

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

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Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H -
College & Career Readiness Commission**

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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 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Oakland Unity High School

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the Revised 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Oakland Unity High School as “Approved” in an amount not to exceed \$288,150.00.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Revised Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: OAKLAND UNITY HIGH SCHOOL

Site #: 9129

REVISED 4/21/2023

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$288,150.00	\$288,150.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (339) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9129-1	Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.	\$47,470.00	2100	Salary	Exploring Computer Science Teacher	1.00	Technology & Digital Media
9129-2	Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.	\$76,792.00	1100	Salary	AP Computer Science Teacher	1.00	Technology & Digital Media
9129-3	Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.	\$65,650.00	1100	Salary	Digital Media Art Teacher	1.00	Technology & Digital Media
9129-4	Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	\$23,579.00	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	0.25	Technology & Digital Media
9129-5	Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.	\$10,759.00	3101-3602	Benefits	Exploring Computer Science Teacher	1.00	Technology & Digital Media
9129-6	Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.	\$26,743.00	3101-3602	Benefits	AP Computer Science Teacher	1.00	Technology & Digital Media

9129-7	Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.	\$22,594.00	3101-3602	Benefits	Digital Media Art Teacher	1.00	Technology & Digital Media
9129-8	Staff benefits for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	\$13,063.00	3101-3602	Benefits	Comp-TIA Instructor and Portable Repair Lab Lead	0.25	Technology & Digital Media
9129-9	Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.	\$1,500.00	5200	Travel and Conferences			Technology & Digital Media

School Name:		Oakland Unity High School						Site #:	9129
Pathway Name(s):		Technology and Digital Media							
School Description									
<p>Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college. Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 345 students: 91% Latino, 6% African American, and 3% other. Over 80% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.</p>									
School Mission and Vision									
<p>Our Mission: It is the mission of Oakland Unity High School (“Unity”) to prepare its students for admission to college and success in college and career. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.</p> <p>Our Vision: Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today’s global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing lifelong professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.</p>									
School Demographics								% Current Newcomers	
2022-23 Total Enrollment Grades 9-12			376					1%	
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	57%	43%	95%	89%	26%	26%	12%	0%	0%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.80%	0.30%	0%	94.70%	0.60%	0%	0.30%	0%	0.30%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Long Term English Learners			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	87.10%	Not available	95%		95%		95%		
Four-Year Cohort Dropout Rate	13%	Not available	10%		10.00%		10%		
A-G Completion Rate (12th Grade Graduates)	97.5%	Not available	98%		98.00%		98.00%		
On Track to Graduate - 9th Graders	87%	Not available	90%		90.00%		90.00%		
9th Graders meeting A-G requirements	87%	Not available	98		98.00%		98.00%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.50%	2.50%	25%		40.00%		50.00%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	53%	Not available	60%		70.00%		100.00%		
Percentage of 10th-12th grade students in Linked Learning pathways	75.20%	66.30%	100.00%		100.00%		100.00%		
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%	Not available	100.00%		100.00%		100.00%		

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	Not available	20.00%		20.00%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	38.0%	Not available	50.00%		60.00%		70.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	100.0%	Not available	90.00%		90%		90.00%
Four-Year Cohort Dropout Rate	0.0%	Not available	10.00%		10.00%		10.00%
A-G Completion - 12th Grade (12th Grade Graduates)	100.0%	Not available	98.00%		98.00%		98.00%
On Track to Graduate - 9th Graders	62.80%	Not available	90.00%		90.00%		90.00%
9th Graders meeting A-G requirements	62.80%	Not available	98.00%		98.00%		98.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	Not available	25.00%		50.00%		50.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.0%	Not available	50.00%		70.00%		100.00%
Percentage of 10th-12th grade students in Linked Learning pathways	56.6%	Not available	100.00%		100.00%		100.00%
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%	Not available	100.00%		100.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	Not available	20.00%		20.00%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	40.0%	Not available	50.00%		60.00%		70.00%

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 indicators.

