

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

School: Oakland High School

School ID: 304

9th Grade (Oakland High)	Allocation	Total Expended	Total Remaining
Measure N		\$50,000.00	-\$50,000.00
Perkins		\$0.00	\$0.00
California Partnership Academy		\$0.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Public Health Academy	Allocation	Total Expended	Total Remaining
Measure N	\$24,000.00	\$27,000.00	-\$3,000.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$75,150.00	\$75,150.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Environmental Science Academy	Allocation	Total Expended	Total Remaining
Measure N	\$24,000.00	\$24,000.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$74,970.00	\$74,970.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Social Justice & Reform	Allocation	Total Expended	Total Remaining
Measure N	\$24,000.00	\$24,100.00	-\$100.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$75,150.00	\$51,500.00	\$23,650.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Project Lead the Way	Allocation	Total Expended	Total Remaining
Measure N	\$40,000.00	\$40,000.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy		\$0.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Visual Arts & Academics Magnet Program	Allocation	Total Expended	Total Remaining
Measure N	\$24,000.00	\$24,000.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$74,970.00	\$74,970.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

RISE Academy	Allocation	Total Expended	Total Remaining
Measure N	\$40,000.00	\$40,000.00	\$0.00
Perkins		\$0.00	\$0.00
SSP Grant	\$35,000.00	\$28,712.00	\$6,288.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOCIATED PATHWAY	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		test (please leave this here until replaced with actions)	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-1
	Measure N	Classroom libraries - high/low books, including non-fiction	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-2

\$12,500.00	Measure N	Community Building activities and field trips - transportation, admissions	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-3
\$2,000.00	Measure N	Awards celebrations - supplies, materials	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-4
\$2,500.00	Measure N	Supplies and Materials for Incentives to support PROPs	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-5
\$3,000.00	Measure N	After school tutoring by teachers	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-6
\$30,000.00	Measure N	Weekly family/slc meeting	9th Grade (Oakland High)		Enter object code at left.		Enter position number at left.		304-9th Grade (Oakland High)-7
\$1,500.00	California Partnership Academy	Supplies and materials for ES1, the "Lake Class"	Environmental Science Academy		Enter object code at left.		Enter position number at left.		304-Environmental Science Academy-8
\$15,000.00	California Partnership Academy	Annual Catalina trip (10th and 12th graders)	Environmental Science Academy		Enter object code at left.		Enter position number at left.		304-Environmental Science Academy-9
\$200.00	California Partnership Academy	Advisory Board Development (meeting materials, teacher extra pay, refreshments, etc.)	Environmental Science Academy		Enter object code at left.		Enter position number at left.		304-Environmental Science Academy-10
\$5,000.00	California Partnership Academy	Rafting trip (12th graders)	Environmental Science Academy		Enter object code at left.		Enter position number at left.		304-Environmental Science Academy-11
\$2,500.00	California Partnership Academy	Pathway Meeting Stipends for collaborative work	Environmental Science Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Environmental Science Academy-12
\$250.00	California Partnership Academy	After-hours open enrollment and recruitment events time card hours	Environmental Science Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Environmental Science Academy-13
\$700.00	California Partnership Academy	Pathway Director Meetings	Environmental Science Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Environmental Science Academy-14
\$6,000.00	California Partnership Academy	Substitutes for WBL and other study tours	Environmental Science Academy	1150	Certificated Teachers: Substitutes		Enter position number at left.		304-Environmental Science Academy-15
\$1,880.00	California Partnership Academy	Clerical Services Overtime	Environmental Science Academy	2425	Clerical Salaries Overtime		Enter position number at left.		304-Environmental Science Academy-16

\$1,200.00	California Partnership Academy	Student PBL Activism: purchase of materials for student led community gardens, student marches, and student trash collection days	Environmental Science Academy	4310	School Office Supplies		Enter position number at left.		304-Environmental Science Academy-17
\$100.00	California Partnership Academy	Recruitment materials (flyers, brochures, etc.)	Environmental Science Academy	4310	School Office Supplies		Enter position number at left.		304-Environmental Science Academy-18
\$2,000.00	California Partnership Academy	Book Purchases for pathway specific literature	Environmental Science Academy	4310	School Office Supplies		Enter position number at left.		304-Environmental Science Academy-19
\$3,000.00	California Partnership Academy	Stipends for teachers to get necessary supplies	Environmental Science Academy	4310	School Office Supplies		Enter position number at left.		304-Environmental Science Academy-20
\$12,000.00	California Partnership Academy	Technology, purchase of a laptop cart to improve digital literacy and support project implementation	Environmental Science Academy	4410	Equipment < \$5,000		Enter position number at left.		304-Environmental Science Academy-21
\$4,500.00	California Partnership Academy	Conferences and site visits (including Educating for Careers) - hotel, registration, airfare, mileage, reimbursement	Environmental Science Academy	5800	Oth Services & Operating Exps		Enter position number at left.		304-Environmental Science Academy-22
\$3,000.00	California Partnership Academy	Chaperon for weekly trip to Lake Merritt	Environmental Science Academy	5825	Consultants		Enter position number at left.		304-Environmental Science Academy-23
\$1,500.00	California Partnership Academy	10th Grade Community Building event (Ropes Course)	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-31
\$2,000.00	California Partnership Academy	ESA Community Building events (bus transportation, food, materials)	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-32
\$3,000.00	California Partnership Academy	Transportation and supplies for outdoor adventure program	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-33
\$4,000.00	California Partnership Academy	Transportation to student retreat (Woolman)	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-34
\$5,040.00	California Partnership Academy	Transportation to WBL events, activities, experiences (charter buses, local bus and BART tickets)	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-35

\$600.00	California Partnership Academy	Licensing software agreements	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-36
\$4,000.00	Measure N	Summer retreat for teacher team to work on curriculum development, plan interventions and support for students of concern (travel costs, lodging, etc.)	Environmental Science Academy		Enter object code at left.		Enter position number at left.		304-Environmental Science Academy-37
\$1,600.00	Measure N	Teacher Stipend or Extended Contract for Senior Seminar paper grading stipend (1 hour/student)	Environmental Science Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Environmental Science Academy-38
\$500.00	Measure N	Student recognition assembly and awards. This could include award certificates and rewards for students (like book or other reward incentive)	Environmental Science Academy	4310	School Office Supplies		Enter position number at left.		304-Environmental Science Academy-39
\$9,000.00	Measure N	Intervention Specialist Compensation	Environmental Science Academy	5825	Consultants		Enter position number at left.		304-Environmental Science Academy-40
\$2,000.00	Measure N	Transportation and other related costs for college visits	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-41
\$6,900.00	Measure N	ECCCO Summer Internship Stipends for students	Environmental Science Academy	5826	External Work Order Services		Enter position number at left.		304-Environmental Science Academy-42
			Project Lead the Way		Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-43
			Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-44
\$0.00		Teachers identify and use a tool and strategies to support students in increasing amount of time reading and reading level (e.g. NewsELA)	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-45
\$0.00		SSR in all classes	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-46
\$0.00		Identify LTELs and RFEP students in the pathway and plan for targeted support	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-47

\$0.00		Support from Pathway Coach (or similar) to offer support and feedback in project development before implementing	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-48
\$0.00		Develop master spreadsheet of student rosters (by grade level) to keep track of who is participating in what experiences	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-49
\$0.00		Select 1-2 current partners to develop multiple WBL experiences across grade levels (more than 1 experience per partner)	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-50
\$0.00		Pursue partnerships with YPLAN and Grid Alternatives to support WBL and projects	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-51
\$0.00		Develop PLTW-wide tracker for live-tracking student supports among all teachers	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-52
\$1,500.00	Measure N	Agency by Design conference for several team members	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-53
\$1,500.00	Measure N	Student led conferences for 11th graders (binders for student portfolios, pay for teachers for after-hours conferences, parent outreach)	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-54
\$2,000.00	Measure N	Targeted math and English interventions for students (possibly math teachers as tutors or hiring a tutor)	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-55
\$5,000.00	Measure N	Team retreats (facility rental, supplies, food, extended contracts)	Project Lead the Way		Enter object code at left.		Enter position number at left.		304-Project Lead the Way-56
\$250.00	Measure N	After-hours open enrollment and recruitment events time card hours	Project Lead the Way	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-57
\$700.00	Measure N	Pathway Director Meetings	Project Lead the Way	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-58
\$1,000.00	Measure N	Teacher stipend/time card for Females in STEM industries recruitment event planning and participation	Project Lead the Way	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-59
\$1,500.00	Measure N	Stipend for Senior Seminar paper reading	Project Lead the Way	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-60

\$2,400.00	Measure N	Senior teacher meetings with CTE coach	Project Lead the Way	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-61
\$3,000.00	Measure N	Grade level offsite work days for more detailed project planning, design, calendaring, etc.	Project Lead the Way	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Project Lead the Way-62
\$4,000.00	Measure N	Substitute costs for teachers participating in WBL events	Project Lead the Way	1150	Certificated Teachers: Substitutes		Enter position number at left.		304-Project Lead the Way-63
\$250.00	Measure N	Build library of texts and magazine or journal subscriptions related to pathway theme, available for students and built into curriculum and/or classroom structure (like SSR)	Project Lead the Way	4200	Books other than Textbooks		Enter position number at left.		304-Project Lead the Way-64
\$100.00	Measure N	Honor roll assemblies and awards	Project Lead the Way	4300	Materials & Supplies		Enter position number at left.		304-Project Lead the Way-65
\$250.00	Measure N	Intervention strategies (programs, incentives for students)	Project Lead the Way	4300	Materials & Supplies		Enter position number at left.		304-Project Lead the Way-66
\$300.00	Measure N	Supplies for graduate capstone prototype requirements	Project Lead the Way	4300	Materials & Supplies		Enter position number at left.		304-Project Lead the Way-67
\$1,000.00	Measure N	Materials (books and supplies) to implement projects designed during work days Funding to support building a network of "authentic audience" for projects	Project Lead the Way	4300	Materials & Supplies		Enter position number at left.		304-Project Lead the Way-68
\$1,500.00	Measure N	Teacher materials and supplies to support implementation of integrated and pathway-themed projects. Specific materials and supplies could include, but are not limited to, various items to use for making prototypes and building models, printing/displaying/producing student work for exhibitions, etc.	Project Lead the Way	4300	Materials & Supplies		Enter position number at left.		304-Project Lead the Way-69
\$2,500.00	Measure N	Community building events and activities for each grade level	Project Lead the Way	4300	Materials & Supplies		Enter position number at left.		304-Project Lead the Way-70
\$200.00	Measure N	Recruitment materials (flyers, brochures, etc.)	Project Lead the Way	4310	School Office Supplies		Enter position number at left.		304-Project Lead the Way-71
\$300.00	Measure N	Family night - exhibition of work from various classes, connect with families	Project Lead the Way	4311	Meeting Refreshments		Enter position number at left.		304-Project Lead the Way-72

\$3,000.00	Measure N	Conferences and site visits (registration, hotel, travel expenses, etc.) to support learning from and observation of similar, high quality pathways	Project Lead the Way	5220	Conference Expense		Enter position number at left.		304-Project Lead the Way-73
\$250.00	Measure N	Software licenses (WeVideo, Adobe, etc.)	Project Lead the Way	5826	External Work Order Services		Enter position number at left.		304-Project Lead the Way-74
\$500.00	Measure N	Entrance fees for work based learning trips and events	Project Lead the Way	5826	External Work Order Services		Enter position number at left.		304-Project Lead the Way-75
\$1,000.00	Measure N	College visit field trips (sub costs and transportation)	Project Lead the Way	5826	External Work Order Services		Enter position number at left.		304-Project Lead the Way-76
\$3,000.00	Measure N	Transportation to field trips and WBL events	Project Lead the Way	5826	External Work Order Services		Enter position number at left.		304-Project Lead the Way-77
\$3,000.00	Measure N	ECCO summer internship stipends for students	Project Lead the Way	5826	External Work Order Services		Enter position number at left.		304-Project Lead the Way-78
\$10,000.00	California Partnership Academy	To increase our pathway's financial efficacy, we would like to engage a consultant to help manage our CPA expenditures.	Public Health Academy			Enter object code at left.	Enter position number at left.		304-Public Health Academy-79
\$10,500.00	California Partnership Academy	Grade level retreats	Public Health Academy			Enter object code at left.	Enter position number at left.		304-Public Health Academy-80
\$2,000.00	California Partnership Academy	Classrooms will have supplies for students to create finished projects	Public Health Academy			Enter object code at left.	Enter position number at left.		304-Public Health Academy-81
\$6,000.00	California Partnership Academy	As part of the pathway curriculum, students will read non-textbook texts relevant to pathway themes and have access to additional books, journals, etc.	Public Health Academy			Enter object code at left.	Enter position number at left.		304-Public Health Academy-82
\$2,000.00	California Partnership Academy	Teacher stipend for senior project coordination and grading	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-83
\$3,000.00	California Partnership Academy	Teacher stipends for summer project/curriculum development work	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-84
\$3,000.00	California Partnership Academy	Teacher stipends to work on students of concern and plan and implement interventions and/or developing peer tutor program	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-85

\$700.00	California Partnership Academy	Pathway Director meetings	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-86
\$5,000.00	California Partnership Academy	Substitute costs for when teachers are at WBL events/trips	Public Health Academy	1150	Certificated Teachers: Substitutes		Enter position number at left.		304-Public Health Academy-87
\$14,000.00	California Partnership Academy	Students attend conferences and learning tours that support pathway themes	Public Health Academy	5200	Travel And Conferences		Enter position number at left.		304-Public Health Academy-88
\$8,000.00	California Partnership Academy	Conferences and site visits to observe and learn best practices in pathway development, PBL, and defense of learning	Public Health Academy	5200	Travel And Conferences		Enter position number at left.		304-Public Health Academy-89
\$5,000.00	California Partnership Academy	Staff retreats for pathway development and curriculum design	Public Health Academy	5624	Rentals: Facility		Enter position number at left.		304-Public Health Academy-90
\$1,200.00	California Partnership Academy	Admission costs/fees for field trips	Public Health Academy	5826	External Work Order Services		Enter position number at left.		304-Public Health Academy-91
\$1,250.00	California Partnership Academy	Admission costs/fees for pathway teacher PD	Public Health Academy	5826	External Work Order Services		Enter position number at left.		304-Public Health Academy-92
\$3,500.00	California Partnership Academy	Transportation to WBL events and activities (charter buses, local bus and BART tickets, etc.)	Public Health Academy	5826	External Work Order Services		Enter position number at left.		304-Public Health Academy-93
\$2,600.00	Measure N	Design and buildout a program a way to eliminate Ds from grading in pathway core classes.	Public Health Academy		Enter object code at left.		Enter position number at left.		304-Public Health Academy-94
\$1,200.00	Measure N	Staff time to develop materials	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-95
\$3,500.00	Measure N	Teacher hourly pay time for Defense of Learning planning (developing a system and process for implementing in 10th grade for 19-20 year)	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-96
\$5,000.00	Measure N	Teacher stipend for project coordination (e.g. public exhibition planning)	Public Health Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Public Health Academy-97
\$1,000.00	Measure N	Student recognition (honor roll) assemblies and awards	Public Health Academy	4300	Materials & Supplies		Enter position number at left.		304-Public Health Academy-98
\$200.00	Measure N	Recruitment materials (flyers, brochures, etc.)	Public Health Academy	4310	School Office Supplies		Enter position number at left.		304-Public Health Academy-99

