all 9th grade students.	New or Revised Strategic Actions	Strategic Goal #1 - Integrating Pathway for College and Career Readiness: We will continue to expose students to college and career outcomes through taking students on a college visit in the spring of 2025. Each 9th grade house will visit one of our State or UC campuses and take a college tour so they can imagine themselves at a University. Students will spend time in class Additionally, the MCI classes (African American Male Achievement, African American Female Excellence, Chicano and Chicana Studies will take their students on College Field trips to San Jose State and Laney Community College. In addition, students will research careers in anticipation of their taking action research project, also due in the Spring, where students have to identify a problem and come up with a solution to address it and present to their families and community members.

By 2026		Strategic Actions for Goal #3	

Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)	Conditionally Approved (Justification Form is required)
							(protected cells below to be completed by MN/H staff only)	(protected cells below to be completed by MN/H staff only)

2025-2026: YEAR THREE ANALYSIS

9th Grade Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
What might be some root causes to help you understand those student data?	

9th grade Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
On Track Goal: By 2026 we will increase the percentage of our 9th grade African American and Latinx students who move up at least one on-track lane from 31% and 28% to 51% and 58% (+20)%. ("On-track lane" is a metric developed by BTSC Breakthrough Success Community that categorizes students in "lanes" from Post-secondary competitive, promising, potential, to vulnerable and highly vulnerable, based on a combination of grades, GPA and attendance data.) We will accomplish this through strategic use of advisory period, grade policies that reduce the effect of zeros, observing and debriefing teaching practices with a focus on how Tier 2 students are supported in class, and biweekly 9th grade house meetings that track and monitor the effectiveness of student interventions.		Janus House: This year in our house and pathway meetings we have discussed equitable grading practices emphasizing a 50% floor and giving multiple in class opportunities for retakes on assessments. We have also prioritized observing and debriefing teaching practices in all of our house. Every core house teacher will have been observed by the end of this school year. African American and Latino Students are moving up to the next off track lane: We had 9 point reduction in off track from 21-22 to 22-23. For Latinx students we had a 2% increase in off track to 21-22 to 22-23. We are taking direct action to support all students in their academic success through a variety of measures. Every core 9th grade teacher utilizes equitable grading practices, including, but not limited to, standards-based grading, 0-4 grading scales, 50% grading floor, and opportunities for turning in late work and retaking assessments without penalty. Several teachers allocate specific time in-class for students to make-up missing work or get caught up on certain topics they need more support with. Our ninth grade is also cohorted into three "houses" which serve many purposes, one of which is so that teachers can more effectively communicate about which students need more support and coordinate action steps for providing them individual support. One of the ways in which we accomplish these goals is through strategic use of our "kid-talk" tracker to track interventions and degrees of success with Tier 2 students, typically those with only 1-2 Ds or Fs. We also use our house team meetings to discuss tier 3 students and coordinate other sources of support for those students, such as communication with families or tapping into the schools Student Success Team to provide more wrap-around student support. These cohorted houses also allow for teachers to plan interventions around our focal students, African American and Latinx students. See link to data here : https://mail.google.com/mail/u/0/?tab=rm&ogbl#search/gina%40coredistricts.org/FMfcgzGxRXLTrMNCZZWWZprVqpMtzDs?projector=1&messagePartId=
Community and Identity Goal: By 2026 students will form a sense of community and belonging in their 9th grade experience, forming identity, pride, ownership with their 9th grade house, as measured through high attendance at optional 9th grade events, and strong scores on the BTSC developmental relationship survey. We will accomplish this through organizing community-building events during the summer (Summer Bridge) and throughout the year (Park Day, 9th grade advisory celebrations, house science field trip and house college field trip) as well as use biweekly house meetings to coordinate more personal interventions with students of concern.		