Indicator	Strengths	Challenges
<p>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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>
<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)</p>	<p>At Unity, we value our community and we believe in high expectations for academic success. We also take pride in our rootedness in East Oakland, and all of these are pillars in our school culture. The bond between our students, staff, and families fosters a safe and nurturing environment, contributing to our consistent cohort graduation rate of 90% or higher. The unwavering dedication we have to attending school and supporting one another is a testament to the importance of fostering a culture of achievement and ambition. This shared vision of success, coupled with our culture of kindness and academic identity, creates a safe and supportive environment where all members of our community can thrive and reach their full potential.</p>	<p>A core principle of Unity is our vision of academic challenge, and the necessity for students to overcome challenge to experience genuine success. In a positive way, this vision manifests itself in our performance on academic assessments. However, despite our best efforts to provide support, the level of challenge still presents a difficult adjustment for many of our students, in particular our focus group of Long Term English Learners.</p> <p>Inevitably, when presented with a high level of challenge, some students will struggle to adjust, and some students will ultimately not be successful. This impacts our cohort graduation and dropout rate, which typically ranges between 85% and 95%. We continue to work to improve our support for struggling students, including the creation of our Study Center, where students receive systematic 1-on-1 or small group support from an Academic Mentor.</p>

<p>A-G Completion - 12th Grade</p>	<p>For nearly a decade, Unity has maintained a strong commitment to academic excellence by requiring all students to complete the A-G curriculum as a graduation requirement. This emphasis on rigorous coursework has become an integral part of our school culture, inspiring a shared commitment to academic success. Our high expectations, combined with unwavering support for our students, has resulted in a consistently strong A-G graduation rate. Our graduation requirements are designed to ensure that every student has the necessary knowledge and skills to thrive in college and beyond. By setting A-G completion as a threshold for graduation, we are equipping our students with the tools they need to succeed in today's competitive academic landscape.</p>	<p>It is important to note that the vast majority of Unity students graduate with A-G eligibility, as we believe that completing the A-G curriculum is essential for success in college and beyond. At Unity, the only students who do not graduate with A-G eligibility are those who have been placed on State Minimums as part of their IEP process. While we are committed to ensuring that every student has the opportunity to achieve their full potential, we recognize that there are other areas besides A-G rate where we can continue to grow as a school. At this time, our primary areas of focus are graduation rates, dropout rates, and the implementation of work-based learning opportunities. However, we remain dedicated to providing the least restrictive possible environment for our IEP students and supporting their individual needs to the best of our abilities.</p>
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)</p>	<p>At Unity, we are committed to providing our students with a range of support programs and initiatives to ensure their success. This is especially important at the 9th grade level, where many of our students face a transition from uneven academic expectations in their middle school to a higher rigor environment at Unity. To address these issues, we make our Advisory program a cornerstone of our approach, pairing each student with a faculty member who serves as their mentor and advocate throughout their high school journey. Additionally, we offer P7s, which are after-school study halls led by content-area teachers, providing students with individualized academic support. We also have SLCs (Student-Led Conferences), where students collaborate with their parents and Advisors to reflect on their progress and set goals for the future. These programs, along with our strong student-staff relationships, foster a supportive learning environment where students can grow and succeed. By balancing our high expectations with comprehensive student support, we are empowering our students to achieve their full potential and become leaders in their communities. Our approach, which emphasizes both academic rigor and personal development, has resulted in consistently high on-track graduation rates of 85-90% in the 9th grade, and we are proud to see our students go on to achieve great things in college and beyond.</p>	<p>For many ninth graders, the transition from middle school to high school can be extremely challenging because they are being expected to do more rigorous work with a greater emphasis on self-direction. Furthermore, those students arriving to Unity below grade level in Reading and/or Math face a steep uphill battle to get to grade-level proficiency, which can lead to a cycle of discouragement and disengagement. Students who fall behind in progress to graduation leave Unity at a much higher percentage than their peers.</p> <p>To address these issues, we work to provide academic and socio-emotional support, in particular for students who need intervention to improve their mastery of academic English. We also view our career pathway as critical to our efforts to maintain engagement and buy-in for our students as the level of challenge increases in upper-division courses.</p> <p>Studies show that students who study computer science perform better in other subjects, excel at problem-solving, and are more likely to attend college. Students who take AP Computer Science Principles, in particular, are 12% more likely to enroll in college compared to similarly-situated peers, and students who take AP exams are more likely to graduate 4-year college, regardless of their score on the exam.</p>