\$3,000.00	Measure N	Defense of Learning event and prep supplies (display materials, invitations, student work reproduction)	Public Health Academy	4310	School Office Supplies		Enter position number at left.		304-Public Health Academy-100
\$3,000.00	Measure N	College exploration visits	Public Health Academy	5826	External Work Order Services		Enter position number at left.		304-Public Health Academy-101
\$7,500.00	Measure N	ECCCO summer internship stipends for PHA students	Public Health Academy	5826	External Work Order Services		Enter position number at left.		304-Public Health Academy-102
		See other strategic action in the Rigorous Academics section	Social Justice & Reform		Enter object code at left.		Enter position number at left.		304-Social Justice & Reform-103
\$2,000.00	California Partnership Academy	Teacher planning time to work on student intervention	Social Justice & Reform		Enter object code at left.		Enter position number at left.		304-Social Justice & Reform-104
\$6,500.00	California Partnership Academy	Community building events and trips (admission costs, subs, transportation, food, etc.)	Social Justice & Reform		Enter object code at left.		Enter position number at left.		304-Social Justice & Reform-105
\$5,000.00	California Partnership Academy	Contract for position for fiscal support (processing orders, budget management, etc.)	Social Justice & Reform	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Social Justice & Reform-106
\$5,000.00	California Partnership Academy	Substitute Coverage for teachers on field trips	Social Justice & Reform	1150	Certificated Teachers: Substitutes		Enter position number at left.		304-Social Justice & Reform-107
\$10,000.00	California Partnership Academy	Books, other than textbooks, for projects	Social Justice & Reform	4200	Books other than Textbooks		Enter position number at left.		304-Social Justice & Reform-108
\$5,000.00	California Partnership Academy	Teacher materials and supplies	Social Justice & Reform	4300	Materials & Supplies		Enter position number at left.		304-Social Justice & Reform-109
\$6,000.00	California Partnership Academy	Transportation for field trips (charter buses, ACTransit and BART tickets, etc.)	Social Justice & Reform	5826	External Work Order Services		Enter position number at left.		304-Social Justice & Reform-110
\$12,000.00	California Partnership Academy	Technology - Chromebook Cart	Social Justice & Reform	6455	Enter object code at left.		Enter position number at left.		304-Social Justice & Reform-111
\$1,200.00	Measure N	Graduate Capstone teacher stipend	Social Justice & Reform	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Social Justice & Reform-112
\$2,750.00	Measure N	Teacher extended contract for project/curriculum planning	Social Justice & Reform	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Social Justice & Reform-113

\$250.00	Measure N	After-hours open enrollment and recruitment events time card hours	Social Justice & Reform	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Social Justice & Reform-114
\$4,500.00	Measure N	Teacher stipend for completion of integrated project	Social Justice & Reform	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Social Justice & Reform-115
\$700.00	Measure N	Pathway Director Meetings	Social Justice & Reform	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Social Justice & Reform-116
\$200.00	Measure N	Recruitment materials (flyers, brochures, etc.)	Social Justice & Reform	4310	School Office Supplies		Enter position number at left.		304-Social Justice & Reform-117
\$6,500.00	Measure N	ECCO Summer internship stipends	Social Justice & Reform	5826	External Work Order Services		Enter position number at left.		304-Social Justice & Reform-118
\$8,000.00	Measure N	Transportation for field trips (charter buses, ACTransit and BART tickets, etc.)	Social Justice & Reform	5826	External Work Order Services		Enter position number at left.		304-Social Justice & Reform-119
		Included in Rigorous Academics section below	Visual Arts & Academics Magnet Program		Enter object code at left.		Enter position number at left.		304-Visual Arts & Academics Magnet Program-120
\$1,000.00	California Partnership Academy	Family night/community building food and materials (games, sports equipment, water jug, utensils)	Visual Arts & Academics Magnet Program		Enter object code at left.		Enter position number at left.		304-Visual Arts & Academics Magnet Program-121
\$2,000.00	California Partnership Academy	Intervention strategies (program, incentives for students)	Visual Arts & Academics Magnet Program		Enter object code at left.		Enter position number at left.		304-Visual Arts & Academics Magnet Program-122
\$4,000.00	California Partnership Academy	Fall/spring community building/end of year celebration/bridging ceremony (supplies, materials, facility rental)	Visual Arts & Academics Magnet Program		Enter object code at left.		Enter position number at left.		304-Visual Arts & Academics Magnet Program-123
\$9,000.00	California Partnership Academy	Teacher collaboration retreats (lodging, travel, teacher stipends, etc.) to work on curriculum development	Visual Arts & Academics Magnet Program		Enter object code at left.		Enter position number at left.		304-Visual Arts & Academics Magnet Program-124
\$4,500.00	California Partnership Academy	Teaching planning time and time spent on intervention strategies	Visual Arts & Academics Magnet Program	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Visual Arts & Academics Magnet Program-125

\$5,000.00	California Partnership Academy	Subs for PD and WBL field trips	Visual Arts & Academics Magnet Program	1150	Certificated Teachers: Substitutes		Enter position number at left.		304-Visual Arts & Academics Magnet Program-126
\$2,470.00	California Partnership Academy	Case manager/intervention specialist	Visual Arts & Academics Magnet Program	2425	Clerical Salaries Overtime		Enter position number at left.		304-Visual Arts & Academics Magnet Program-127
\$1,500.00	California Partnership Academy	Purchasing books, not textbooks and copying/binding for teacher-created readers	Visual Arts & Academics Magnet Program	4200	Books other than Textbooks		Enter position number at left.		304-Visual Arts & Academics Magnet Program-128
\$1,500.00	California Partnership Academy	VAAMP shirts and printing supplies for student art contest	Visual Arts & Academics Magnet Program	4310	School Office Supplies		Enter position number at left.		304-Visual Arts & Academics Magnet Program-129
\$4,000.00	California Partnership Academy	Upgrading/maintaining materials necessary for CTE courses related to program of study	Visual Arts & Academics Magnet Program	4310	School Office Supplies		Enter position number at left.		304-Visual Arts & Academics Magnet Program-130
\$5,000.00	California Partnership Academy	Conference registration and site visit fees	Visual Arts & Academics Magnet Program	5220	Conference Expense		Enter position number at left.		304-Visual Arts & Academics Magnet Program-131
\$1,000.00	California Partnership Academy	Renting exhibition space for Senior Project presentations	Visual Arts & Academics Magnet Program	5624	Rentals: Facility		Enter position number at left.		304-Visual Arts & Academics Magnet Program-132
\$10,000.00	California Partnership Academy	BART tickets, bus tickets, and charter buses for WBL events and other field trips	Visual Arts & Academics Magnet Program	5826	External Work Order Services		Enter position number at left.		304-Visual Arts & Academics Magnet Program-133
\$2,000.00	California Partnership Academy	Admission costs for field trips	Visual Arts & Academics Magnet Program	5829	Admission Fees		Enter position number at left.		304-Visual Arts & Academics Magnet Program-134
\$22,000.00	California Partnership Academy	Purchasing software licenses for arts-related curriculum in academic classes, dual enrollment, and CTE classes	Visual Arts & Academics Magnet Program	5846	Licensing Agreements		Enter position number at left.		304-Visual Arts & Academics Magnet Program-135
\$5,000.00	Measure N	Conference registration and site visit fees. (Including travel and lodging.)	Visual Arts & Academics Magnet Program		Enter object code at left.		Enter position number at left.		304-Visual Arts & Academics Magnet Program-136
\$250.00	Measure N	After-hours open enrollment and recruitment events time card hours	Visual Arts & Academics Magnet Program	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Visual Arts & Academics Magnet Program-137

\$3,000.00	Measure N	Extended contracts/stipends/subs for developing/grading Senior Project/Senior Seminar, developing CTE course curriculum, class observations, and attending PBL PD	Visual Arts & Academics Magnet Program	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Visual Arts & Academics Magnet Program-138
\$4,850.00	Measure N	Push-in/Co-teaching model	Visual Arts & Academics Magnet Program	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Visual Arts & Academics Magnet Program-139
\$700.00	Measure N	Pathway Director meetings	Visual Arts & Academics Magnet Program	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-Visual Arts & Academics Magnet Program-140
\$1,000.00	Measure N	Materials for building gallery space	Visual Arts & Academics Magnet Program	4300	Materials & Supplies		Enter position number at left.		304-Visual Arts & Academics Magnet Program-141
\$200.00	Measure N	Recruitment materials (flyers, brochures, etc.)	Visual Arts & Academics Magnet Program	4310	School Office Supplies		Enter position number at left.		304-Visual Arts & Academics Magnet Program-142
\$4,000.00	Measure N	Materials related to Senior Project	Visual Arts & Academics Magnet Program	4310	School Office Supplies		Enter position number at left.		304-Visual Arts & Academics Magnet Program-143
\$2,000.00	Measure N	ECCCO stipend for student internships and stipend for summer internship teacher	Visual Arts & Academics Magnet Program	5825	Consultants		Enter position number at left.		304-Visual Arts & Academics Magnet Program-144
\$1,000.00	Measure N	Stipend for student docents working in on-campus gallery	Visual Arts & Academics Magnet Program	5826	External Work Order Services		Enter position number at left.		304-Visual Arts & Academics Magnet Program-145
\$2,000.00	Measure N	Pay guest artist speakers	Visual Arts & Academics Magnet Program	5826	External Work Order Services		Enter position number at left.		304-Visual Arts & Academics Magnet Program-146
		Included in Rigorous Academics section below	RISE Academy		Enter object code at left.		Enter position number at left.		304-RISE Academy-147
\$1,500.00	Grant	Business Education Conference for lead teacher (registration, travel, hotel, etc.)	RISE Academy		Enter object code at left.		Enter position number at left.		304-RISE Academy-148
\$10,000.00	Grant	Stipend and/or release time for lead teacher curriculum development	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-149

\$2,250.00	Grant	Summer teacher externship stipend	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-150
\$4,500.00	Grant	Teacher stipends for supporting lead teacher in curriculum/course development	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-151
\$1,000.00	Grant	Books and computer programming to support business CTE course development	RISE Academy	4310	School Office Supplies		Enter position number at left.		304-RISE Academy-152
\$3,000.00	Grant	2 teachers attend Educating for Careers conference in 2020 to learn about grant and program implementation	RISE Academy	5200	Travel And Conferences		Enter position number at left.		304-RISE Academy-153
\$3,000.00	Grant	Registration for workshops and professional development to support business CTE course development	RISE Academy	5200	Travel And Conferences		Enter position number at left.		304-RISE Academy-154
\$3,462.00	Grant	Travel costs for teachers to visit other school sites with business CTE courses/pathway	RISE Academy	5200	Travel And Conferences		Enter position number at left.		304-RISE Academy-155
\$2,000.00	Measure N	Overnight trip for 9-10 to Angel Island for community building to cover cost of booking, and other related supplies needed for the overnight stay	RISE Academy		Enter object code at left.		Enter position number at left.		304-RISE Academy-156
\$6,500.00	Measure N	All inclusive SoCal College Tour 11th-12th graders+teacher/staff chaperones	RISE Academy		Enter object code at left.		Enter position number at left.		304-RISE Academy-157
\$1,000.00	Measure N	Teacher collaboration time for PBL	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-158
\$1,500.00	Measure N	Stipend for Design Team members (\$500/member)	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-159
\$250.00	Measure N	After-hours open enrollment and recruitment events time card hours	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-160
\$3,000.00	Measure N	Continue to develop protocol and/or process for supporting students who transition into other pathways and mainstream classes (teacher stipend or creation of new part-time position)	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-161

\$700.00	Measure N	Pathway Director meetings	RISE Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-RISE Academy-162
\$3,000.00	Measure N	Books for class library that are not text books for pathway classes and content area classes	RISE Academy	4200	Books other than Textbooks		Enter position number at left.		304-RISE Academy-163
\$300.00	Measure N	Interventions strategies (programs, incentives for students)	RISE Academy	4300	Materials & Supplies		Enter position number at left.		304-RISE Academy-164
\$2,550.00	Measure N	PBL instructional supplies and materials	RISE Academy	4310	School Office Supplies		Enter position number at left.		304-RISE Academy-165
\$200.00	Measure N	Recruitment materials	RISE Academy	4310	School Office Supplies		Enter position number at left.		304-RISE Academy-166
\$1,000.00	Measure N	Community building events and trips (admission costs, subs, transportation, food, etc.)	RISE Academy	5826	External Work Order Services		Enter position number at left.		304-RISE Academy-167
\$2,000.00	Measure N	End of the year parent exhibition night for seniors and families with venue and food	RISE Academy	5826	External Work Order Services		Enter position number at left.		304-RISE Academy-168
\$2,500.00	Measure N	Summer internship stipends for students that related to pathway theme	RISE Academy	5826	External Work Order Services		Enter position number at left.		304-RISE Academy-169
\$3,000.00	Measure N	Transportation to WBL events, activities, experiences (charter buses, local bus and BART tickets)	RISE Academy	5826	External Work Order Services		Enter position number at left.		304-RISE Academy-170
\$500.00	Measure N	Funds to create student business on campus or other location	RISE Academy	5826	External Work Order Services		Enter position number at left.		304-RISE Academy-171
\$10,000.00	Measure N	Chrome cart for pathway teacher	RISE Academy	6455	Enter object code at left.		Enter position number at left.		304-RISE Academy-172

1. ABOUT THE PATHWAY			
PATHWAY:	9th Grade (Oakland High)	School:	Oakland High School
Pathway Industry Sector:		School ID:	304
Pathway Description:	Pre-pathway small learning community		
Pathway Mission & Vision:	Supporting students in their transition to High School and preparing them to become positive members of the Oakland High community and to elect into one of our Pathways.		