Janus House: 9th grade students have definitely formed a sense of identity around their houses. We have fostered this through a house party last semester and distributing house t-shirts so that students may proudly show their house pride in our halls. Our summer bridge scholars had a strong start this school year because they had the opportunity to meet teachers and classmates before the first day of school. In our house meetings, we have a robust "kid talk" protocol to develop personal interventions for students of concern. We have successfully implemented community building events such as an Advisory House celebration during the fall, a house science field trip to the Exploratorium, and are currently planning a Spring college field trip. We continue to use our biweekly house meetings to coordinate personal interventions. In one house alone we have recently held 4 SST intervention meetings for students of concern that were identified in biweekly house meetings. Additionally, our 9th graders are exposed to a variety of academic content related to identity and community building. In some 9th grade English classes there is a student-hosted community circle every week, run by a different student. By the end of the year, every student will have led 2 different community circles. In the African American Male Achievement, African American Female Achievement, and Latino Male Achievement classes, many of our students engage in learning about, reflecting on, and constructing their identities within the school community and beyond.
Integrating with Pathways to College/Career Goal: By 2026 we will increase opportunities for students to become college and career ready through college field trips and exposure to and interactions with the career oriented pathways at Tech. We accomplish this by coordinating with the pathways to provide hands-on experiences with all of the pathway options at Tech, and organizing a college field trip for all 9th grade students.		The 9th grade pathway has successfully hosted student presentations from all five Oakland Tech Academies during Pathway Exploration Week. These presentations included experiential learning for all 9th graders to provide hands-on experiences with the career oriented pathways at Oakland Tech. For the second year in a row the 9th grade team has successfully planned a college field trip to visit Cal State East Bay to ensure all 9th grade students are able to have early exposure to college opportunities.
9th grade Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	Utilize instructional grading practices such as grading at a 50% floor to reduce the impact of zeros on student course grades. Utilize Advisory to promote strong case management practices. Conduct grade analysis to target advanced interventions needed for students academically disengaged and needing additional interventions.	Teachers are using advisory to support students with missing assignments but use of a tracker across all houses would help solidify who needs the most support during advisory and assist in monitoring who goes to which classes. We implement PD and peer-sharing around best practices including, but not limited to, retake days and equitable grading policies in monthly pathway meetings based on improvement science through BTSC. We are expanding these practices to new teachers and elective teachers by inviting them to pathway meetings and the expansion of House+ teams to include elective teachers. Peer observations have been extremely helpful and teachers have been able to learn and adapt strategies from one another as well as provide positive feedback and wonderings to colleagues around what they think is working and not working in terms of what they observe. Tier 2 student work is mainly happening in houses as the peer observations are most beneficial for teachers, not student outcomes. Bi-weekly 9th grade house meetings have been extremely effective in identifying students of concern and establishing action items to address student outcomes overall. Teams meet to discuss students of concerns, DR data, Plan for evnets and activities, and discuss off track rates to improve outcomes for Black and Brown Youth in conjunctions with our AAMA,AAFE, and LMA teachers. We are ensuring vertical alignment of curriculum with pathways through the 9th grade "Taking Action Project" (TAP) which is a research project that helps build skills that will later be used in their 12th grade capstone.
	Promote Tier 1 Incentives to encourage and celebrate 9th grade positive behavior. Utilize Social Emotional Learning (SEL) activities to foster improved academic performance, enhanced relationship skills, increased self-awareness and management, and better mental health.	We have had biweekly 9th grade meetings led by teachers all year long. All students participated in student-led presentations on each pathway. We also hosted a 9th grade celebration during the first semester, went on a scientific field trip, and are currently planning college field trips. All core teachers in each house will have been observed and debriefed by the end of the semester. Lastly, all 9th grade students are in advisories with teachers and students from their house.