<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (<i>Analyze these two indicators together</i>)</p>	<p>College-prep culture is part of the DNA of Unity, and therefore this remains a continued strength of our school, relative to schools that our students would otherwise attend. The strength of our College-Going culture is driven by our teaching staff, our Advisors, our College Counselors, and ultimately our parent community all sharing a common vision that college is path for a brighter future for our students.</p> <p>As the school has grown over time, we have come to understand that while the promise of college is incredibly powerful, having a college-only vision is not in the best interest of our students, and does not reflect their needs. Therefore, we have moved to broaden our vision to include all forms of continuing education, professionalization, and career-readiness. Our technology pathway and development of work-based learning reflects this commitment.</p>	<p>Over the course of the past ten years, there has been a steady decline in our college matriculation percentage, which became a precipitous decline over the course of the pandemic. In many ways, this is a rational adjustment on the part of our students, responding to the declining return on investment of a college degree, pandemic-related financial pressures on their families, and the failure of the college system in supporting first-generation college students to achieve graduation. Nevertheless, the data remains very clear that continuing education and skill specialization are critical to obtaining a living wage, so we feel it is critical that we address this shift in culture. By hiring an Internship Coordinator/Career Counselor, we are hoping to be able to have a greater capacity to direct students for whom traditional four year college may not be the best option, to continuing education related to their career of choice.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>As we continue to grow and develop at Unity, we recognize that successful implementation of Work-Based Learning (WBL) is an area of growth that we are actively addressing. This year, we have identified an opportunity to enhance our WBL program by introducing the I Mentor program, where students are matched with a professional mentor in their field of interest. Looking forward, we are working to hire an Internship Coordinator/Career Counselor to further strengthen our WBL program and provide additional support to our students. Despite these growth areas, we are proud of the autonomy and authenticity of our existing WBL structures, Unity Tech and Unity Film, which offer rich opportunities for our students who are actively engaged in our program offerings. At Unity, we are committed to providing our students with the resources and support they need to succeed in all areas of their lives, including their future careers.</p>	<p>One of the challenges we face in our Tech Pathway is the high level of skill required for students to enter the workforce successfully. To address this challenge, we are exploring the addition of a new student program that will provide opportunities for students to engage in tech-relevant business, programming, and/or quality assurance activities with industry partners. This program will include activities such as game testing, web development, social media management, marketing analytics, and qualitative research surveys, allowing students to gain practical experience in their field of interest. By providing these opportunities, we hope to help students develop the necessary skills and expertise to succeed in their chosen career path. While it is challenging for students to scale from basic computer literacy to pre-professional expertise in just four years, we believe that with the right resources and support, our students can achieve their goals and thrive in the ever-evolving tech industry.</p>