Pathway Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
		51.6%	48.4%	97.5%	86.0%	22.5%	9.6%	13.1%	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	28.0%	0.5%	29.4%	32.3%	1.1%	1.4%	3.0%	3.2%	9.2%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	On Track 9th Grade: 75.8% of 9th graders have a 2.0 gpa or higher; 90.4% of current 9th graders are on track in terms of credits earned. Higher percentages of students passing core classes with a C or better (English, Math, Biology) first semester as compared to first semester last year (Eng. 2017-18 - 77% passing; 2018-19 - 85% passing; Bio. 2017-18 - 75% passing; 2018-19 - 84% passing; Math 2017-18 - 67% passing; 2018-19 76%)	On Track 9th Grade: We still have 24% of 9th graders receiving a D or F in math.	Further development of Algebra Success course for students who struggle in math. *Utilize after school program for mandatory "Math Camp" for students who receive Ds or Fs during the 1st marking period.
On Track to Graduate (11th Grade)	N/A	N/A	

On Track to Graduate (10th Grade)	N/A	N/A	
12th Grade A-G Completion	N/A	N/A	
CTE Capstone Completion with a C- or better	N/A	N/A	
Completion of two semesters of college coursework with a C- or better	N/A	N/A	

2B. Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Increase the percentage of "On-Track" students to 80%	All Students	Coming soon	80%
On Track to Graduate (11th Grade)			Coming soon	
On Track to Graduate (10th Grade)			Coming soon	
12th Grade A-G Completion			Coming soon	
CTE Capstone Completion with a C- or better			Coming soon	
Completion of two semesters of college coursework with C- or better			Coming soon	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	Coming soon	Coming soon		
Leadership Configuration	Coming soon	Coming soon	4	
Distributive Leadership	Coming soon	Coming soon	3	

Pathway Leadership & Vision Goal for 2019-20:

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

Weekly family/slc meeting		Enabling Conditions	Measure N	\$30,000.00				
3B. EQUITY, ACCESS & ACHIEVEMENT		16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)			
Open Access and Equitable Opportunities		Coming soon	Coming soon					
Diverse Student Representation		Coming soon	Coming soon					
Closing the Opportunity Gap		Coming soon	Coming soon					
Pathway Equity, Access & Achievement Goal for 2019-20:								
Pathway Equity, Access & Achievement Strategic Actions		Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Awards celebrations - supplies, materials		Comprehensive Student Supports	Measure N	\$2,000.00				
After school tutoring by teachers		Comprehensive Student Supports	Measure N	\$3,000.00				

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.							
What will your pathway do to align to the schoolwide focus for 2019-20?	All 9th grade English teachers include SSR time in their instruction; Project Based Learning unit designs will include literacy strategies;							
Language & Literacy Strategic Actions		Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Classroom libraries - high/low books, including non-fiction		Rigorous Academics	Measure N					

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)			
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Pathway Theme	Coming soon	Coming soon		
Integrated Core	Coming soon	Coming soon		
Cohort Scheduling	Coming soon	Coming soon		
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon		
Collaborative Learning	Coming soon	Coming soon		
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	Coming soon	Coming soon		
Collaboration Time	Coming soon	Coming soon		
Professional Learning	Coming soon	Coming soon		

5B. Rigorous Academics Pathway Needs Assessment

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

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

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme				
Graduate Capstone				

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

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

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

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

Types of Student Experiences	Coming soon	Coming soon		
Pathway Outcomes	Coming soon	Coming soon		
Pathway Evaluation	Coming soon	Coming soon		

6B. Work-Based Pathway Needs Assessment

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

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

6C. Work-Based Learning Pathway Goals

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

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

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

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon		
College & Career Plan	Coming soon	Coming soon		

7B. Comprehensive Student Supports Pathway Needs Assessment

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

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

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL				Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports							
Diffentiated Interventions for Special Populations <i>(English Learners, African-American Students, Students with Disabilities)</i>							
7D. Comprehensive Student Supports Theory of Change and Strategic Actions							
Theory of Change							
Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source <i>(if relevant)</i>	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
test (please leave this here until replaced with actions)							
Community Building activities and field trips - transportation, admissions	Comprehensive Student Supports	Measure N	\$12,500.00				
Supplies and Materials for Incentives to support PROPs	Comprehensive Student Supports	Measure N	\$2,500.00				

1. ABOUT THE PATHWAY

PATHWAY:	Social Justice & Reform	School:	Oakland High School
Pathway Industry Sector:	Public Services	School ID:	304
Pathway Description:	LSJ students will have the opportunity to immerse themselves in current social issues and participate in field trips, community service, and internship opportunities that will expose them to the wide-ranging number of job fields in the legal, education and social work sectors. In the classroom, students will learn about current events and historical topics to better inform them of the social justice work happening in their community, country and world.		
Pathway Mission & Vision:	The Law and Social Justice (LSJ) pathway informs and prepares students for careers in law, education and community organizations with a focus on social justice and current events. Through experiential learning opportunities, exposure to a variety of careers, and structured academic support, students become active participants in advocating change for their community.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	43.4%	56.6%	96.9%	86.8%	13.2%	11.6%	10.9%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	34.1%	0.8%	28.7%	34.9%	0.0%	0.0%	0.0%	0.8%	0.8%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	For 2017/2018 94.2% of the senior cohort graduated, all AA students in the cohort graduated, followed by 95% of Asian and 92.3% of Latino students.	For the 2017/2018 males graduation rates are lower than females rates by 5.3%. Latinos graduate at a lower rate when compared to other ethnic groups.	Investigate the root cause for when and how males and Latino students are off track. Develop individual plans- After school program; SST, COST, summer school, etc.
On Track to Graduate (11th Grade)	For the class of 2020 48.8% of the students are on track to meet the high school requirements.	Since 2016 males have the highest percentages of being off track when compared to females. Both females and males consistently demonstrate high percentages of not meeting the math core requirements. Since 2016 African American students have consistently demonstrated highest percentages of being off track with math being the highest off track core requirement.	After school program; SST, COST, etc. Summer school, tutorial referrals

On Track to Graduate (10th Grade)	Since 2016 there has been an overall improvement on the percentage of students being on track to meeting core requirements. This includes improvement for AA, Latino and Asian students. Mid year for 2018/2019 62.5% are on track. From 2017/2018 to mid year 2018/2019 males and females are consistently demonstrating improvements of being on track.	EL students are more likely to be off track to meet core requirements. AA students demonstrate higher percentages of being off track when compared to Latino and Asian students. Mid year review of data shows that students are off track when meeting the math core requirement.	Targeted transcript review with AA 10th grade students. Increase referrals for tutorial services. PD on EL strategies.
12th Grade A-G Completion	Female students consistent with A-G completion since 2016/2017. Increase A-G completion for Latino and Asian students.	AA students not meeting A-G as much as their Latino and Asian students. Males students decreased by 13.3% on meeting A-G in the past two years. Overall a decrease of 5.7% of students meeting A-G since 2016/2017.	Tutorial referrals, one-on-one transcript review sessions with juniors.
CTE Capstone Completion with a C- or better	For 1st semester 2018/2019: 90% of 10th graders passed CTE with a C or better, 11th grade 79% and 12th grade 80%	Males in the 10th and 12th grade CTE course have a higher non passing rate.	Targeted in class support for male students.
Completion of two semesters of college coursework with a C- or better	Increase student participation in dual enrollment since Spring 16/17. Passing rate with a C or better is 74% and higher. AA students enrollment higher when compared to Latino and Asian students.	Male enrollment is lower than female enrollment. Total LSJ student enrollment taking a dual enrollment course is 24%.	Increase the number of LSJ students taking dual enrollment course. Targeted male recruitment.

2B. Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Increase Latino and male graduation rates	African American Males and Latino	Coming soon	60%
On Track to Graduate (11th Grade)	By the end of the 2018-19 school year, all credit deficient males will have had an intervention and be placed in summer school or credit recovery classes to retake classes they havenot passed.	African American Males	Coming soon	15% off track in credits
On Track to Graduate (10th Grade)	By the start of the '20-21 school year, all credit deficient students from the LSJ class of 2021 will have recovered at least 75% of missing credits.	Latino Students	Coming soon	10% off track in credits
12th Grade A-G Completion	Review transcript towards end of junior year to identify students who may need summer school to correct D's in A-G classes or be short in English requirement due to previous ELD English classes	Long-Term English Learners	Coming soon	68% on track overall
CTE Capstone Completion with a C- or better	Increase in class academic interventions for male students. Parent outreach for male students who are failing.	Males	Coming soon	Decrease by 50%
Completion of two semesters of college coursework with C- or better	Increase dual enrollment numbers. Targeted recruitment for male students. Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	Males	Coming soon	Increase by 20%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2	3	3	We were granted a Law and Public Service CPA which has caused us to realign our mission and vision for the pathway. We are shifting to a focus on legal studies and public policy, and thus have been working to adapt our CTE and academic classes to suit.
Leadership Configuration	3	3	3+	We have new pathway leadership this year with some teachers taking lead on various supporting aspects of pathway work. Regular meetings have ensured equity of teacher voice with the full support of our counseling and admin team. Our design team is comprised of the CTE elective teachers who meet with the district pathway coach to develop the elective courses.
Distributive Leadership	3	3	3+	Pathway teachers voluntarily take on roles to support the pathway mission and vision, which is implemented in regular meetings and planning time.

Pathway Leadership & Vision Goal for 2019-20:

Design Team is continuing the pathway development work around the CTE course curriculum and vertical alignment, adding the 12th grade CTE course.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Pathway Director Meetings	Enabling Conditions	Measure N	\$700.00	1120			
Contract for position for fiscal support (processing orders, budget management, etc.)	Enabling Conditions	California Partnership Academy	\$5,000.00	1120			Consultant Contract (5825)

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	3	2+	3+	Pathway demographics represent the school as a whole, based on student choice.
Diverse Student Representation	3	2+	4	Our school wide approach to pathway recruitment and placement has ensured that each pathway has an equitable distribution of students that represent our whole school.
Closing the Opportunity Gap	3	3	3	All students are included in work-place visits, guest speaker opportunities, and college tours regardless of attendance or grades. SPED students have a case manager who pushes into academic classes to provide support.

Pathway Equity, Access & Achievement Goal for 2019-20:

Increase awareness of LSJ so that the number of students who select it as first or second choice increases. We will offer more opportunities and create visuals around the school to spread awareness of our work.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
After-hours open enrollment and recruitment events time card hours	Enabling Conditions	Measure N	\$250.00	1120			
Recruitment materials (flyers, brochures, etc.)	Enabling Conditions	Measure N	\$200.00	4310			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
What will your pathway do to align to the schoolwide focus for 2019-20?	Core pathway courses will collaborate using cross curricular projects that focus on complex text and non-fiction text. This will continue to build student reading outcomes and improving SRI scores in 10th and 11th thus preparing them for their Graduate Capstone Project in 12th grade.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
See other strategic action in the Rigorous Academics section							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3-	3	Our pathway was granted a CPA in Law & Public Service beginning this school year. This has allowed us to align our pathway theme to the legal professional and public service while expanding our relationships with industry partners.
Integrated Core	2	2+	2+	With new team members and the build out of our CTE curriculum still in progress, we have added a course for the 11th grade and are now developing a course for 12th in the 2019-20 school year.
Cohort Scheduling	3	3+	4	100% of students are enrolled in the core pathway classes. Our master schedule facilitates students to take advanced placement and dual enrollment courses while maintaining enrollment in the pathway.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2+	3	We are continuing to vertically align the industry skills our students need, resulting in cross curricular projects in all grade levels. The 11th and 12th grade students present their work in front of community partners. The senior capstone draws upon students' prior knowledge from previous grades to create a pathway themed research project that included industry partner outreach.
Collaborative Learning	2	2+	3	All teachers in the pathway incorporate partner and group work to build collaboration skills. This work is scaffolded in the lower grades to promote healthy group relationships, with students building more independence into senior year.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2	2+	We initiated a process this year of a dilemma protocol to think through best practices in the classroom. Our next steps will be to observe each other in the classroom to further our learning and pathway themes.
Collaboration Time	1	2	4	New team members and distributive leadership have reinvigorated our pathway collaboration and allowed for productive meetings, cross curricular planning and sharing students of concern.
Professional Learning	2	2+	2+	Our internal pathway PD has facilitated teacher learning around best practices and activities that are aligned with industry standards. Our pathway coach has given regular feedback to multiple teachers. Next year we would like to observe each other more to enhance our professional learning.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Teacher release time for project/curriculum planning. Conferences and site visit attendance Project Based Learning summer institute Teacher materials and supplies Books, other than textbooks, for projects Graduate Capstone teacher stipend (1 additional hour/number of students) Dual enrollment materials and supplies Dual enrollment teacher of record stipend Teacher stipend for completing CTE credential work Supplies for CTE classes	Partially Implemented	Effective	Our funding allowed us to buy multiple class sets of books to be used in project based learning. We also purchased new technology for our Forensic Biology course. We allocated funding for dual enrollment courses in Criminology and Political Science. Seminar teachers will receive a stipend and our 12th grade CTE teacher will also receive a stipend for completing her CTE credential work.
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5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	By 2021, each grade level will have at least one fully integrated project aligned to industry theme and content standards per semester.	All Students	One project	One per grade level
Graduate Capstone	Vertical alignment of graduate capstone skills so students have opportunity to practice and build skills in 10th and 11th grade, including use of multimedia. Students begin thinking about graduate capstone topic in 11th grade and begin research process.	All Students	CTE course content vertical alignment	Pathway research process developed

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

Theory of Change	If we focus on integrated, project-based learning that aligns to graduate capstone rubrics and PBL essential elements, then we will see increased student engagement and achievement.
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Graduate Capstone teacher stipend	Rigorous Academics	Measure N	\$1,200.00	1120			
Teacher stipend for completion of integrated project	Rigorous Academics	Measure N	\$4,500.00	1120			
Teacher extended contract for project/curriculum planning	Rigorous Academics	Measure N	\$2,750.00	1120			
Books, other than textbooks, for projects	Rigorous Academics	California Partnership Academy	\$10,000.00	4200			
Teacher materials and supplies	Rigorous Academics	California Partnership Academy	\$5,000.00	4300			
Technology - Chromebook Cart	Rigorous Academics	California Partnership Academy	\$12,000.00	6455			

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
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Types of Student Experiences	2	3-	3	We continue to work with our WBL liason and district social justice academy CTE coach to develop a curricular scope and sequence of courses appropriate for each grade level, including field trips and guest speakers. Each grade level has a pathway related theme to relate to curriculum and WBL oppotutnies.
Pathway Outcomes	1	2	3	Our WBL experiences are in line with curriculum in the CTE courses, allowing students to study a subject in the classroom and then experience it in the work place.
Pathway Evaluation	1	1	3	Students regularly assess their learning after WBL experiences and integrate into the curriculum. Teachers, working with the WBL liason, evaluate the yearly plan to ensure students are getting a range of experiences.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
ECCO summer internship stipends Transportation for field trips Entrance fees for field trips Substitute teacher costs Admission fees for pathway teacher PD Transportation for field trips for CTE classes (Perkins) Advisory Board development (extra meeting time for teachers, meeting refreshments, etc.) Advisory Board refreshments	Partially Implemented	Effective	All WBL events have been aligned with the CTE curriculum to support and enhance student learning. We are working to create sustainable partnerships with key organizations in the local legal and policy fields, including YPLAN at UC Berkeley and the Alameda County Juvenile Justice Center. One area we did not get developed this year was the advisory board.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Vertical alignment of career focus at each grade level	All Students	Two (2) guest speakers per semester, per grade	Two (2) guest speakers per semester, per grade
Career Exploration	Career Exploration Visits are treated as an assigment and extension of the classroom, relating to the current unit of study	All Students	One site visit per year, per grade level	Two site visits per year, per grade level
Career Preparation	25% of juniors are participating in an internship All students have a current resume by January each year	All Students	20% juniors are partiapiating in an internship	23% juniors are participating in an internship

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

Theory of Change	If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.						
Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
ECCO Summer internship stipends	Work-Based Learning	Measure N	\$6,500.00	5826			

Transportation for field trips (charter buses, ACTransit and BART tickets, etc.)	Work-Based Learning	Measure N	\$8,000.00	5826			
Transportation for field trips (charter buses, ACTransit and BART tickets, etc.)	Work-Based Learning	California Partnership Academy	\$6,000.00	5826			
Substitute Coverage for teachers on field trips	Work-Based Learning	California Partnership Academy	\$5,000.00	1150			

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3	3	Data dives on student grades by marking period and implement interventions related to academic, attendance, social emotional support, case management by grade level, counselor classroom presentations by grade levels, one-one-one conferencing with seniors, team building field trips for 12th, 11th and 10th graders
College & Career Plan	2	3	3	Field trips to local community colleges and universities at every grade level, academy themed workplace field trips and guest speakers to build on career exploration in the fields of law, social work, education, and advocacy.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
PBL introduction and collaboration in CTE course development Academy theme field trips and guest speakers College tours	Fully Implemented	Effective	LSJ retreat on PBL, summer PD, CTE lesson planning/collaboration, 10th graders visited UCB & UC Davis, 11th graders visited Sonoma State and SFSU, work in collaboration with Work Based Learning coordinator for law and public service guest speakers

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	College visits, internships, career prep (resumes, mock interviews), increase students taking dual enrollment courses Students in 10th grade start a 4 year (high school +1) plan that is revisited each year. Work in collaboration with the Future Center and Senior Seminar teacher for completion of FAFSA and Oakland Promise Scholarship	All Students	NA	90% participation in college visits and other career prep
Differentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	Increased collaboration with SpEd support teacher for unit planning EL instructional strategy sharing with the whole team Individual conferencing with AA and male students re: A-G completion	African American Students and ELL students	N/A	Identify 3-5 shared strategies with teacher team

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

Theory of Change	If we focus on supporting our struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source <i>(if relevant)</i>	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Teacher planning time to work on student intervention	Comprehensive Student Supports	California Partnership Academy	\$2,000.00				
Community building events and trips (admission costs, subs, transportation, food, etc.)	Comprehensive Student Supports	California Partnership Academy	\$6,500.00				

1. ABOUT THE PATHWAY

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

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	50.8%	49.2%	96.4%	90.9%	12.7%	8.6%	12.2%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	24.4%	1.0%	39.1%	29.4%	1.0%	0.5%	1.5%	1.0%	1.0%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Our graduation rate continues to out-perform the district average and school average. Our 2016/2017 graduation rate is 92.7%. We improved our graduation rate for African American students from 75% in 2015/2016 to 100% in 16/17 and 17/18.	Our over all graduation rate went down from 96.7% to 92.7%.	ESA wants to implement a more intensive early intervention process starting with 10th graders who are at-risk of not graduating.