Goal #2	Develop targeted relationships to promote each 9th grader having a trusted adult on campus Utilize community building activities to build community with students in their assigned 9th grade house.	
24-25 Strategic Actions for Goal #3	Promote campus activities (Pathway Presentation, Pathway Fair and etc.) to expose 9th grade students to the five pathways offered at Oakland Tech. Provide students collegiate on and off campus experience to promote exposure to post-secondary opportunities. Offer students transcript reviews to ensure that students are aware of and meeting expectations of post-secondary opportunities.	This year the 9th grade board worked with pathway directors at Tech to ensure that students received ample exposure to the opportunities available to them in advance of completing their pathway match forms. This work led to events such as an information session for all 9th graders, an info session for 9th grade parents, and a q&a session with pathway leadership during the pathway match process. Additionally pathway directors were made available to 9th grade students to answer any questions that they had about the different academies. For the second year in a row the 9th grade pathway has successfully planned a college field trip to Cal State East Bay, which allows for students to get an up close look at what college life is like. Students are able to hear from current Cal State East Bay students about their experiences, explore the university campus including a dorm, and eat at the campus dining facilities. This field trip creates an opportunity for all 9th grade students to have early exposure in their high school career to a collegiate environment. Additionally students in the 9th grade Mastering Cultural Identity classes have gone on various field trips that have provided career and college exposure. Finally the 9th grade pathway is working to expand our relationship with the Oakland Tech College and Career Center to provide students with information and resources to different opportunities throughout the Bay Area.
Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		
Goal #1: By 2026	On Track Goal: By 2026 we will increase the percentage of our 9th grade African American and Latinx students who move up at least one on-track lane from 31% and 28% to 51% and 58% (+20)%. ("On-track lane" is a metric developed by BTSC Breakthrough Success Community that categorizes students in "lanes" from Post-secondary competitive, promising, potential, to vulnerable and highly vulnerable, based on a combination of grades, GPA and attendance data.) We will accomplish this through strategic use of advisory period, grade policies that reduce the effect of zeros, observing and debriefing teaching practices with a focus on how Tier 2 students are supported in class, and biweekly 9th grade	New or Revised Strategic Actions for Goal #1 Implement a 50% floor to reduce the effects of zeros and explore additional equitable grading practices. Track performance data to measure effectiveness. Provide testing and instructional support in a 1:1 advisory setting. Track performance data to measure effectiveness. Review first semester data to determine what our off track rate is for African American and Latino Students. We will then review second semester grade data and evaluate our cumulative data to determine effectiveness of our
Goal #2: By 2026	Community and Identity Goal: By 2026 students will form a sense of community and belonging in their 9th grade experience, forming identity, pride, ownership with their 9th grade house, as measured through high attendance at optional 9th grade events, and strong scores on the BTSC developmental relationship survey. We will accomplish this through organizing community-building events during the summer (Summer Bridge) and throughout the year (Park Day, 9th grade advisory celebrations, house science field trip and house college field trip) as well as use biweekly house meetings to coordinate more personal interventions with students of concern.	New or Revised Strategic Actions for Goal #2 We will give out a student survey. The Developmental relationship survey will be instituted at the end of each semester. We will institute community building opportunities such as 9th grade house parties, advisory meetings, introductions of the Academy Match Process(new format included an Academy fair, Q and A Sessions, and Mastering Cultural Identity push in presentations, as well as a robust parent info session with several members of our counseling team involved to answer parent questions, and a timeline that was sent out to parents so they could monitor steps in the process), a fall and Spring Field trip (Science and College). In the summer, we will host 90 incoming ninth graders to participate in Summer Bridge program to get acclimated to the school before they arrive in the fall as a freshman. The program is designed to include community building and social emotional support, so students are empowered with tools to start the school year off successfully. They also get a chance to meet their teachers ahead of time, improving their school experience and relationships with their teachers. We will hold bi-weekly house meetings to make sure teachers collaborate on students within their cohort to ensure equal access to resources for all students.
Goal #3: By 2026	Integrating with Pathways to College/Career Goal: By 2026 we will increase opportunities for students to become college and career ready through college field trips and exposure to and interactions with the career oriented pathways at Tech. We accomplish this by coordinating with the pathways to provide hands-on experiences with all of the pathway options at Tech, and organizing a college field trip for all 9th grade students.	New or Revised Strategic Actions for Goal #3 We will continue to expose students to college and career outcomes through taking students on a college visit in the spring of 2025. Each 9th grade house will visit one of our State or UC campuses and take a college tour so they can imagine themselves at a University. Students will spend time in class Additionally, the MCI classes (African American Male Achievement, African American Female Excellence, Chicano and Chicana Studies will take their students on College Field trips to San Jose State and Laney Community College. In addition, students will research careers in anticipation of their taking action research project, also due in the Spring, where students have to identify a problem and come up with a solution to address it and present to their families and community members.
Pathway Budget Expenditures Effective July 1, 2025 - June 30, 2026		
2025-2026 Pathway Budget		