<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<p>At Unity, we have a long-standing tradition of offering dual enrollment opportunities to our students, including both hybrid online classes as well as in-person classes hosted at Unity. Since we believe that Unity students need to be supported in experiencing the academic rigor of a college class, passing a dual enrollment class is a Unity graduation requirement. This year our seniors were able to enroll in two online concurrent enrollment options, both offered through Berkeley City College. In the fall semester, students can enroll in College Success, and in the spring semester, they can take Career Exploration. In addition to our existing dual enrollment programs, this partnership provides our students with even more opportunities to earn college credits while still in high school.</p>	<p>Our dual enrollment passage rate has declined in recent years, which we believe is due to the impact of the pandemic, as well as economic pressures on our students to join the workforce in their junior and senior years of high school. This is particularly the case for our LTEL students, and this challenge is reflected in the data. We are working to rebuild our dual enrollment culture, while thinking about the best way to support LTEL's in dual enrollment classes. The best classes for LTEL's have always been classes that focus on the literacy development along with a better understanding and differentiation of the language they understand and use to socialize. Students need to develop the academic language necessary for different courses. Overall, there is not just a class that fixes or helps develop LTEL's in their skill set. It needs to be across curriculum and across content in order for students to better understand the nuances of academic language in both English and Spanish. This is a cultural shift that we are aiming to understand on all fronts in order for there to be the appropriate support for LTEL's, ELLS and ESL.</p>
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>	<p>Since we are a single pathway school, all students are enrolled in our Technology Pathway. By supporting and developing our CTE teachers, we continue to work to increase the effective rigor of our tech pathway, which we will measure by passage rates on the Computer Science Principles AP test. The vertical alignment and progressively increasing rigor of the technology pathway, and our ability to offer that to such a high proportion of students, supports students' experience of an exciting, current, challenging, relevant education that will be valued in society and industry. The pathway should support Unity's academic focus, so academic measures of success (graduation, A-G completion, college acceptance) can do double-duty as pathway measures of success. In addition, student-reported ambition to major in pathway-related subjects, pathway-related club participation, tech fair participation, and tech-related WBL participation can be pathway-specific measures of success.</p>	<p>Due to a master schedule design shift of our pathway, the percentage of students enrolled in our CTE-courses has temporarily decreased. We have restructured our master schedule to start the pathway in 10th grade, causing a delay in the enrollment of students who had CS classes last year in 9th grade. We did this with the goal of allowing 9th graders to continue to take Physical education, which we felt was developmentally appropriate and would encourage a better first year into to CS class in 10th grade, and also to increase the course schedule in 12th grade, by pushing Digital Media to become a 12th grade course. For the 22-23 year, we have a gap year in which 10th grade students who took Intro to CS last year do not all have a Pathway course. However, our goal is to have 100% of our students consistently enrolled in pathway classes each year, as our school is a single pathway school. and this will resume in the 23-24 school year.</p>
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>	<p>In 2021-22, our Pathway sequence was impacted by the pandemic, resulting in a substantial drop in the number of our 12th grade students in the Class of 2022 who had completed two years of computer science. Last year only 23% (19/83) 12th graders took two years of Computer Science. The number would be substantially higher if we counted the students who completed out Digital Media class, but we believe that without completing the two year Computer Science requirement, we cannot really consider our students to have completed our Pathway. Nevertheless, resuming in the 2022-2023 school year, much closer to 100% of our students will be Pathway Completers at graduation, and in 2023-2024, our goal is 100%.</p>	<p>As stated earlier, computer science and programming are challenging skills, which require progressive development and a foundation skill set in mathematics as well. Therefore, it is a challenge for 100% of our students (who have different incoming academic proficiencies in 9th grade) to complete our Pathway sequence. As we develop our Pathway teaching department, we are working to include greater differentiation and supports within our sequence, so we can improve the experience and outcomes for all of our Pathway students.</p>

PATHWAY QUALITY ASSESSMENT

<p>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</p>	<p>Evidence of Strengths</p>	<p>Areas For Growth</p>	<p>Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>
<p>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</p>	<p>-Our Pathway scheduling enables students to enroll in AP and Honors track courses while still fully participating in our Pathway. This allows us to integrate our Pathway experience into our strong College Prep tradition. -Senior defenses offer students a culminating graduate experience that integrates their career interests and Pathway experiences. -To ensure that our teachers have the necessary skills and knowledge to provide the best instruction to our students, every Pathway staff member is required to attend at least one off-site professional development event that aligns with their unique needs in classroom instruction or pathway administration. Additionally, our instructional faculty engage in weekly peer observations to identify and address problems of practice, and we hold weekly whole-staff professional development meetings. By providing our teachers with ongoing support and professional development opportunities, we can help them develop into expert teachers who can better serve our students and help them achieve their full potential. -By recruiting, retaining and developing expert Pathway teachers we are increasing the efficacy of our Pathway program of Study.</p>	<p>-In the 22-23 school year, we had to transition from a long-serving English teacher who had been our Pathway Coordinator for several years, to Ms Katherine Ahern as the new leader of our Pathway Team. Ultimately, we feel that it was of the essence to have a Pathway teacher who is a former industry professional be the leader of the Pathway. However there has necessarily been a transition as she takes ownership of the vision of our Pathway. -Under her leadership, we have a continued area of growth to foster broader and deeper integrations of technical and academic coursework within grade level teams, and we must continue to provide opportunities for professional growth for all Pathway staff members to ensure that our Pathway program remains relevant and effective in meeting the needs of our students. -We must remain open to new ideas and approaches to enhance our Pathway program. Through collaboration and ongoing professional development, we can achieve our shared goal of providing our students with a high-quality, comprehensive education that prepares them for success in the future.</p>	<p>Three Year Goal: -Full articulated programming pathway with three capstone options -> COMP-TIA, Digital Media Film, Advanced Programming Seminar</p>