On Track to Graduate (11th Grade)	A significant majority of 11th grade ESA students (90%) are meeting science requirements for graduation. A significant majority of 11th grade ESA students (78.6%) are meeting history requirements for graduation.	Overall, 58.6% of 11th grade students are considered "on-track to graduate." 24.3% of 11th grade students are not considered on track due to not currently meeting gpa requirements. The biggest subject related mitigating factor for 11th grade students being on track seems to be math. 40% of 11th grade students are not currently on track to meet math requirements for graduation.	Possible closer collaboration between ESA staff and 11th grade math teachers. Increased inclusion of 11th grade math principles into ESA core science classes.
On Track to Graduate (10th Grade)	Most students are on track in Science (87.3%) and History (86.1%).	30.4% of sophomores are missing credits in Math; 16.5% missing credits in World Language; more than 24.1% are below a 2.0 GPA.	ESA-specific math support class elective; analysis of specific areas (courses and content) where students are falling behind; contribute more math rigor to sophomore chemistry class; attendance intervention to make sure our students are getting to class!; continue to explore social/emotional reasons that students may not be succeeding in class; disambiguate non-attending and non-participating students in order to examine more accurate data.
12th Grade A-G Completion	We moved from 57.6% A-G completion in 2016/2017 to 62.7% in 2017/2018	Over the last 5 years, our A-G completion percentage has fluctuated every year. We don't seem to be making consistent progress. Despite 100% graduation rate for African American students, less than 30% of African American students completed A-G requirements.	Making sure that students who are earning Ds are focal students. We need to intervene in the mindset (for both students and teachers) that a D is passing and a good goal when it has limiting impacts on access to post-secondary educational opportunities.
CTE Capstone Completion with a C- or better	46 students took the AP Environmental Science Exam in 2017/2018. 3 students received a 5. 40 of the 46 students enrolled in APES received a C or above in 2017/2018.	93% pass APES S1 16-17 94.6% pass APES S2 16-17 76.9% pass APES S1 17-18 79.6% pass APES S2 17-18	ES1, ES2, and APES teachers will work on scaffolding curriculum.
Completion of two semesters of college coursework with a C- or better	All students take AP Environmental Science in 12th grade. Fall 2018 there was a dual enrollment course offering that aligned with our pathway theme.	See above	

2B. Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	ESA's goal is to graduate students at a rate equal to or above the school average. We will achieve this by building common units of curriculum which will improve instruction and help more students, especially students who are struggling, have reinforced units of study. We also hope to try new intervention strategies with 10th grade students who have already been flagged as at risk to not graduate.	All Students	92.7%	90%
On Track to Graduate (11th Grade)	For the 2019-2020 school year, an overall 60% percent of the 11th grade ESA students will be considered "on-track" to graduate with the class of 2021	Students with Disabilities	58.6%	59%
On Track to Graduate (10th Grade)	For the 2019-2020 school year, 75% of 10th-grade ESA students will be considered "on track" to graduate in terms of math course completion.	All Students	69.6%	75%
12th Grade A-G Completion	Maintain pathway A-G completion percentages to stay ahead of schoolwide average. Increase A-G completion for males in the academy by 5%.	All Students	62.70%	63%

CTE Capstone Completion with a C- or better	For the 2019-2020 school year, 100% of ESA seniors will take our Capstone course. 85% will pass with a C- or better. We hope to improve another 5% by 2021.	All Students	79.6%	85%
Completion of two semesters of college coursework with C- or better	Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	All Students	N/A	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	3	3	3+	The mission and vision is clearly integrated into most aspects of the pathway.
Leadership Configuration	3	3	3	The majority of teachers identify as pathway teachers. Pathway development and management are shared.
Distributive Leadership	1	3	3+	A new teacher was further trained in leadership duties this year so that we have had four teachers in leadership roles over the last two years in addition to the fact that our day-to-day operations reflect collaborative effort and responsibility.

Pathway Leadership & Vision Goal for 2019-20: Continue to train more pathway faculty in how to lead the pathway and complete the tasks required of pathway leads.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Pathway Director Meetings	Enabling Conditions	California Partnership Academy	\$700.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)
Pathway Meeting Stipends for collaborative work	Enabling Conditions	California Partnership Academy	\$2,500.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)
Clerical Services Overtime	Enabling Conditions	California Partnership Academy	\$1,880.00	2425			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	3	3+	3+	Our pathway teachers utilize SEL strategies designed to make our classrooms welcoming to all students. We have started working with community partners who are engaged in issue of equity and social justice such as "Planting Justice."
Diverse Student Representation	3	3+	4	We have established practices which ensure that our pathway demographics match school demographics.
Closing the Opportunity Gap	3	2	2+	We saw progress in the achievement of our African American students. Asian students continue to out perform

Pathway Equity, Access & Achievement Goal for 2019-20: Our goal is for the achievement gap to be narrowed at each grade level.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
After-hours open enrollment and recruitment events time card hours	Enabling Conditions	California Partnership Academy	\$250.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)
Recruitment materials (flyers, brochures, etc.)	Enabling Conditions	California Partnership Academy	\$100.00	4310			Advisory Board Materials (4310/food not allowed)

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
What will your pathway do to align to the schoolwide focus for 2019-20?	Our core pathway courses will collaborate using cross curricular projects that focus on complex text and non-fiction text, this will continue to build student reading outcomes and improve SRI scores in 10th and 11th thus preparing them for their Graduate Capstone Project in 12th grade.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Book Purchases for pathway specific literature	Rigorous Academics	California Partnership Academy	\$2,000.00	4310			Sector-specific textbooks (4310)

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3	3	3+	We have discussed our theme with community partners, but continue to work on how to connect our pathway instruction with career opportunities.
Integrated Core	2	2+	3-	ES2 and Physics at the 11th grade level allows for increased technical coursework.
Cohort Scheduling	3	4	3	We continue to block thoughtfully and schedule in a way which opens opportunities for trips, but minimizes impact on other programs. However, going from 2 to 3 cohorts makes this a less successful model.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2+	3-	We are moving towards hands-on projects which involve real-world problem solving and action plans in ES1, ES2, and as part of our Senior Project.
Collaborative Learning	2	3-	3	Teachers in the pathway all dedicated at least a poartion of each week to collaborative learning assignments.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	2	2+	2+	Some teachers work together on lessons and observations. However, we did not implement significant observation schedules this year.
Collaboration Time	1	3	3-	We devoted time at meetings and at team retreats on collaborative planning.
Professional Learning	2	2+	2+	Pathway teachers have the opportunity to attend PDS and some teachers engage industry partners in PD and/or in pbl activities.

5B. Rigorous Academics Pathway Needs Assessment

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

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

Supplies and materials for ES1 Chaperon for weekly trip to Lake Merritt Summer retreat for teacher team to work on curriculum development, plan interventions and support students of concern Stipends for teachers to get necessary supplies Licensing software agreements Dual enrollment textbooks and supplies Dual enrollment teacher of record stipend Conferences and site visits, including Educating for Careers Senior Seminar paper grading stipend	Partially Implemented	Effective	Students are benefiting from their time at Lake Merritt as evidenced by their project completions and presentations. The projects developed over the summer have been implemented this year with high student engagement.
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5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Develop one fully integrated unit per grade level per semester and implement	All Students	One unit per grade level involving at least two core ESA classes.	One unit per grade level is designed and implemented in at least two ESA classes in both semester 1 and semester 2.
Graduate Capstone	Vertical alignment of capstone skills is complete so students have opportunities to practice and build skill in 10th and 11th grade. Students begin thinking about capstone topic in 10th grade and start scientific research process that continues for two years.	All Students	35 students passed on 1st attempt	Complete the planning for our re-designed Senior Project and implement this project in the 2019/2020.

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

Theory of Change If we focus on increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, then we will see increased student engagement and achievement, specifically around greater success in the graduate capstone.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Supplies and materials for ES1, the "Lake Class"	Rigorous Academics	California Partnership Academy	\$1,500.00	4310, 5826			Industry-appropriate supplies (4310)
Chaperon for weekly trip to Lake Merritt	Rigorous Academics	California Partnership Academy	\$3,000.00	5825			Consultant Contract (5825)
Summer retreat for teacher team to work on curriculum development, plan intervention and support for students of concern (travel costs, lodging, etc.)	Rigorous Academics	Measure N	\$4,000.00	5600, 5624			
Stipends for teachers to get necessary supplies	Rigorous Academics	California Partnership Academy	\$3,000.00	4310			Industry-appropriate supplies (4310)
Licensing software agreements	Rigorous Academics	California Partnership Academy	\$600.00	5826			Industry-appropriate supplies (4310)
Conferences and site visits (including Educating for Careers) - hotel, registration, airfare, mileage, reimbursement	Rigorous Academics	California Partnership Academy	\$4,500.00	5800			CTE Conference (5800)

Teacher Stipend or Extended Contract for Senior Seminar paper grading stipend (1 hour/student)	Rigorous Academics	Measure N	\$1,600.00	1120		
Technology, purchase of a laptop cart to improve digital literacy and support project implementation	Rigorous Academics	California Partnership Academy	\$12,000.00	4410		Industry Standard Equipment (4410)
Student PBL Activism: purchase of materials for student led community gardens, student marches, and student trash collection days	Rigorous Academics	California Partnership Academy	\$1,200.00	4310		Industry-appropriate supplies (4310)

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	2+	2+	We have a plan for sequenced SBL experiences. We have WBL field trips at multiple grade levels and we work with the linked learning office on summer internship placements.
Pathway Outcomes	1	2-	2-	We are developing a plan and timetable to implement wbl experiences with coursework.
Pathway Evaluation	1	2-	2	We are developing a plan to evaluate the impact of WBL experiences.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Annual Catalina trip (10th and 12th) Yosemite (or similar) trip Transportation to WBL events and activities Substitutes for WBL events and other field trips ECCO summer internship stipend for students Advisory Board development	Partially Implemented	Effective	The largest evidence of impact is the fact that students can effectively navigate from ES1 in their sophomore year to their ES2 class in their junior year. ES 2 aims to dive deeper into the skill set and ideas from ES1, and students can only effectively navigate this work when they have mastered the skills in ES1. We are proud of our students continuity between their sophomore and junior year, and believe this to show solid impact. Students develop skills to have progressively more and more complicated conversations with professionals as they progress through ESA. Students are able to speak on progressively more specialized subject and utilize a vocabulary that is more consistent with a professional discourse of language.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Each unit in the CTE classes proves an opportunity for students to learn about related careers	All Students	N/A	Identify related careers for each unit
Career Exploration	All 11th grade students participate in internship readiness like attending the summer options fair, writing resumes, and doing a mock interview.	All Students	N/A	100% 11th graders participate
Career Preparation	Increase number of students participating in summer internships or other opportunities such as Gloabl Glimpse, Summer Search, or buildOn trek.	All Students	10	20

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

Theory of Change	If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.							
Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?	

Annual Catalina trip (10th and 12th graders)	Work-Based Learning	California Partnership Academy	\$15,000.00	5829, 5826		Transportation for Industry-Aligned Field Trip (5826)
Rafting trip (12th graders)	Work-Based Learning	California Partnership Academy	\$5,000.00	5829, 5826		Transportation for Industry-Aligned Field Trip (5826)
Transportation to WBL events, activities, experiences (charter buses, local bus and BART tickets)	Work-Based Learning	California Partnership Academy	\$5,040.00	5826		Transportation for Industry-Aligned Field Trip (5826)
ECCCO Summer Internship Stipends for students	Work-Based Learning	Measure N	\$6,900.00	5826		
Advisory Board Development (meeting materials, teacher extra pay, refreshments, etc.)	Work-Based Learning	California Partnership Academy	\$200.00	4300, 4311, 1120		Advisory Board Materials (4310/food not allowed)
Substitutes for WBL and other study tours	Work-Based Learning	California Partnership Academy	\$6,000.00	1150		

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	2	2+	We collaborate to identify student academic, personal, and socio-emotional needs.
College & Career Plan	2	2+	2+	We provide college and career related study tours and we work with Linked Learning Office, Oakland Promise, and our Future Center to connect students with college counseling.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Transportation and other related costs for college visits Student recognition assembly and awards. ESA community building events	Partially Implemented	Effective	-Close to 100% of students are going on two college and two career exploration visits -Between 30% and 50% of students are participating in an internship and over 50% complete a dual enrollment class (rising number of students in dual enrollment each year). -We continue to work with the leadership of RISE as EL students transition from RISE to ESA. Specifically, we are placing some students -100% of students have experienced a workshop with college application process through the FAFSA. -Students with IEP are given a combination of supports including case manager push in to gened classes, pull out/small group academic supports, and small group study skills classes.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	All students go on two college and two career exploration visit, 75% of students will have an internship experience or service learning experience, and 100% of students will complete at least one dual enrollment course.	Low-Income Students	N/A	75% participate

Diffentiated Interventions for Special Populations <i>(English Learners, African-American Students, Students with Disabilities)</i>	All rising ESA 10th graders with below a 1.50 GPA will have an intervention meeting with ESA teachers and parent/guardian either before the start of the next school year.	Students with Disabilities	N/A	Identify students who need additional support and work with SpEd and/or EL teachers to develop a plan
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7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change If we focus on supporting our at risk struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Transportation and other related costs for college visits	Comprehensive Student Supports	Measure N	\$2,000.00	5826			
Student recognition assembly and awards. This could include award certificates and rewards for students (like book or other reward incentive)	Comprehensive Student Supports	Measure N	\$500.00	4310			
ESA Community Building events (bus transportation, food, materials)	Comprehensive Student Supports	California Partnership Academy	\$2,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)
Intervention Specialist Compensation	Comprehensive Student Supports	Measure N	\$9,000.00	5825			Consultant Contract (5825)
Transportation to student retreat (Woolman)	Comprehensive Student Supports	California Partnership Academy	\$4,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)
Transportation and supplies for outdoor adventure program	Comprehensive Student Supports	California Partnership Academy	\$3,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)
10th Grade Community Building event (Ropes Course)	Comprehensive Student Supports	California Partnership Academy	\$1,500.00	5826			Transportation for Industry-Aligned Field Trip (5826)

1. ABOUT THE PATHWAY

PATHWAY:	RISE Academy	School:	Oakland High School
Pathway Industry Sector:	Business and Finance	School ID:	304
Pathway Description:	RISE (Recent Immigrant Support and Engagement) Academy welcomes newly-arrived immigrant students and provides them with a sheltered space that supports their transition into the American high school education system.		
Pathway Mission & Vision:	RISE Academy provides all students: -Rigor, with a focus on planning and implementing differentiated and scaffolded curriculum -Inclusion, acculturation, and access, with a focus on classrooms and interactions with students of diverse skill sets and cultural backgrounds -Socio-emotional support, with a focus on providing wraparound service personnel such as case managers and social workers -English Language Development, with a focus on strengthening both academic and social English language skills		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	63.60%	36.40%		94.70%	100.0%	2.9%	1.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	1.0%	0.0%	25.4%	67.90%	0.50%	0.0%	2.9%		100.0%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	From 2016 to 2018 there has been a 47.3% increase on graduation rates.	Since 2016 females are graduating at higher rates than males. Asian students are graduating a higher rates when compared to Latino students.	Targeted interventions for males and Latino students. Transcript review, tutorial support, COST and SSTs.
On Track to Graduate (11th Grade)	For 2017/2018 Latino students were 17.9% more likely than Asian students for being on track to graduate.	Consistently since 2016 students have struggled to be on track to meet the math and English core requirements.	Referral to tutorial support for math and English. Summer school for recovery of Eng and math credits.
On Track to Graduate (10th Grade)	Since 2016, Asian students have consistently increased the percentage for being on track to graduate.	Male students have higher rates of being off track when compared to females. Since 2016 students have struggled to be on track to meet the math and English core requirements.	Targeted transcript review with male 10th grade students. Increase referrals for tutorial services. Summer school for recovery of Eng and math credits.
12th Grade A-G Completion	2017/2018 4.5% increase of A-G completion from 2016 to 2018.	95.5% for not meeting A-G.	One-on-one sessions with juniors. Referrals to summer school.