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
							(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>

2025-2026 MEASURE H BUDGET**Effective: July 1, 2025 - June 30, 2026**

Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$1,466,250.00	\$1,466,250.00	\$0.00

**Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (1725) multiplied by the per pupil amount of \$850.*

School: Oakland Technical High School**Site #: 305**

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
305-1	Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach will provide pathway support for all pathways, including planning, collaboration, and alignment, to ensure comprehensive student support and develop a lesson on scholar graduation requirements, including A-G, GPA, and credit recovery. PCN 1292 - Rachelle Sallee (Salary & Benefit Costs Included)	\$92,607.35	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
305-2	Classified Support Salaries: Hire a College and Career Readiness Specialist at 1.0 FTE. The CCRS will expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on-site college events, and assist scholars with FASA, community college support, community outreach, support with dual enrollment, and college and career counseling. PCN 6452 - Adrian Navarro (Salary & Benefit Costs Included)	\$118,046.03	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School

305-3	Pupil Support Salaries / Counselor: Hire a Counselor at 1.0 FTE. This counselor is above the base allocation so that we can transition to having a counselor aligned with each of Oakland Tech's six pathways. For the 2025-26 school year, counselors will collaborate with their respective pathway teams, assume the 10th-grade caseload for that specific pathway, and loop with them the following school year. Counselors will develop college and career plans with the pathway students on their caseload. They will intervene to ensure the students stay on track to graduation and complete their pathway CTE sequence. This counselor will support the Race, Policy, and Law Academy. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Schedule students into pathway courses Counsel students and update families on graduation requirements Provide presentations for students to understand graduation requirements Attend pathway collaboration meetings to collaborate with teachers on students to support TARGET STUDENT POPULATION: 9-12 grade students in the Race, Policy, and Law Academy and 9th-grade Pathways Racially and economically diverse populations ANTICIPATED OUTCOMES: Students will be counseled and supported to have A-G completion Students will be counseled and supported to graduate within 4 years Students will be scheduled into courses that support A-G completion and 4-year graduation PCN 3264 - Zuleyma Rivera (Salary and Benefit costs included)	\$135,431.13	1205	Pupil Support Salaries / Counselor	Counselors	1.0 FTE	Race, Policy, & Law Academy
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305-4	Pupil Support Salaries / Counselor: Hire a Counselor at .20 FTE. This counselor is above the base allocation so that we can transition to having a counselor aligned with each of Oakland Tech's six pathways. For the 2025-26 school year, counselors will collaborate with their respective pathway teams, assume the 10th-grade caseload for that specific pathway, and loop with them the following school year. Counselors will develop college and career plans with the pathway students on their caseload. They will intervene to ensure the students stay on track to graduation and complete their pathway CTE sequence. This counselor will support the Health Academy. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Schedule students into pathway courses Counsel students and update families on graduation requirements Provide presentations for students to understand graduation requirements Attend pathway collaboration meetings to collaborate with teachers on students to support TARGET STUDENT POPULATION: 9-12 grade students in the Health Academy and 9th-grade Pathways Racially and economically diverse populations ANTICIPATED OUTCOMES: Students will be counseled and supported to have A-G completion Students will be counseled and supported to graduate within 4 years Students will be scheduled into courses that support A-G completion and 4-year graduation PCN 4824 - Vacancy (Tran) (Salary and Benefit costs included)	\$27,464.95	1205	Pupil Support Salaries / Counselor	Counselors	.20 FTE	Health Academy
305-5	Professional Contracted Bus Services: Charter Bus rentals for College and Career exploration field trips for the respective pathways during the 2025-2026 school year. Funds will pay for two buses for each pathway to take 93 juniors on one field trip to a local college during the fall semester. Budget Calculation: Each bus costs approximately \$1,800 to reserve/secure. \$1,800.00 x 2 buses = \$3,600.00 per pathway x 5 pathways = \$18,000.00.	\$18,000.00	5826	Professional Contracted Bus Services			Whole School