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>-The Unity Tech Club remains a vital program that provides over two dozen students with employment and hardware-repair work experience each year, offering a glimpse into the real-world operations of a hardware repair shop. Similarly, the Unity Student Store provides students with employment and experience in managing and operating a retail business, with the funds generated supporting senior events.</p> <p>-In the 22-23 school year Unity has partnered with the I Mentor program. This program pairs each 11th and 12th-grade student with a college graduate mentor who works in their chosen career field. This provides students with a valuable opportunity to receive guidance and advice from experienced professionals and gain insight into their chosen career path.</p> <p>-Experiences with iMentor are incorporated as learning objectives and outcomes in AP Computer Science at the 11th grade level. In iMentor, students are paired with industry professionals who serve as mentors and guide them through the ins and outs of the industry. Students have assignments in AP CSP in which they reflect on how they are developing technical skills, building industry knowledge, and improving communication and teamwork abilities through their individual relationships with industry professionals. Mentors have encouraged students' interest and performance in data visualization, app design, game design, and programming. Students have earned credit in AP CSP by reflecting and connecting their work based experiences and AP CSP content.</p>	<p>-As we continue to develop our Pathway program, we recognize that integrating work-based learning (WBL) opportunities is an area of growth for Unity. To achieve this goal, we must organize and streamline our various programs and initiatives into a fully developed WBL Continuum that provides students with a comprehensive and cohesive learning experience.</p> <p>-To ensure that our WBL programs align with current industry standards and trends, we need committed long-term industry partners who can provide guidance and knowledge support to our Pathway curriculum design. These partnerships will be essential in helping us to prepare our students for success in their future careers.</p> <p>-Furthermore, we must prioritize the hiring of an Internship Coordinator who can oversee and manage our WBL programs, connecting students with relevant internship opportunities and ensuring that they receive a valuable learning experience.</p> <p>-Develop a WBL master growth plan to suit the specific needs of our Unity Pathway and graduates</p>	<p>-Resume tech fair in Spring 2024</p> <p>-Reach out to industry partners to judge tech fair - this builds student excitement AND industry partnerships</p> <p>-Internship coordinator position will manage production and promotion of tech fair</p> <p>-By 2026 we have an additional active club (in addition to Unity Tech) with > 10 active students, that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys).</p> <p>-Expand Yearbook class into "Unity Live," a WBL class which publishes the Yearbook, as well as maintains the school's social media presence.</p> <p>-An industry partner will commit to a semester-long partnership to collaborate with a Pathway teacher to infuse real-world PBL into a unit.</p>
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<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>-Strong school culture supports the success of all students. -Wellness, COST, and Advisory structures provide assistance to students with both academic and non-academic struggles. -Activity and ASB Director maintains engaging campus climate through a diverse menu of extra-curricular club and activity offerings. -Study Center tutoring team offers in-class, small group, and one-on-one support to struggling students - I Mentor program provides 1-1 mentorship to all 11th and 12th grade students</p>	<p>We still see below-average outcomes for our vulnerable student groups, especially our LTEL students.</p>	<p>College and Career Preparation and Support: 2022-2023 has an extremely strong mentorship program where >85% of 11th and 12th-grade students are matched with professionals in the tech industry who can offer guidance and advice. Social-Emotional Skill Development: The 21st-century skill of collaboration is emphasized heavily in Computer Science Principles. The curriculum includes collaboration as an explicit part of the software development process. The course also includes an emphasis on group projects, pair programming, and extensive peer feedback. Individual student supports: The culture and vision of the pathway will be integrated into the program of student-led conferences, offering regular feedback to students and parents. This will also help parents be part of individualized intervention and support. Student input and validation: The tech fair will provide opportunities for students to showcase their work and receive recognition for their achievements.</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, your data indicators and root cause analysis, 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 (when relevant). Goals should start with the "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.

<p>Goal #1: By 2026</p>	<p>By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.</p>
<p>Goal #2: By 2026</p>	<p>By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.</p>
<p>Goal #3: By 2026</p>	<p>By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.</p>

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?