CTE Capstone Completion with a C- or better	NA	NA	NA		
Completion of two semesters of college coursework with a C- or better	In the fall 2017/2018 Dual Enrollment course targeted for new comers began- Active Listening and Speaking. 86% of students who took the course had a letter grade of C or better.	14 students enrolled in dual enrollment course in 2017/2018.	Increase the number of students taking dual enrollment by 50%.		
2B. Pathway Goals					
<i>Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.</i>					
FOCAL AREA	JUNE 2021 GOAL		Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Increase graduation rates to 90%		All Students	77.0%	Increase to 90%
On Track to Graduate (11th Grade)	By 2020 increase by 25% 11th grade being on track to meet the core HS requirements. Target interventions for tutorial referrals and the number of students taking math and Eng for summer school.		All Students	24.0%	25% improvement
On Track to Graduate (10th Grade)	By 2020 increase by 25% 10th grade being on track to meet the core HS requirements. Target interventions for tutorial referrals and the number of students taking math and Eng for summer school.		English Learners	21.0%	25% improvement
12th Grade A-G Completion	Increase the number of students graduating with A-G by 25%.		All Students	5.5%	25% increase
CTE Capstone Completion with a C- or better	NA		NA	NA	NA
Completion of two semesters of college coursework with C- or better	Increase student dual enrollment numbers by 50% and passing rate with a C or better by 10% Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate		English Learners	86.0%	50% enrollment increase and passing rate increase by 10%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)			
Mission and Vision	n/a	n/a	2	The current vision/mission focuses primarily on the ELD components and has not yet been updated to reflect what will be our CTE pathway focus			
Leadership Configuration	n/a	n/a	2+	There is an established pathway director and an AP who support the work in addition to several other teachers who are on the "design team" who have helped to make decisions and work on pathway development			
Distributive Leadership	n/a	n/a	1	Pathway is in early stages of development, working to establish resources and partnerships that will influence and support the design of the pathway			
Pathway Leadership & Vision Goal for 2019-20:				Update the mission, vision and student learning outcomes to reflect the CTE focus while also continuing to develop leadership within the team and partnerships that will support the teams			
Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Stipend for Design Team members (\$500/member)	Enabling Conditions	Measure N	\$1,500.00	1120			
Pathway Director meetings	Enabling Conditions	Measure N	\$700.00	1120			
2 teachers attend Educating for Careers conference in 2020 to learn about grant and program implementation	Enabling Conditions	Grant	\$3,000.00	5200			
3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)			

Open Access and Equitable Opportunities	n/a	n/a	2+	Building practices so that RISE students have equitable access to the other pathways on campus once they are ready to transition.			
Diverse Student Representation	n/a	n/a	N/A	Due to the uniqueness of this pathway, students are placed based on length of time in the US and language level so the diversity is dependent on that. Diversity of students in pathway also are based on immigration access, status and politics.			
Closing the Opportunity Gap	n/a	n/a	2	All students from pathway will have access to participating in pathway related activities. Currently, SpEd students in pathway need more support since there are students with both language and learning support/needs.			
Pathway Equity, Access & Achievement Goal for 2019-20:			Better identification of students who might have learning disabilities and connecting them to the proper services and support. Increased access for students to move out of RISE and into the other pathways.				
Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
After-hours open enrollment and recruitment events time card hours	Enabling Conditions	Measure N	\$250.00	1120			
Recruitment materials	Enabling Conditions	Measure N	\$200.00	4310			
Continue to develop protocol and/or process for supporting students who transition into other pathways and mainstream classes (teacher stipend or creation of new part-time position)	Enabling Conditions	Measure N	\$3,000.00	1120			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.						
What will your pathway do to align to the schoolwide focus for 2019-20?	The RISE team will continue their book study that began in 18-19 where we are reading a shared text around supporting and teaching English Language Learners and discussing how to implement ideas and what we learn into our own classes. We are also starting to get the team trained in PBL and will make sure that literacy strategies are incorporated into those project plans.						
Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Included in Rigorous Academics section below							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	n/a	n/a	2+	Students were surveyed to choose a pathway theme. Currently on staff we have a teacher expert with business background who will serve as teacher of record for business classes. Our academy has a diverse group of students with different assets and interests, and a majority decided that a business pathway would be a great pathway for our academy, a pathway theme that is unique to our school site.
Integrated Core	n/a	n/a	1	Currently, our academy is still building our pathway theme into a full business pathway. Therefore, we don't have CTE technical work since our classes won't be ready until the 2020 school year. However, we have our course outline and we are working towards building/planning the class curriculum which will begin during the summer of 2019 and throughout the 2019-20 school year.

Cohort Scheduling	n/a	n/a	1+	Students are in cohorts based on language levels only for their English classes. Our master schedule allows our teachers to have common prep, which we use for collaboration, data entry, shared conversations about students, and shared practices.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	n/a	n/a	2	Many teachers are already using project-based learning. However, they have not had a pathway "theme" to align their learning to, or interaction with industry, postsecondary and community partners as they will once we begin the business pathway.
Collaborative Learning	n/a	n/a	2+	Students work in heterogenous groups but do not have access to industry postsecondary community partners. This would be one of the intentions with the new business pathway.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	n/a	n/a	1+	Teachers share strategies and resources to improve their instructional practice, but there is little feedback or accountability.
Collaboration Time	n/a	n/a	1	Teachers meet throughout year, mostly informally, to collaborate, with plans for more formal project collaboration next year
Professional Learning	n/a	n/a	2	Pathway members occasionally attend PDs that are focused on the unique needs of pathway development, as well as those that pertain to their specific content areas. Sometimes, teachers engage outside professionals to facilitate collaboration and professional growth.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Formed Design Team to work on focusing pathway theme, developing pathway vision, mission and student learning outcomes, and designing what professional development will look like next year.	Partially Implemented	Somewhat Effective	Some ground work was established but due to scheduling constraints we did not accomplish as much as we set out to. Full-day staff retreat scheduled for end of April to kick off the professional development around PBL.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Every teacher in every class should have at least one project that is connected to pathway theme of business and finance that also includes cross collaboration with other content areas and with industry partners	English Learners	N/A	Pilot at least 1 PBL unit from new curriculum
Graduate Capstone	85% of students pass the Graduate Capstone in the first round	English Learners	75%	80%

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

Theory of Change	If we design and build curriculum that is connected to an industry theme and connects across content areas while supporting skills required for the Graduate Capstone, then students will either more easily transition into mainstream classes prepared for pathway coursework or benefit from having their RISE coursework being relevant, rigorous, and connected.
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Teacher collaboration time for PBL	Rigorous Academics	Measure N	\$1,000.00	1120			
PBL instructional supplies and materials	Rigorous Academics	Measure N	\$2,550.00	4310			
Books and computer programming to support business CTE course development	Career Technical Education	Grant	\$1,000.00	4310			

Registration for workshops and professional development to support business CTE course development	Career Technical Education	Grant	\$3,000.00	5200		
Chrome cart for pathway teacher	Career Technical Education	Measure N	\$10,000.00	6455		
Travel costs for teachers to visit other school sites with business CTE courses/pathway	Rigorous Academics	Grant	\$3,462.00	5200		
Teacher stipends for supporting lead teacher in curriculum/course development	Rigorous Academics	Grant	\$4,500.00	1120		
Stipend and/or release time for lead teacher curriculum development	Career Technical Education	Grant	\$10,000.00	1120		
Books for class library that are not text books for pathway classes and content area classes	Comprehensive Student Supports	Measure N	\$3,000.00	4200		

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	n/a	n/a	1	We have started conversations with our Work Based Learning Liaison at our school site to find outside partnerships that will include students becoming involved in their community. Currently we have begun networking for good fits for our kids and program. We are still in the planning stages.
Pathway Outcomes	n/a	n/a	1	We are still in our planning stages of developing Work Based Learning experiences for our students.
Pathway Evaluation	n/a	n/a	1	We are still in our planning stages of developing relationships with industry partners.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We have surveyed students for a preferred pathway, which will connect them with industry partners and their community to strengthen their business/finance awareness and skills.	Partially Implemented	Effective	Though we are in the planning and developmental stages, having had surveyed our students for a preferred pathway has allowed our students to feel a sense of entitlement, pride, and excitement for what is coming in the near future.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	By 2021, all teachers will provide at least 2 opportunities for students to become to explore business careers via research in their local community or online research.	All Students	N/A	50% of teachers
Career Exploration	By 2021, all students will receive one guest speaker per semester who will teach our students best business strategies. Students will also be given 1 opportunity per semester to shadow and visit local micro/macro business.	All Students	N/A	Pilot 2 guest speaker activities
Career Preparation	By 2021, all students will be given the opportunity to network with local partners and apply for volunteer opportunities and internships via school fairs.	All Students	N/A	50%

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

Theory of Change	If we provide WBL experiences and opportunities for RISE students, who have historically not participated in such things, they will have a greater awareness of possible careers and/or further education to explore after high school while also building work-ready skills so they are employable within the business/finance industry within our local community. If we build partnerships with local business leaders, our students will have access to mentors and support throughout and beyond their time at Oakland High.
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Summer internship stipends for students that related to pathway theme	Work-Based Learning	Measure N	\$2,500.00	5826			
Transportation to WBL events, activities, experiences (charter buses, local bus and BART tickets)	Work-Based Learning	Measure N	\$3,000.00	5826			
Funds to create student business on campus or other location	Work-Based Learning	Measure N	\$500.00	5826			
Overnight trip for 9-10 to Angel Island for community building to cover cost of booking, and other related supplies needed for the overnight stay	Work-Based Learning	Measure N	\$2,000.00	5200, 5826			
Summer teacher externship stipend	Work-Based Learning	Grant	\$2,250.00	1120			
Business Education Conference for lead teacher (registration, travel, hotel, etc.)	Work-Based Learning	Grant	\$1,500.00	5826, 5200			

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	n/a	n/a	3-	Established structured meeting time and on line tools to address students' individual skills, strengths, challenges, interests, and aspirations. Identifies and monitors student academic, personal, and social-emotional needs with the support of a full time social worker, counselor, case manager. Data dives with intentional interventions that include SST, SART/SARB, COST referrals, parent meeting and summer school.
College & Career Plan	n/a	n/a	2	School counselor presentations, collaborations with Future Center staff with designated college outreach working with seniors. College field trips to local community college and universities, dual enrollment opportunity specific to ELL student needs.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
College visits Student recognition assembly RISE community building events Case management	Fully Implemented	Effective	Grade level field trips for community building, 11th and 12th grade field trips to local 2 year and 4 year university, dual enrollment opportunity for ELL students, 1st semester honor roll assembly, structured meeting time for case management with the support of case manager and social worker

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	2 year and 4 year college visits for all grade levels that includes transportation cost, internships, career prep (resumes, mock interviews), increase students taking dual enrollment courses Students in 10th grade start a 4 year plan that is revisited each year, Work in collaboration with the Future Center and Senior Seminar teacher for completion of FAFSA and Oakland Promise Scholarship. Work in collaboration with Work Based Learning coordinator for internship opportunities and increase career exploration with guest speakers.	English Learners	N/A	90% of students will go on a college field trip, increase by 50% students taking dual enrollment, increase the number of students in internships by 100%

Diffentiated Interventions for Special Populations <i>(English Learners, African-American Students, Students with Disabilities)</i>	All rising 10th graders under a 2.00 gpa will have an intervention meeting with a specific plan to meet A-G requirements, graduate HS and have a post HS plan.	English Learners	N/A	100%
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7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	Focus on supporting our at risk struggling students to help them engage in more rigorous academic experiences, increase the quality of education in the development of the pathway with the business career theme and thereby increase our graduation and college going rates. Continue to offer access to oppourtunies on campus for RISE students to become integral to the campus community including access to academies.
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Community building events and trips (admission costs, subs, transportation, food, etc.)	Comprehensive Student Supports	Measure N	\$1,000.00	5826			
Interventions strategies (programs, incentives for students)	Comprehensive Student Supports	Measure N	\$300.00	4300			
End of the year parent exhibition night for seniors and families with venue and food	Comprehensive Student Supports	Measure N	\$2,000.00	5826			
All inclusive SoCal College Tour 11th-12th graders+teacher/staff chaperones	Comprehensive Student Supports	Measure N	\$6,500.00	5826, 5200, 1120			

1. ABOUT THE PATHWAY

PATHWAY:	Visual Arts & Academics Magnet Program	School:	Oakland High School						
Pathway Industry Sector:	Arts/Media/Entertainment	School ID:	304						
Pathway Description:	The Visual Arts Academy (VAAMP) is a Career Partnership Academy and the oldest academy at Oakland High School. Students can focus on either digital media including graphic design and photography or on fine arts incorporating painting and sculpting. Core academic classes support the arts by including art projects, texts about art, and art analysis. Students attend field trips and participate in community based projects as a part of their learning.								
Pathway Mission & Vision:	VAAMP fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and art concept integration in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists, and become art advocates. Students produce work for authentic audiences and build a portfolio that demonstrates their personal style and expression.								
Pathway Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	48.8%	51.2%	97.7%	84.8%	12.0%	9.7%	14.3%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	25.8%	0.0%	36.9%	30.9%	1.8%	1.4%	0.9%	1.8%	0.5%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

- Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Graduation rate is higher than the OUSD average. Graduation rate for 16-17 and 17-18 has increased (89.1% and 90% respectively)	Latino student graduation rate for 17-18 (81.8%) is much lower than other ethnicities and specifically Latino male student grad rate for 17-18 (66.7%)	Come up with a solid plan to keep academy students focused on completing their A-G requirements throughout 10-12 grade.
On Track to Graduate (11th Grade)	Currently 66.2% 11th graders are on track in math (an improvement from 60% in 17-18)	Overall, 45.9% are off-track to graduate (slight improvement from 17-18).	Math enrichment, possible enrollment in Math "study skills" class, allowing students to complete previous semester's work, aggressively signing students up to take summer school, provide incentives for teachers to teach summer school
On Track to Graduate (10th Grade)	There was an improvement in students on track in math from 40% off track to 36% off track.	28% of students are off track based on GPA, 36% of students are off track based on math	Potentially integrate math into other classes. Could collaborate on more interdisciplinary lessons involving math.