305-6	Clerical Salaries Overtime: ET/OT for the Case Managers to complete Home Visits to Tier 2 and Tier 3 students on their caseloads from each pathway. Each Case Manager will be assigned 3-5 chronically absent students based on data from the 24-25 school year. The Case Manager will visit homes to complete check-ins once per month for an hour at a time. The Case Manager will support Tier 2 and Tier 3 students assigned by pathway teams during intervention meetings. The expenditure will encourage students and families to stay more connected with the school academically and socially, which in turn will support said students in taking advantage of post-secondary options, which are shared through WBL, Internships, and field trips in our pathways, thereby increasing chances of graduation and college enrollment. Case Managers conducting home visits (the purpose of this expenditure) support the connection of students with services on campus, advocacy of their voice, and building school reacclimating plans. Case Managers are the prevention for potential school truancy designation of withdrawn students. This expenditure supports our 3-year goals: "Integrated Student Supports: The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. Budget Calculations: 5 visits per month x 1 hour per month = 5 hours per month per Case Manager (2 in total) paid for at their ET/OT hourly rate, not to exceed \$4,375.00.	\$4,375.00	2425	Clerical Salaries Overtime			Whole School
305-7	Professional Contracted Bus Services: Charter Bus Rentals for College and Career exploration field trips for the 9th Grade Pathways during the 2025-2026 school year. The funds will be used to pay for three buses, one for each house in the 9th Grade, to take 150 freshmen on one field trip during the fall semester. Budget Calculation: Each bus costs approximately \$1,800 to reserve/secure. \$1,800.00 x 3 buses = \$5,400.00 x 3 houses = \$16,200.00	\$16,200.00	5826	Professional Contracted Bus Services			9th grade

305-8	Consultant Contracts: Consultant contact with Carter-Kelly Services to subcontract a Parent and Family Liaison (PFL) to work with pathway counselors and Assistant Principals. The PFL will support reducing the drop-out rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating high school. Additionally, the PFL will support the parents of students within the Pathway through workshops, counseling, and mediation. This expenditure seeks to impact our tier 2 and tier 3 students who struggle with academics and attendance, which exists across all of our pathways and furthers our goal to support students in the pathway structure. Pathway teams will identify these students, who will refer them to our parent and family liaison. The PFL will proceed to organize and facilitate SSTs, which promote academic success, keeping us on track and creating positive secondary options for our local populations. Parent and Family Liaison would serve all students, particularly students who are at promise and need support beyond what pathway teachers can provide. Due to this expenditure, at least 100 SSTs and coaching sessions and workshops for students and parents will be held. Of these 100 students, meetings will consist of students categorized by chronically truant natures and academically disengaged. Parent Family Liaison will also facilitate high-conflict meetings between students, families, and teachers as needed. This expenditure supports our three-year goals by helping students within our pathway. Our vendor, Debra Carter Kelly, provides services twice a week. We would like to expand the service to two days a week. Budget Calculation: 10 hours per week (5 hours per day) @ \$700 per week @ 30 weeks = \$21,000.00	\$21,000.00	5825	Consultant Contracts			Whole School
305-9	Materials and Supplies: Materials & supplies for the Oakland Tech pathways to support the design and implementation of student projects and project-based learning aligned with the pathways.	\$117,253.83	4310	Materials & Supplies			Whole School