<p>Strategic Actions for Goal #1</p>	<ul style="list-style-type: none"> - Work with Pathway team to develop a WBL master plan built around Unity needs and graduate outcomes by Fall 2023 - Continue to partner with I-Mentor to provide robust professional mentorship and WBL for 100% of 12th grade students. - Hire an internship coordinator by Fall 2023 to establish a Unity Internship Program - Resume tech fair in Spring 2024 and reach out to industry partners to judge tech fair, to encourage industry partnerships and focus for pathway-related WBL at Unity - Begin developing plans for an additional active club focused around WBL (in addition to Unity Tech) that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys)
<p>Strategic Actions for Goal #2</p>	<ul style="list-style-type: none"> - Reimburse pathway teachers for credential-related education - Offer stipends for mentor teachers for those pathway teachers pursuing a credential - Finalize curriculum alignment and benchmark exams for 10th grade - Evaluate student performance on AP exam in 2023 and establish baseline and goals

Strategic Actions for Goal #3	- Finalize a title and syllabus for capstone class by Summer 2023
	- Finalize prerequisite requirements and target students for capstone class by Spring 2024
	- Enroll students in class for school year 2024/25
	- Refine and revisit class offering for school year 2025/26

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. <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 (if applicable)
Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.	\$47,470.00	2100	Salary	Exploring Computer Science Teacher	100%	Technology & Digital Media
Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.	\$76,792.00	1100	Salary	AP Computer Science Teacher	100%	Technology & Digital Media

Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.	\$65,650.00	1100	Salary	Digital Media Art Teacher	100%	Technology & Digital Media
Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	\$23,579.00	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	25%	Technology & Digital Media
Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.	\$10,759.00	3101-3602	Benefits	Exploring Computer Science Teacher	100%	Technology & Digital Media
Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.	\$26,743.00	3101-3602	Benefits	AP Computer Science Teacher	100%	Technology & Digital Media
Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.	\$22,594.00	3101-3602	Benefits	Digital Media Art Teacher	100%	Technology & Digital Media
Staff benefits for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	\$13,063.00	3101-3602	Benefits	Comp-TIA Instructor and Portable Repair Lab Lead	25%	Technology & Digital Media
Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.	\$1,500.00	5200	Travel and Conferences			Technology & Digital Media

Measure N/H 2023-2024 Education Improvement Plan Assessment

Oakland Unity High School

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Student Supports 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● The Pathway Quality Assessment and Linked Learning 1- Pager show evidence of the 3 domains of Linked Learning, but not all components of the domains are fully developed. ● In 2022-2023, Unity moved from a four-year sequence of CTE courses to a three-year sequence of CTE courses: <ul style="list-style-type: none"> ○ 10th grade: Computer Science Discoveries ○ 11th grade: AP Computer Science Principles ○ 12th grade: Introduction to Information Technology (COMP-TIA certification) and Introduction to Digital Media ● The EIP plan and presentation describe Unity’s intention to add a new capstone course and to have a fully articulated programming pathway with three capstone options: COMP_TIA, Digital Media Film, and Advanced Programming Seminar. ● The EIP presentation described a shift in Unity’s vision of a Technology pathway from an emphasis on entrepreneurship in Tech to an emphasis on data science. 			

	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The EIP describes work to foster broader and deeper integration of technical and academic coursework within grade level teams; however, it is not clear that there are integrated projects at each grade level.
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Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> School has identified a Focal Student population that is not achieving key outcome indicators. School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Identified focal group is Long-Term English Learners (LTELs) and root cause analysis highlights particular challenges with serving this population. All sections of the root cause analysis are detailed and complete. Some of the identified challenges include: high number of LTELs, the need to build out work-based learning, the need for support for language development, support for English language learners in dual enrollment, challenges for all students to be pathway completers, and the high skill level needed for students to enter the tech industry. Thoughtful analysis of strengths and challenges <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The 21-22 data indicates that 0% of LTELs were CTE completers while 100% of the Whole School Population were CTE completers, so there is a discrepancy with this data. Continue to monitor student pathway outcomes and incorporate support for all students to succeed in CTE classes. 			

Pathway Quality Assessment(s)

The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.

- Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains
- Next steps have been identified to support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence, such as concrete examples or specific data

Score: 3

Rationale:

- Thoughtful analysis of Linked Learning domains; the following areas of growth are noted: the integration of technical and academic coursework, the need to implement the full continuum of work-based learning, the need for long term industry partners (and partner input and validation) and the need for greater supports for LTEL students.
- Identified next steps support continuous quality improvement of pathway
- Evidence of strengths section references concrete examples

Feedback for continued progress monitoring:

- Once again, continue to monitor student pathway outcomes and incorporate support for all students to succeed in CTE classes.