12th Grade A-G Completion	Nearly all on track to graduate for Arts, Elective and History. 95% have sufficient credits. 86% have all Science credits to graduate.	Though we had a graduation rate of 90% for 17-18, only 57.4% met A-G requirements. African American students only 35.7% met A-G requirements and only 40% of Latino students met A-G requirements.	Earlier identification of students who could benefit from a different learning environment
CTE Capstone Completion with a C- or better		With redesign of program of study, we do not yet have CTE Capstone Course completion rates	
Completion of two semesters of college coursework with a C- or better			

2B. Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Raise the graduation rate to 92% by 2021	All Students	85.4% (15-16)	88%
On Track to Graduate (11th Grade)	We will raise the percentage of 11th grade students on-track to graduate from 45.3% to 60%.	All Students	45.3%	60%
On Track to Graduate (10th Grade)	On track to graduate for math will increase to 45%	All Students	40.0%	55%
12th Grade A-G Completion	By 2021, we will decrease the number of students who are not on track for A-G by half (19%) through identification of students in need and academic interventions, specifically focused on math and English.	All Students	37.0%	19%
CTE Capstone Completion with a C- or better	90% of students will pass their CTE Capstone course with C or better	All Students	N/A	80%
Completion of two semesters of college coursework with C- or better	Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	All Students	N/A	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)			
Mission and Vision	2+	2+	3	Three programs of study have been established this year			
Leadership Configuration	2	3	3+	Shared leadership/directorship that has been rotated throughout the year, all teachers on team are aligned with the visual arts pathway only			
Distributive Leadership	3	3	3	Pathway teachers meet regularly, directors meet regularly with pathway liaison, and pathway directors meet regularly with administration			
Pathway Leadership & Vision Goal for 2019-20:			Extend program of study up to 12th grade so that we have clear strands where students can graduate with a specialty in an art medium.				
Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Pathway Director meetings	Enabling Conditions	Measure N	\$700.00	1120			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			
Open Access and Equitable Opportunities	3+	3+	3+	Parent recruitment nights and middle school site visits to recruit students, pathway informational activities for 9th graders (career awareness activity, pathway assembly, pathway fair), tool to help sort students into pathways that is equitable (by gender, race, GPA, SpEd, etc.)			
Diverse Student Representation	3	3	4	Have used tool to assign students to pathways for multiple years that is representative of school demographics			
Closing the Opportunity Gap	2	2	2+	Most students integrated into pathway with exception of a few special education students who are enrolled in SD			
Pathway Equity, Access & Achievement Goal for 2019-20:				Establish interventions and incentives for engagement of students with <2.0GPA so they're on track to graduate in our pathway			
Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
After-hours open enrollment and recruitment events time card hours	Enabling Conditions	Measure N	\$250.00	1120			
Recruitment materials (flyers, brochures, etc.)	Enabling Conditions	Measure N	\$200.00	4310			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.						
What will your pathway do to align to the schoolwide focus for 2019-20?	Cross-curricular projects will ask students to synthesize information from multiple content areas, with the ultimate goal being that each grade level is completing an assignment that is similar to the graduate capstone project.						
Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Included in Rigorous Academics section below							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			
Pathway Theme	2	2+	2+	Have 3 programs of study that have been vetted by staff and students but not industry and postsecondary partners			
Integrated Core	2	2+	3+	3 CTE courses are aligned with CTE standards, teachers are CTE certified, using industry standard technology/equipment			
Cohort Scheduling	2	3	4	Pathway allows for weekly team meetings, CTE courses are offered the same period, students are enrolled in the same core classes			
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			
Rigorous, Relevant and Integrated Learning	2+	3	3+	10th/11th grade art classes working with CCA professor, students work with senior project clients in new and unpredictable situations			
Collaborative Learning	3	2+	3+	Senior project presentations, art critiques, 10th/11th grade art classes working with CCA professor			
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			

Sharing Best Practice	2	2	3	teacher observations, art PD
Collaboration Time	2	3	3+	planned agendas, efficient meetings with clear roles
Professional Learning	3-	2+	2	teacher observations, some teachers attend PD

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Purchasing materials related to Senior Project Renting exhibition space for Senior Project presentations Purchasing books not textbooks and copying/binding for teacher-created readers Extended contracts/stipends/substitutes for developing/grading Senior Project/Senior Seminar, attending OUSD Options events, developing CTE course curriculum, class observations, and attending PBL PD Stipend for CTE teachers to complete credential (Perkins) Stipend for CTE teachers to build out curriculum for new courses (Perkins)	Partially Implemented	Effective	Demonstrated an increase in CTE curriculum development between teachers in the pathway Rukin ordered class set of books (Sapiens) Seniors have had adequate resources to complete projects to the best of their ability Shapiro and Smith completed CTE credential. Koshino has preliminary credential.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Grade level teams design one integrated project per semester per grade level	All Students	10th grade	11th grade
Graduate Capstone	Each grade level completes an assignment related to an aspect of the graduate capstone	All Students	10th grade	11th grade

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

Theory of Change If we focus on increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, then we will see increased student engagement and achievement, specifically around greater success in the graduate capstone.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Materials related to Senior Project	Rigorous Academics	Measure N	\$4,000.00	4310			
Renting exhibition space for Senior Project presentations	Rigorous Academics	California Partnership Academy	\$1,000.00	5624			Industry Standard Equipment (4410)
Purchasing books, not textbooks and copying/binding for teacher-created readers	Rigorous Academics	California Partnership Academy	\$1,500.00	4200			Sector-specific textbooks (4310)
Extended contracts/stipends/subs for developing/grading Senior Project/Senior Seminar, developing CTE course curriculum, class observations, and attending PBL PD	Rigorous Academics	Measure N	\$3,000.00	1120			
Conference registration and site visit fees. (Including travel and lodging.)	Career Technical Education	Measure N	\$5,000.00	5200, 5826			
Conference registration and site visit fees	Rigorous Academics	California Partnership Academy	\$5,000.00	5220			CTE Conference (5800)
Teacher collaboration retreats (lodging, travel, teacher stipends, etc.) to work on curriculum development	Comprehensive Student Supports	California Partnership Academy	\$9,000.00	5624, 4310, 4311			Interdisciplinary Curriculum Dev't (1120 stipend)

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2	2	We still don't have personalized career Work Based Learning plans for students.
Pathway Outcomes	3-	3	3+	In 10th grade, work based learning is incorporated into all academic and CTE classes, but not yet in 11th or 12th grades. We intend to have 10th grade teachers share out best practices with other teachers.
Pathway Evaluation	3-	3	3	We aren't using Data to drive our personal evaluation. We're curious about what kind of data we'd collect and use.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Upgrading/maintaining materials necessary for courses related to program of study Upgrading/maintaining equipment/technology for CTE and Dual Enrollment courses to align with industry standards (Perkins) Upgrading and maintaining art-related/industry-related materials to improve arts-based instruction in academic classes Creating and maintaining on-campus gallery space to exhibit student and community artwork Stipend for student docents working in on-campus gallery Admission costs for field trips BART tickets, bus tickets, and buses for field trips Guest speaker and art workshop f Purchasing software licenses for art-related curriculum in academic classes, dual enrollment and CTE classes Intersession - learning experiences/student designed curriculum ECCO stipend for student internships and stipend for summer internship teacher Stipend for certified or classified staff to maintain Apple laptop cart (Perkins) WBL event costs for CTE classes, like CEVs (Perkins) Cost and tuition for students to participate in specialized industry classes	Partially Implemented	Effective	-Students produced work with the guest artist that's going into our end of the year art show. -Students listed careers from the field trip Clorox -We vastly upgraded the technology and materials necessary to teach CTE classes by purchasing items such as laptops, lighting, photography equipment, drawing tablets and a RISO printer. -We invited guest speakers to come and talk to students and allocated money to compensate them for their time however finding a way to cut them a check has been difficult. -We funded student transportation and admission to various field trips.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	All 10th graders work with a guest speaker in at least one of their classes. 11th graders participate in an alumni speaker series.	All Students	N/A	Curate guest speaker and alumni speakers
Career Exploration	All 10th graders go on at least one Career Exploration Visit per semester. 11th graders participate in summer internship related curriculum and preparation.	All Students	N/A	75% 10th graders participate
Career Preparation	At least monthly workshops with Future Center career prep activities.	All Students	N/A	Workshops every marking period

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

Theory of Change	If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Materials for building gallery space	Work-Based Learning	Measure N	\$1,000.00	4300			
Pay guest artist speakers	Work-Based Learning	Measure N	\$2,000.00	5826			
Upgrading/maintaining materials necessary for CTE courses related to program of study	Work-Based Learning	California Partnership Academy	\$4,000.00	4310			Industry Standard Equipment (4410)
Stipend for student docents working in on-campus gallery	Work-Based Learning	Measure N	\$1,000.00	5826			
Admission costs for field trips	Work-Based Learning	California Partnership Academy	\$2,000.00	5829			Transportation for Industry-Aligned Field Trip (5826)
BART tickets, bus tickets, and charter buses for WBL events and other field trips	Work-Based Learning	California Partnership Academy	\$10,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)
Subs for PD and WBL field trips	Work-Based Learning	California Partnership Academy	\$5,000.00	1150			
Purchasing software licenses for arts-related curriculum in academic classes, dual enrollment, and CTE classes	Work-Based Learning	California Partnership Academy	\$22,000.00	5846			Industry-appropriate supplies (4310)
ECCCO stipend for student internships and stipend for summer internship teacher	Work-Based Learning	Measure N	\$2,000.00	5825			
VAAMP shirts and printing supplies for student art contest	Work-Based Learning	California Partnership Academy	\$1,500.00	4310			Industry-appropriate supplies (4310)

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1	2+	3-	Student of concern protocol, check in students with assigned teachers, team building field trip with select students, regular RJ circles with sophomore students
College & Career Plan	2	2-	2	Monthly college and career workshops for sophomore and juniors with the Future Center, workshops with counselors to review transcripts and requirements for graduation

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Family night/community building food and materials (games, sports equipment, water jug, utensils)</p> <p>Fall/spring community building/end of year celebration/bridging ceremony</p> <p>Teacher collaboration retreats (lodging, materials, rental equipment)</p> <p>Teaching planning time and time spend on intervention strategies</p> <p>Transportation mileage, tolls, and parking fees</p> <p>Conference registration and site visit fees</p> <p>Substitutes for PD and WBL field trips</p> <p>Meeting refreshments</p> <p>VAAMP shirts for student art contest</p> <p>Equipment to support SpEd students</p> <p>Case manager/intervention specialist</p> <p>Intervention strategies (programs, incentives for students)</p> <p>Incentives for student improvement, honor roll, PROPS</p>	Partially Implemented	Effective	<p>Fall/spring community building/end of year celebration/bridging ceremony-- collaborative art pieces are visible evidence of impact</p> <p>Teacher collaboration retreats (lodging, materials, rental equipment)-- academy practices such as one-on-one check-in interventions, pbl curriculum development</p> <p>Teaching planning time and time spend on intervention strategies-- co-teaching between gen ed and sped teacher, reporting on IEP goal progress, building relationships and goal-setting with at-risk students</p> <p>Conference registration and site visit fee-- (Adobe) daily practice and feature updates and use in senior projects</p> <p>VAAMP shirts for student art contest -- voting on most popular design;students and teachers wear shirts frequently</p> <p>Equipment to support SpEd students-- adaptive speaker allows students with auditory processing disorders to focus on content</p>
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	All students graduate having experienced at least one college visits, a career exploration visit, and a complete dual enrollment class, for which some students will need special accommodations and supports. All students will have at least one internship experience and graduate with a plan for their first year after high school.	African American Students	N/A	One visit or event
Diffintiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	High percentage of incoming 10th grade students with <2.0 GPA so raise GPA to at least 2.7 by 2021. Continue SpEd push-in/co-teaching model to support that population, for which teachers will receive additional release time and professional development.	Low-Performing Students	N/A	2.5

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

Theory of Change		If we focus on more explicit opportunities for students to learn about careers and practice related skills, then we will see increased student engagement, interest, and achievement, specifically within career readiness.					
Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Push-in/Co-teaching model	Comprehensive Student Supports	Measure N	\$4,850.00	1120			
Family night/community building food and materials (games, sports equipment, water jug, utensils)	Comprehensive Student Supports	California Partnership Academy	\$1,000.00	4310, 4311			
Fall/spring community building/end of year celebration/bridging ceremony (supplies, materials, facility rental)	Comprehensive Student Supports	California Partnership Academy	\$4,000.00	4310, 4311			
Teaching planning time and time spent on intervention strategies	Comprehensive Student Supports	California Partnership Academy	\$4,500.00	1120			
Case manager/intervention specialist	Comprehensive Student Supports	California Partnership Academy	\$2,470.00	2425			
Intervention strategies (program, incentives for students)	Comprehensive Student Supports	California Partnership Academy	\$2,000.00	4310, 1120, 4311			

1. ABOUT THE PATHWAY

PATHWAY:	Project Lead the Way	School:	Oakland High School
Pathway Industry Sector:	Engineering and Architecture	School ID:	304
Pathway Description:	Project Lead the Way Engineering courses such as Intro to Eng (IED) and Principles of Eng (POE) and Civil Engineering & Arch (CEA) are required from 10th-12th grades. These courses are rigorous industry vetted courses where students learn industry CAD skills. Students are also required to take at least one computer science course such as APCSP which introduces them to algorithms and computational thinking.		
Pathway Mission & Vision:	Our academy vision is to engage student interest in engineering, technology and computer science through an emphasis on college and career ready skills including problem solving, critical thinking and scholarship. Apply Leadership skills and professional readiness through establishing a portfolio of STEM experiences.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	56.8%	43.2%	96.9%	84.4%	12.0%	7.3%	12.0%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	25.5%	0.0%	38.0%	28.1%	0.5%	2.6%	1.6%	2.1%	2.6%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	<p>Graduating percentage of 2017-18 for PLTW was 87%</p> <p>87% of African American males graduated in 2017-18 SY</p> <p>Increased the number of Latino females from 1 to 3 students enrolled in PLTW. 75% of Latino females graduated in 2017-18 SY 33% of PLTW enrolled in 4 year college or university and 33% enrolled in a 2 year college</p>	<p>Increasing African American male and Female college enrollment to 2 and 4 year institutions. Increasing our Latino male and Female enrollment in PLTW pathway and a 2 and 4 year institution.</p>	<p>Identify students early who need to make up credit in order to graduate on time.</p> <p>Contact families of credit deficient students to solicit their support and raise their awareness about their students. Identify PLTW teachers who teacher courses students need to recover and enroll them. Solicit the services of the Future Center to support student engagement on college going process. Organize and schedule a PLTW family night to inform parents about senior year timeline and important information related to students maintain or earning on-track status.</p>
On Track to Graduate (11th Grade)	<p>18-19: 63.3% on track to graduate; 4 students credit deficient</p> <p>17-18: 60% on track to graduate; 11 students credit deficient</p>	<p>Area of lowest on track rates are in math (33.3% off track)</p> <p>18-19: 22.7% females, 44.7% males not on track overall 17-18: 31% females, 46% males not on track</p> <p>Though improvements are seen over the last year, these rates are still an area of concern</p>	<p>After school program COST, SST, etc.; summer school intervention for credit deficiency; credit recovery classes during academic year.</p>

On Track to Graduate (10th Grade)	18-19: 62.9% on track to graduate; 3 students credit deficient; 18.6% <2.0 GPA 17-18: 54.2% on track to graduate; 14 students credit deficient; 22.2% <2.0 GPA	27.1% (down from 35% in 17-18) of students are deficient in Math Credits	Live tracker for all 10th students in the academy to see who is submitting quality work vs those who are falling behind.
12th Grade A-G Completion	52.5% of students on track A-G compliant	13.1% of current 12th graders are off track with English credits and 19.7% of current 12th graders are off track with Math credits	Increase integration of pathway themes into English curriculum to make it more relevant to students' other coursework
CTE Capstone Completion with a C- or better	For 17-18 93.6% students passed with C or better Semester 1 84.8% students passed with C or better Semester 2 80% SpEd students passed with C or better Semester 1 For 18-19 94.7% students passed with C or better Semester 1	Increase in number of students who got a D in Semester 2 for 17-18 (no Ds in Semester 1) For 17-18 Semester 2, percent of SpEd students passing with C or better decreased from 80% to 60%	Initiate work on the capstone projects earlier in the year and bring in industry partners to support the project ideas
Completion of two semesters of college coursework with a C- or better	Pathway-aligned dual enrollment course was offered in fall 2018 (CIS 5)		

2B. Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	By the end of the 2018-19 school year, 80% of students will graduate with A-G requirements	All Students	87.3%	80%
On Track to Graduate (11th Grade)	By the end of the 2019-20 school year, all (20) off track math students from the PLTW class of 2020 will have recovered 33% of math credits through credit recovery classes and summer school.	Low-Performing Students	20 math deficient students	10 math deficient students
On Track to Graduate (10th Grade)	Reduce percentage of students deficient in math from 27% to 20%	All Students	27.0%	20%
12th Grade A-G Completion	52.5% (31) 12th grade A-G completion. We'd like to see 80% of seniors fulfill A-G requirements by end of 2020	Low-Performing Students	52.5%	80%
CTE Capstone Completion with a C- or better	For 17-18 93.6% students passed with C or better Semester 1 84.8% students passed with C or better Semester 2 80% SpEd students passed with C or better Semester 1 For 18-19 94.7% students passed with C or better Semester 1	All Students	N/A	100%
Completion of two semesters of college coursework with C- or better	Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	All Students	N/A	100%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2+	2+	3+	The programs of study courses provide rigor and exposure to industry technology in computer science and engineering
Leadership Configuration	2-	3-	3	Shared leadership by grade level with grade level leaders has been established and working throughout the year, all teachers on team are aligned with the engineering pathway only with one exception
Distributive Leadership	3-	3-	3	Pathway teachers meet regularly, directors meet regularly with pathway liaison, and pathway directors meet regularly with administration

Pathway Leadership & Vision Goal for 2019-20: The team will increase shared leadership by individual teachers taking on a specific role in one or more of the following categories: Grade level Leadership Teams, PR/Communications, Student Interventions, Curriculum, ECCO/Internships/WBL, Graduate Capstone, Industry Partnerships, Field Trips. Through this teachers should start to shift into seeing themselves as PLTW teachers who teach a specific content.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Pathway Director Meetings	Enabling Conditions	Measure N	\$700.00	1120			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	3	2+	3	Parent recruitment nights and middle school site visits to recruit students, pathway informational activities for 9th graders (career awareness activity, pathway assembly, pathway fair), tool to help sort students into pathways that is equitable (by gender, race, GPA, SpEd, etc.)
Diverse Student Representation	2+	3	3-	Have used tool to assign students to pathways for multiple years that is representative of school demographics
Closing the Opportunity Gap	3	3	3	Most students integrated into pathway with exception of a few special education students who are enrolled in SDC o

Pathway Equity, Access & Achievement Goal for 2019-20: Increase the number of female 9th graders who select PLTW as first or second choice. Initiate targeted interventions and support (for both students and teachers) to address the needs of lower performing subgroups in PLTW, specifically in English and math.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
After-hours open enrollment and recruitment events time card hours	Enabling Conditions	Measure N	\$250.00	1120			
Recruitment materials (flyers, brochures, etc.)	Enabling Conditions	Measure N	\$200.00	4310			
Teacher stipend/time card for Females in STEM industries recruitment event planning and participation	Comprehensive Student Supports	Measure N	\$1,000.00	1120			
Targeted math and English interventions for students (possibly math teachers as tutors or hiring a tutor)	Comprehensive Student Supports	Measure N	\$2,000.00	1120, 5826			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
What will your pathway do to align to the schoolwide focus for 2019-20?	English teachers in the pathway strategically select and teach texts that relate to industry themes and content at least twice per year per grade level, while CTE teachers support by identifying supplemental texts, articles, essay that align to those being taught in the English classes.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
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Build library of texts and magazine or journal subscriptions related to pathway theme, available for students and built into curriculum and/or classroom structure (like SSR)	Rigorous Academics	Measure N	\$250.00	4200			
Teachers identify and use a tool and strategies to support students in increasing amount of time reading and reading level (e.g. NewsELA)	Rigorous Academics		\$0.00				
SSR in all classes	Comprehensive Student Supports		\$0.00				
Identify LTELS and RFEP students in the pathway and plan for targeted support	Comprehensive Student Supports		\$0.00				

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	2	3-	The programs of study courses have been vetted by industry and postsecondary partners
Integrated Core	2-	3-	3-	3 CTE courses are aligned with CTE standards, teachers are CTE certified, using industry standard technology/equipment
Cohort Scheduling	3-	3-	3	Pathway allows for weekly team meetings, CTE courses are offered the same period, students are enrolled in the same core classes
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	3-	3	10th grade engineering and computer classes working with retired engineer and TEALS computer industry partner. Senior students work with volunteer engineer to glean ideas for senior project prototype ideas
Collaborative Learning	3	3	3	Senior project presentations, 10th/12th grade engineering & CS classes working with industry professionals
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2+	2+	teacher shared materials
Collaboration Time	2-	2	3	planned agendas, efficient meetings with clear roles
Professional Learning	2-	2	2+	teacher observations, some teachers attend PLTW PD & conference

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Conferences and site visits (registration, hotel, travel expenses, etc.) to support learning from and observation of similar, high quality pathways Team retreats (facility rental, supplies, food, extended contracts) Senior teacher meetings with CTE coach Stipend for senior teacher paper reading Teacher materials and supplies to support implementation of integrated and pathway-themed projects. Specific materials and supplies could include, but are not limited to, various items to use for making prototypes and building models, printing/displaying/producing student work for exhibitions	Fully Implemented	Effective	Team retreat: each grade-level designed an integrated project across classes Conferences: new curriculum learned, able to see successful classrooms and adopt strategies Materials: 3D printers + filament, Senior Teacher: stipend for senior teacher paper reading (Corvin) and developing capstone project further

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	1. Design and implement one integrated PBL project per semester per grade level 2. Content teachers identify several other areas in their curriculum for adding elements of pathway theme	All Students	1 project per grade level designed and implemented	Multiple projects in some grade levels are designed and implemented
Graduate Capstone	Students will design/create a prototype that supports a solution to a real world problem and is connected to their research paper and presentation. Backwards map this process to identify what steps rising 10th graders take toward accomplishing this in their senior year.	All Students	All students incorporate a scientific poster as part of the graduate capstone	Prototype expectations defined

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

Theory of Change If we focus on increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, then we will see increased student engagement and achievement, specifically around greater success in the graduate capstone.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Conferences and site visits (registration, hotel, travel expenses, etc.) to support learning from and observation of similar, high quality pathways	Rigorous Academics	Measure N	\$3,000.00	5220			
Team retreats (facility rental, supplies, food, extended contracts)	Rigorous Academics	Measure N	\$5,000.00	5624, 4311, 1120			
Senior teacher meetings with CTE coach	Rigorous Academics	Measure N	\$2,400.00	1120			
Stipend for Senior Seminar paper reading	Rigorous Academics	Measure N	\$1,500.00	1120			
Teacher materials and supplies to support implementation of integrated and pathway-themed projects. Specific materials and supplies could include, but are not limited to, various items to use for making prototypes and building models, printing/displaying/producing student work for exhibitions, etc.	Rigorous Academics	Measure N	\$1,500.00	4300			
Grade level offsite work days for more detailed project planning, design, calendaring, etc.	Rigorous Academics	Measure N	\$3,000.00	1120			
Support from Pathway Coach (or similar) to offer support and feedback in project development before implementing	Comprehensive Student Supports		\$0.00				
Materials (books and supplies) to implement projects designed during work days Funding to support building a network of "authentic audience" for projects	Enabling Conditions	Measure N	\$1,000.00	4300			
Supplies for graduate capstone prototype requirements	Comprehensive Student Supports	Measure N	\$300.00	4300			
Agency by Design conference for several team members	Rigorous Academics	Measure N	\$1,500.00	5200, 5826			

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
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Types of Student Experiences	2-	2-	3-	We have WBL field trips at multiple grade levels and we work with the linked learning office on summer internship placements.
Pathway Outcomes	2-	2	2	Our WBL experiences are in line with curriculum in the CTE courses, allowing students to study a subject in the classroom and then experience it in the work place.
Pathway Evaluation	1	1	2-	Students regularly assess their learning after WBL experiences and integrate into the curriculum. Teachers, working with the WBL liason, evaluate the yearly plan to ensure students are getting a range of experiences.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Transportation to field trips and WBL events ECCO summer internship stipends Substitute costs for teachers participating in WBL events Advisory board exploration Software licenses Industry partners provided two engineers who visited weekly in classrooms	Fully Implemented	Effective	16 summer interns increased by 100% from summer 2017 Secured licencing for WEVideo software Planned for two career explorations per grade level and we had eight trips total Established weekly visiting schedule for two industry partners to work with students

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Guest speakers that align with careers students are learning about in each particular unit within the PLTW courses	All Students	Guest speakers came to each grade level class (3) total	Identify speakers for each unit
Career Exploration	Career exploration trips which align to unit. Including pre/post curriculum/assignments for students	All Students	Two per grade level	Develop pre/post work for each trip
Career Preparation	Increase student internship participation to 40%	Latino Students	Predicted 8 - total of 16 participated	Increase to 20 participants

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

Theory of Change **If we focus on more explicit opportunities for students to learn about careers and practice related skills aligned to specific units, then we will see increased student engagement, interest, and achievement, specifically within career readiness.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Transportation to field trips and WBL events	Work-Based Learning	Measure N	\$3,000.00	5826			
ECCO summer internship stipends for students	Work-Based Learning	Measure N	\$3,000.00	5826			
Substitute costs for teachers participating in WBL events	Work-Based Learning	Measure N	\$4,000.00	1150			
Software licenses (WeVideo, Adobe, etc.)	Work-Based Learning	Measure N	\$250.00	5826			
Develop master spreadsheet of student rosters (by grade level) to keep track of who is participating in what experiences	Comprehensive Student Supports		\$0.00				
Select 1-2 current partners to develop multiple WBL experiences across grade levels (more than 1 experience per partner)	Work-Based Learning		\$0.00				

Pursue partnerships with YPLAN and Grid Alternatives to support WBL and projects	Career Technical Education		\$0.00			
Entrance fees for work based learning trips and events	Work-Based Learning	Measure N	\$500.00	5826		

7. COMPREHENSIVE STUDENT SUPPORTS *Previously called Integrated Student Supports

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	2+	3-	PLTW team collaborates to assure each student is known well and culturally responsive interventions are implemented. Evidence is a reduction of negative behavioral incidents. Established structures however can be more centralized and coordinated.
College & Career Plan	1	2+	3	Implement consistent check ins between case managers and counselors about college and career plans for students in advance.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The PLTW team will operate a system showing weekly student performance based on work turn in, attendance, and behavior that teachers use to inform daily instruction with the goal of reducing off-track students All senior teachers will acknowledge what classes students are not A-G compliant for and will have a concrete action plan set in place by spring break to finalize graduation plans for seniors College visit field trips Community building events and activities Honor roll assemblies and awards Intervention strategies Teacher planning time and time spend on intervention strategies	Fully Implemented	Effective	Community building events strengthen student-teacher culture and reduce behavioral incidents. Continually developing intervention plans throughout the year to support struggling students.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	All students complete at least 2 college and career exploration visits, along with completing a dual enrollment course. All students get support through Senior Seminar and Future Center collaboration, to complete college applications, FAFSA, scholarships, etc.	All Students	All students go on at least 1 trip	All students go on at least 2 trips
Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	Increased engagement WBL and high rigor projects and academic experiences for ELs and AA students	English Learners	Increased participation of AA students	Increased participation of Latinx/AA and female students

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

Theory of Change If we focus on supporting our at risk struggling students to help them engage in more rigorous academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway retention rate from the 10th grade through 12th and graduation.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
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College visit field trips (sub costs and transportation)	Comprehensive Student Supports	Measure N	\$1,000.00	5826			
Community building events and activities for each grade level	Comprehensive Student Supports	Measure N	\$2,500.00	4300			
Honor roll assemblies and awards	Comprehensive Student Supports	Measure N	\$100.00	4300			
Intervention strategies (programs, incentives for students)	Comprehensive Student Supports	Measure N	\$250.00	4300			
Develop PLTW-wide tracker for live-tracking student supports among all teachers	Comprehensive Student Supports		\$0.00				
Student led conferences for 11th graders (binders for student portfolios, pay for teachers for after-hours conferences, parent outreach)	Comprehensive Student Supports	Measure N	\$1,500.00	4310, 1120			
Family night - exhibition of work from various classes, connect with families	Comprehensive Student Supports	Measure N	\$300.00	4311			

1. ABOUT THE PATHWAY

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

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	49.2%	50.8%	96.5%	86.9%	15.1%	11.6%	10.1%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	24.1%	0.0%	36.7%	31.2%	2.0%	0.5%	1.5%	0.5%	3.0%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

- Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Over the past four years the graduation rate for PHA has consistently increased from 83.3% in 2014-15, to 85.4% in 2015-16, to 84.6 in 2016-17 and up to 90.4% in 2017-18. There were increases not only in percentages but actual number of students graduating. Conversely the percentages of dropouts has gone down from 16.7% in 2014-15 to 9.6% in 2017-18. Also these improvements have come with an influx of additional students joining PHA, with 15 students graduating (and 3 not) in 2014-15 to 47 graduating and 5 not in 2017-18.	Even though the graduation rate rose to over 90% in 2017-18, the percentage of students who completed their A-G requirements was much lower, so the ongoing challenge is to get more of these graduating seniors ready for college enrollment.	Continue to monitor senior year challenges and provide counseling and family contact as needed.

On Track to Graduate (11th Grade)	11th grade Public Health Academy students are more on track for graduation than the school average, by several percentage points, and far ahead of the district statistics.	Large disparities are present between, our Asian and African American students on track to graduate. While 100% of Asian students are on track, less than 50% of African American students are on track. 40% are on track. Four of the cohort's African American students were transfers from AAMA and adapting to a new academy. However, the disparity, overall, is higher when gender is considered, with male students lagging behind female students. Overall on track for PHA 11th is 63.2%. GPA: 76.5% on track overall.	Work with Case Manager to intervene and counsel students with multiple whole day and period absences. Consider incentive program for attendance improvement. Work with case manager each marking period to set up parent meetings for students who are below a 2.0 and create an improvement plan.
On Track to Graduate (10th Grade)	Strong upward trend/increase in number of students on track to graduate (14% overall increase). Also major gains in areas of greatest weakness (math and English). About 25% increase in African American on-track, 9% for Asian, NO increase for Latinx, out of 3 Filipino students we see a 66% increase from 2 Filipino students last year. 10% increase for female students; almost 20% increase for male students.	Decreasing but still considerable disparities between numbers for African American and Asian students; HUGE disparities and no growth in numbers for Latino students; modest growth for Asian students.	Affinity-based support programs like AAMA can, over time, increase graduation rates for students; we need a stronger support system for our Latinx students; continued interventions by case managers.
12th Grade A-G Completion	In 17-18, for the first time we had 25% of SpEd students complete A-G. In previous years, no SpEd students had fulfilled this.	A-G overall completion rates have dropped from 77.1% in 15-16 to 52.1% in 17-18, a decrease of 25% over two years. There was a significant decrease in A-G completion for African American students from 16-17 (55.6%) to 17-18 (21.1%).	A possible action the PHA team could take is to explore a "No D" grading approach to help improve A-G completion rates. Increased collaboration with counselor to analyze rising 10th grade transcripts earlier on.
CTE Capstone Completion with a C- or better	17-18 Semester 1: Only 5 students did not pass CTE Capstone course with C or better (1 of these students was SpEd) 17-18 Semester 2: Only 2 students did not pass CTE Capstone course with C or better	16-17 Semester 2: 9 students did not pass with C or better	
Completion of two semesters of college coursework with a C- or better	Intro to Health dual enrollment course offered for two semesters in 17-18		

2B. Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	African American Students	N/A	90%

On Track to Graduate (11th Grade)	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	African American Students	52.9% overall 45.5% males 14.3% AA males	90%
On Track to Graduate (10th Grade)	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	Latino Students	52% overall 67% female 36% males	80%
12th Grade A-G Completion	100 percent of PHA student not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	African American Students	59.4% overall 57.1% male 55.6% AA males	90%
CTE Capstone Completion with a C- or better	90% students complete CTE Capstone with C or better	All Students	80%	85%
Completion of two semesters of college coursework with C- or better	Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	All Students	Coming soon	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION				Explanation (What evidence supports your claim for your pathway?)				
	16-17 Score	17-18 Score	18-19 Current Score					
Mission and Vision	2+	3	3+	In the past year, the pathway team has grown more skilled and more cohesive in developing quality curriculum, through project-based learning and other activities, that support the pathway mission and vision. This includes the development of pathway activities outside the classroom as well.				
Leadership Configuration	3	3	3+	Pathway leadership remains steady, with the same person acting as the pathway director for nearly 6 school years now. This year, the pathway received a new administrator when there was a switch on campus. The new assistant principal is a particularly good fit for the pathway's focus and temperament and it has been a beneficial change.				
Distributive Leadership	2+	3+	3+	While there has been an increase in the initiative of team members to design and implement project based learning, these efforts have significantly cut into the time teachers are willing to spend on distributive leadership. Therefore the overall leadership of the pathway remains the responsibility of the pathway director, who has an additional prep period. Because of these demands on our teams.				
Pathway Leadership & Vision Goal for 2019-20:				PHA leadership will share best pathway management practices with other pathways and academies within, and outside, of Oakland High School.				
Pathway Leadership & Vision Strategic Actions		Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Pathway Director meetings		Enabling Conditions	California Partnership Academy	\$700.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)
To increase our pathway's financial efficacy, we would like to engage a consultant to help manage our CPA expenditures.		Enabling Conditions	California Partnership Academy	\$10,000.00				
3B. EQUITY, ACCESS & ACHIEVEMENT				Explanation (What evidence supports your claim for your pathway?)				
	16-17 Score	17-18 Score	18-19 Current Score					

Open Access and Equitable Opportunities	3	3+	4	There has been joint PBLs between content and community partners such as UC Berkeley department of Education, Highland Hospital, EBAYC- East Bay Asian Youth Center, OCO- Oakland Communiy Organiations, City of Oakland Public Works Department. Middle Eastern Childrens Alliance, Kaiser: Resilliance Squad, UCSF: Global Health.			
Diverse Student Representation	3	4	4	The pathways demographic are representative of the school's demographics in terms of gender, race, academic achievement, and special education elligibility.			
Closing the Opportunity Gap	2	3	3-	Disparities continue between Asian and Afican American students' graduation elligibility. Latino student			
Pathway Equity, Access & Achievement Goal for 2019-20:			PHA will use student products (from PBL, etc.) to recruit and engage students, with an emphasis on recruiting more male students with PHA as their first pathway choice. This may include the development of a website.				
Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Recruitment materials (flyers, brochures, etc.)	Enabling Conditions	Measure N	\$200.00	4310			
Staff time to develop materials	Enabling Conditions	Measure N	\$1,200.00	1120			

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.						
What will your pathway do to align to the schoolwide focus for 2019-20?	Our core pathway courses will collaborate using cross-curricular projects that focus on complex text and non-fiction text. This will continue to boost student reading outcomes and improve SRI scores in 10th and 11th grades, helping prepare students for their Graduate Capstone Project in senior year.						
Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
As part of the pathway curriculum, students will read non-textbook texts relevant to pathway themes and have access to additional books, journals, etc.	Rigorous Academics	California Partnership Academy	\$6,000.00	4200, 4352			Sector-specific textbooks (4310)

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	2+	3	Students' public health experiences have been vetted by multiple industry and post-secondary partners to meet industry standards. Students have debated with Public Health students and professors at UCB, written and sold books to medical professionals, participated in multiple field experiences with panels of professionals and CPR training through their CTE class, and worked with the City of Oakland Public Works Department on public health campaigns.

Integrated Core	3+	3+	3+	We are moving forward in WBL/PBL integration at the 10th and 11th grade levels. We have one interdisciplinary project at each grade level, and we hope to add another one at each grade level next year. We still need to grow our vertical alignment, and continue to grow our (continuously improving) internship program.
Cohort Scheduling	2+	4	4	All pathway students have access to multiple AP classes and electives without missing their pathway core classes. All pathway students are enrolled in all core classes. All pathway teachers have a common prep.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	3	3+	We continue to improve in this area. This year, students have interacted with multiple industry and post-secondary partners to meet industry standards. Students have debated with Public Health students and professors at UCB, written and sold books to medical professionals, participated in multiple field experiences with panels of professionals and CPR training through their CTE class, and worked with the City of Oakland Public Works Department on public health campaigns.
Collaborative Learning	2	3	3+	Students regularly reflect on their collaborative experiences across their pathway classes. They experience multiple heterogeneous groupings in both short- and long-term projects. This year, students have had more opportunities to collaborate with industry partners and professionals in the community, such as the Public Works illegal dumping prevention project, mentioned above. Students continue to need skills around project management and holding themselves accountable for the multiple steps needed to complete a project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2+	2+	We continue to share lessons and resources, and we have developed a rubric for observing each other in the classroom, but have yet to observe each other teaching.
Collaboration Time	3	3	3	Similarly to last year, we use effective meeting processes and distribute responsibilities. However, we are not yet at the finely-oiled machine stage.
Professional Learning	2	2	2	Similarly, we are still developing a cohesive program of industry-focused PD and professional feedback.
5B. Rigorous Academics Pathway Needs Assessment				
<i>What are the strategic actions have you taken to improve standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?</i>				
Summary of 18-19 Strategic Actions			Fully Implemented?	Evidence of Effectiveness?
				Evidence of Impact and Analysis

<p>Classrooms will have supplies for students to create finished projects</p> <p>Classrooms will have classroom technology that supports PBL</p> <p>The pathway will have folding chairs, tables, and other presentation equipment for parent nights, mastery of learning events, etc. Also, classrooms that have not been upgraded with collaborative furniture and effective storage for project materials will be outfitted.</p> <p>Stipends will be available for senior project coordination and grading</p> <p>Staff will participate in conferences and site visits to observe and learn best practices in pathway development and PBL</p> <p>CTE classrooms will have professional quality equipment that supports pathway themes</p> <p>Students will attend conferences and learning tours that support pathway themes</p> <p>Stipends will be available for project coordination</p> <p>Staff retreats for pathway development and curriculum design</p> <p>Staff that has not had recent PBL training will receive this training and staff currently involved in PBL training will receive continuing support.</p> <p>Stipends will be available for teachers over the summer for time spent developing projects and curriculum</p> <p>CTE teachers will receive stipends for time spent completing credential course work</p>	Partially Implemented	Effective	<p>Several multidisciplinary projects completed with opportunities for students to present their work to varied audiences, such as government officials, graduate students and peers.</p> <p>Classroom supplies and technology are either in place or in process of being ordered or set up.</p> <p>Students and staff have attended multiple retreats, site visits and professional development opportunities such as conferences.</p>
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5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Students will participate in at least one cross-curricular project per semester, at all grade levels	Latino Students		1 developed at each grade level
Graduate Capstone	The pathway will map vertical alignment of skills taught and developed in grades 10 and 11, to support completion of the Graduate Capstone Senior Project	All Students	17 passed on first attempt	Identify skills

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

Theory of Change		Increasing opportunities for students to participate in PBL integrated across content areas and CTE throughout 10-12th grade, will increase student engagement and achievement, specifically around greater success in the graduate capstone.					
Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Teacher hourly pay time for Defense of Learning planning (developing a system and process for implementing in 10th grade for 19-20 year)	Rigorous Academics	Measure N	\$3,500.00	1120			
Defense of Learning event and prep supplies (display materials, invitations, student work reproduction)	Rigorous Academics	Measure N	\$3,000.00	4310			
Classrooms will have supplies for students to create finished projects	Rigorous Academics	California Partnership Academy	\$2,000.00	4310, 5826			Interdisciplinary Curriculum Dev't (1120 stipend)
Teacher stipend for senior project coordination and grading	Rigorous Academics	California Partnership Academy	\$2,000.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)

Conferences and site visits to observe and learn best practices in pathway development, PBL, and defense of learning	Rigorous Academics	California Partnership Academy	\$8,000.00	5200		CTE Conference (5800)
Students attend conferences and learning tours that support pathway themes	Rigorous Academics	California Partnership Academy	\$14,000.00	5200		CTE Conference (5800)
Teacher stipend for project coordination (e.g. public exhibition planning)	Rigorous Academics	Measure N	\$5,000.00	1120		
Staff retreats for pathway development and curriculum design	Rigorous Academics	California Partnership Academy	\$5,000.00	5624		Interdisciplinary Curriculum Dev't (1120 stipend)
Teacher stipends for summer project/curriculum development work	Rigorous Academics	California Partnership Academy	\$3,000.00	1120		Interdisciplinary Curriculum Dev't (1120 stipend)

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	3	3+	Overall WBL plan has personalized sequence of experience following pathway. Career preparation and training in 10th/11th grades. Some exposure to labor trends within industry.
Pathway Outcomes	1+	3	3+	Have provided interdisciplinary experiences including: Medical ethics; Cultural medicine; Social Determinants of Illegal Dumping; Hate Crimes
Pathway Evaluation	2	1	1+	Have developed student and professional survey.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
ECCCO summer internship stipends for students Transportation to WBL events and activities Admission costs/fees for field trips Substitute costs Admission costs/fees for pathway teacher PD	Partially Implemented	Effective	-Higher rate of PHA applicants for internships (& and higher number of males) -10th grade: approx 65% of students attend WBL events -Attendance/participation in internships (HEAL school year/summer, etc) -Rate of students who express interest/awareness of public health careers -Stop the bleed training for 10th -CPR for 11th -Students in Dual enrollment, and EMT courses at merritt

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	All students will experience opportunities to learn about careers related to each unit in their CTE classes through multi-media exposure, guest speakers, and job site tours.	All Students		Careers for each unit identified

Career Exploration	All 10th and 11th graders participate in at least one new career exploration visit (job site tour, informational interview, mock interview, job shadow, etc.)	African American Students		Increased male and African American involvement
Career Preparation	Students will learn about industry standards specific to the pathway themes, will develop resumes, and interview skills. Students will participate in at least one internship during their time in the pathway.	African American Males		Increased male and African American involvement

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

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

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
ECCCO summer internship stipends for PHA students	Work-Based Learning	Measure N	\$7,500.00	5826			
Transportation to WBL events and activities (charter buses, local bus and BART tickets, etc.)	Work-Based Learning	California Partnership Academy	\$3,500.00	5826			Transportation for Industry-Aligned Field Trip (5826)
Admission costs/fees for field trips	Work-Based Learning	California Partnership Academy	\$1,200.00	5826			Consultant Contract (5825)
Substitute costs for when teachers are at WBL events/trips	Work-Based Learning	California Partnership Academy	\$5,000.00	1150			
Admission costs/fees for pathway teacher PD	Work-Based Learning	California Partnership Academy	\$1,250.00	5826			CTE Prof'l Dev't (5800)

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	2	2+	Collaboate to identify student needs. Some targeted, culturall responsive interventions to support needs. Referrals to engaged community partners and school services.
College & Career Plan	2	2+	2+	Some collaboration in identifying career goals and provide some college and career counseling.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Student recognition (honor roll) assemblies and awards Grade level retreats Stipends available for teachers to discuss students of concern and plan and implement interventions and/or developing peer tutor program College exploration visits</p>	Fully Implemented	Effective	<p>-Early identification of whether the student is meeting graduation requirements is leading to earlier intervention. -All students are evaluated for academic intervention on an going-basis (at least monthly within a pathway meeting, involving more than one teacher and an admin or counselor). -A higher number of students at academic risk are identified. -Every student had the opportunity to participate in a grade-level retreat. Our 10th grade retreat was one of the largest ever, in terms of percentage of students participating. -Our Academic Recognition assembly grew in size as more student qualified to attend with a 3.0 or better, and most of those qualifying students chose to attend the event. -More than 80 percent of our seniors are on track to graduate. The reasons some of the group are not prepared to graduate is varied (GPA, lack of a specific requirement, etc.) and data does not point to a specific issue in this area.</p>
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	There will be continued coordination between the Senior Seminar teachers and the Future Center around college exploration, applications, FAFSA, and other college readiness activities. PHA will maintain contact with 75% of its graduates, and will create a senior exit survey to help track student college placement.	All Students		Create and administer senior exit survey
Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	A SpEd teacher will push into classrooms with more than two students needing support. The pathway will develop a peer tutor program to add additional, natural peer support for special populations.	Low-Performing Students		Pilot peer tutors in one class

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

Theory of Change	If we focus on supporting our at risk struggling students to help them engage in more rigorous academic experiences with strategic and timely support, then we will increase the quality of education in our pathway and thereby increase student achievement.							
Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?	
Design and buildout a program a way to eliminate Ds from grading in pathway core classes.	Comprehensive Student Supports	Measure N	\$2,600.00	1120, 5826				
Student recognition (honor roll) assemblies and awards	Comprehensive Student Supports	Measure N	\$1,000.00	4300				
Grade level retreats	Comprehensive Student Supports	California Partnership Academy	\$10,500.00	5826, 5624				
Teacher stipends to work on students of concern and plan and implement interventions and/or developing peer tutor program	Comprehensive Student Supports	California Partnership Academy	\$3,000.00	1120				
College exploration visits	Comprehensive Student Supports	Measure N	\$3,000.00	5826				