305-10	Teacher Salaries: Hire a Teacher at 1.0 FTE for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), and Computer Science for Capstone in the Computer Pathway, which includes pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the computer and information science industry. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Computer Pathway): The teacher will teach three sections of CTE 10th grade - Computer Science Principles to 93 10th-grade students. The teacher will teach two sections of CTE 12th grade - Computer Science Senior Seminar to 62 12th-grade students. The teacher will attend Computer collaboration meetings and co-planning meetings. ANTICIPATED OUTCOMES: Students will be able to complete a 10th - 12th-grade Program of Study related to Information and Computer Technologies (industry sector for the Computer Academy) Students will undergo exposure to cross-curricular projects related to their instructional disciplines The academy will have a complete instructional teaching team PCN 4185 - Seth Smith (Salary & Benefit costs included)	\$79,614.23	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Computer Academy
305-11	Teacher Salaries: Hire a Teacher, at .375 FTE, for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), and Computer Science for Capstone in the Computer Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 6194 - Christina Ong (Salary & Benefit costs included)	\$39,310.62	1105	Teacher Salaries	TCHR STR ENG	.375 FTE	Computer Academy

305-12	Teacher Salaries: Hire a Teacher at .625 FTE for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and Engineering Technology 2, which give pathway students the required skills aligned with industry and content standards, address pathway goals, and are required for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the engineering industry. PCN 4222 - Ernesto Baena (Salary and Benefit costs included)	\$88,382.96	1105	Teacher Salaries	TCHR STR ENG	.625 FTE	Engineering Academy
305-13	Teacher Salaries: Hire a Teacher at 1.0 FTE for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and the 12th Grade Innovative Design Capstone course, which includes pathway students with the required skills aligned with industry and content standards. This course addresses pathway goals and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the engineering industry. PCN 3662 - Vacancy (Salary and Benefit costs included)	\$124,453.96	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Engineering Academy

305-14	Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal at 1.0 FTE. This Assistant Principal is above the base allocation to coordinate the work of the 5 pathways to provide support and supervision in alignment with the Engineering Pathway vision, mission, and goals. The Assistant Principal will work directly with Pathway Leads of Oakland Tech Engineering Academy to provide professional development, collaborate with Pathway Coach, continue building the Pathway, and support them in decreasing disparities in student achievement. DESCRIPTION OF RESPONSIBILITIES (Include duties related to the Engineering Pathway): Serve as the administrator for students enrolled in Oakland Tech's Engineering Academy. Collaborate with Pathway coach to ensure that pathway enrollment is inclusive for all students and represents the school population. Identify targeted academic supports that may be needed for pathway students to achieve the standards of each pathway and complete their graduation and A-G requirements.s Identify targeted social-emotional supports that may be needed for pathway students to maintain a high level of engagement with all of their pathway classes and strong relationships with their peers. Work with the academic counselors for the students in each pathway to advise students in career and college planning, develop programmatic supports for college and career instruction, create individual student learning plans, and build student support and intervention structures within each pathway. Plan, organize, coordinate, implement, and participate in programs and activities related to the operation of each path, including instruction, student discipline, and other programs. Receive referrals and confer with students, parents, teachers, and community agencies as needed for the successful operation of each pathway. Respond to and resolve parent, student, and staff complaints regarding the pathway. New PCN 10973 - Shalonda Tillman (Salary & Benefit Costs Included)	\$155,550.02	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal, High School	1.0 FTE	Engineering Academy
305-15	Teacher Salaries: Hire a Teacher at .80 FTE for the Health Academy. The teacher will provide instruction in CTE Courses, Principles of Health Principles, and Biotech 1-2 (with CTE standards incorporated), which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the computer and information science industry. PCN 2987 - Clifford Daigle (Salary & Benefit costs included)	\$113,627.15	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Health Academy

305-16	Teacher Salaries: Hire a Teacher at 1.0 FTE for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Fundamentals in the Fashion, Art, & Design Academy, which offers pathway students the required skills aligned with industry and content standards, addresses pathway goals, and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the fashion design industry. PCN 1482 - Sari Melnicoff (Salary & Benefit costs included)	\$111,194.44	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	OTFA
305-17	Teacher Salaries: Hire a Teacher at 1.0 FTE for the Race, Policy, & Law Pathway. The teacher will provide instruction in CTE in the Race, Policy, Law, and Social Justice pathway, which includes pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is necessary for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the legal practice industry. PCN 2658 - STEIN, POLA (Salary and Benefit costs included)	\$85,638.63	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Race, Policy, & Law Academy
305-18	Teacher Salaries: Hire a Teacher at 1.0 FTE for the Race, Policy, & Law Academy. The teacher will provide instruction in CTE in the Race, Policy, Law, and Social Justice pathway, which includes pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is required for the additional sections related to block scheduling. Additional duties include developing and providing students access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in exploring careers in the legal practice industry. PCN 3569 - Amanda LaBerge (Salary & Benefits costs included)	\$118,099.70	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Race, Policy, & Law Academy

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site		Oakland Technical High School					Site #	305	
Approved Strategic Carryover (from prior years - Carryover Plan)		\$4,671.93		In the box below, please indicate why you decided to allocate Strategic Carryover.					
Total Budgeted Amount		\$4,671.93		We have decided to allocation Strategic Carryover to address future expenses that may hinder our ability to offer academy programming with intentionality. Strategic Carryover allows us to properly plan allocation of resources, while planning for uncertainty.					
Remaining Amount to Budget		\$0.00							
NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.									
Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.									
Resources: Measures N and H 2025-2026 Permissible Expenses Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development									
BUDGET JUSTIFICATION For All Budget Line Items , enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825, and all FTE , please also respond to the additional Budget Justification questions outlined in the Measure H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Teacher Salaries Stipends: Extended Contracts for the 9th grade Ethnic Studies Lead Teacher through June 30, 2026. The teacher will provide instructional support to the Ethnic Study team, review and update the curriculum, and integrate Oakland Tech CTE standards to increase scholars' awareness and understanding of policy, laws, community, and social issues while augmenting scholar engagement. This action is aligned with our goal to increase rigorous academics. We seek to provide programs to students transitioning from 8th to 9th grade to prepare them to succeed in high school and to students transitioning from 12th grade to college to prepare them for admission to and success in college. Budget Calculation: \$47.50 per hour x 40 hours + 25% benefit costs = \$2,375.00.	\$2,375.00	1120	Teacher Salaries Stipends					Approved	Conditionally Approved

Teacher Salaries Stipends: Extended Contracts for the 9th grade Algebra 1 Lead Teacher, through June 30, 2026. The teacher will provide instructional support to the Algebra 1 team, review, and update curriculum and integrate Oakland Tech CTE standards related to math curriculum to increase scholar awareness and understanding of basic and higher level mathematical principles while augmenting scholar engagement. This action is aligned to our goal to increase rigorous academics which seeks to provide programs to students transitioning from 8th to 9th grade to prepare them to succeed in high school, and to students transitioning from 12th grade to college to prepare them for admission to and success in college. Budget Calculation: \$47.50 per hour x 38.5 hours + 25% benefit costs = \$2,285.94.	\$2,285.94	1120	Teacher Salaries Stipends					Approved	
Materials and Supplies: Materials & supplies for the Oakland Tech pathways to support the design and implementation of student projects and project-based learning aligned with the pathways.	\$10.99	4310	Materials & Supplies						Conditionally Approved