Strategic Goals

- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years
- The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)
- Alignment is evident between schoolwide goals and Measure N/H priorities
- For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other
- For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:

- Identified goals align to 2 of the 3 domains of Linked Learning (Integrated Program of Study & Work-Based Learning)
- Some of the challenges identified in Pathway Quality Assessment and root cause analysis are reflected in goals and strategic actions.
- Developing a robust work-based learning curriculum is an area of growth for Unity, and is prioritized in the revised Goal 1. (Unity resubmitted its EIP with an updated Goal 1 that is broader in scope.)

Feedback for continued progress monitoring:

- Neither the three-year goals nor the one-year strategic actions specifically address the focal group of LTELs. What other strategic actions and student supports might Unity implement to address opportunity and achievement gaps for LTELs?

<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Strategic actions build on work accomplished in 2022-23 and show evidence of adaptation based on implementation barriers, including establishing an Internship Coordinator as a .50 FTE position. Strategic Actions for Goals 2 and 3 could be more specific <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Goal 2 states that the CTE teachers will “exemplify authentic interdisciplinary collaboration” yet there are no strategic actions specific to cross-curricular projects. What are Unity’s target goals related to interdisciplinary projects? What strategic actions can Unity implement in 23-24 to support interdisciplinary collaboration?
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the needs identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Budget includes funding for 3.25 FTE CTE teachers (2.25 FTE Computer Science teachers and 1.0 FTE Digital Media Arts teacher) and funding for professional development and training Proper justification is provided that clearly articulates what Measure N/H dollars are funding and how it is aligned to pathway development Proposed Measure N/H budget is in support of and aligned with outlined goals 			

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, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating: Approved

- School is **actively developing and implementing** *Linked Learning*, as evidenced by the establishment of all three domains of *Linked Learning: Integrated Program* (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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

- The partnership with iMentor to pair 11th and 12th graders with professional mentors
- The school's attention to quality teaching and learning and focus on a culture of success is to be commended.

Key Questions:

- Unity describes a pathway completer to be a student who has successfully passed both the CS concentrator course and the CS capstone course. Unity needs to decide if Digital Media Arts is part of the Computer Science and Technology CTE sequence or not. If Digital Media Arts/Filmmaking is part of the CS CTE sequence, perhaps Unity should consider adding another Digital Media Arts class so that there is both a concentrator and a capstone course in the same CTE pathway/same industry sector.
- Throughout the EIP, when Unity refers to "pathway teachers" this appears to only include the CTE teachers. In *Linked Learning* and Measure H, the integrated program of study is an essential element. *Linked Learning* Gold Standards and the Measure N/Measure H quality standards require that the pathway include two or more core academic classes as well as a CTE class at a minimum of three grade levels. When *Linked Learning* practitioners talk about the pathway teachers, they include both CTE and core academic teachers as a team of pathway teachers. The core academic teachers who are flavoring their courses with the pathway theme and collaborating with CTE teachers to design and implement pathway-themed, interdisciplinary projects are pathway teachers. How might Unity broaden its definition of pathway and pathway teachers to reflect the Gold Standards? How might Unity build *Linked Learning* knowledge and ownership among all teachers?
- Unity might consider developing a more detailed EIP implementation plan that fleshes out the strategic actions necessary to achieve the 3-year goals and advance toward the *Linked Learning* Gold Standards. The plan could designate who is responsible for each strategic action and how Unity will measure success.

Budget Feedback:

- There is an excellent pathway lead in place at Unity. However, it appears as if no Measure N/H funding is allocated to provide release time or a stipend for a pathway lead/coordinator. Implementing *Linked Learning* to the Gold Standards level of quality while also leading, supporting, and documenting the pathway work is a heavy lift. Developing the industry, postsecondary, and community partnerships needed to fully implement a work-based learning continuum takes time. Working with teachers to plan and deliver interdisciplinary (academic & CTE) projects and assessments takes time. Rebuilding a dual enrollment program takes time. Expanding a pathway advisory board and facilitating meaningful partnership engagement takes time. How will Unity meet pathway quality standards without providing dedicated time for someone (or time for a pathway team) to lead this work?

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided
Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided