Action Research	Oakland Technical High School
School:	Oakland Technical High School
Pathway/s:	9th grade, FADA, Health, Computer, RPL, Engineering
Outcome Data	Oakland Tech Data Slides
Top 5 Measure N Funding Commitments	1.Create a more unified staff and student culture through modeling and operationalizing a clear vision for Tech. 2a. Each department will hone their pilot performance assessments into a vertical map of anchor assessments from 9th through 12th grade that build on each other. 2b.Build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. 3.Support pathway directors to grow high-quality, equitable pathways that represent the diversity of Tech. 4.Develop a shared practice of analyzing student work to identify and respond to common literacy and math learning gaps across all content areas.
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How do we support pathway directors to grow high-quality, equitable pathways that represent the diversity of Tech? How do we grow instructional practices around performance assessment, literacy, and math to increase student outcomes across ALL student groups?
What did you discover in the past year? *(Please use data to support.)*	Tech is a diverse, heterogeneous school with graduation rates, SBAC scores, A-G eligibility rates, and AP scores above the state and district averages. Through an equity lens, it's important to note that African American, Latino, and English Language Learner students still perform lower than their white and Asian-American counterparts on all of these measures, particularly in math and literacy. The school is making progress on pathway expansion, but there is a lingering group of 60 tenth graders who lack a pathway home. Despite collaboration between all pathway directors, expanded outreach efforts, and processes to place LCFF population students first, pathway placement has still been challenging. It will be essential to codify pathway application, outreach, and placement procedures and to find a clear solution for the 60 outlier students not matriculating into pathways. It is also necessary to align Paideia recruitment processes to pathway recruitment pathways more clearly. The current bell schedule does not support adequately support pathway cohorting and we master scheduling is a challenge. In addition, teacher satisifcation is relatively high, but in order to build a more unified staff culture, teachers not in pathways need to be more meaningfully included in professional development efforts. For instance, non-pathway teachers' current PLCs are less clearly aligned with the school vision and their structure needs to be revamped.The school climate has been steadily improving with suspension rates dropping significantly, the hallway culture feeling positive and purposeful, and California Healthy Kids Survey data demonstrating overall improvement.
What are you going to *do differently* or *change* moving forward?	Going forward, Tech administration will rework professional development Wednesdays to put a larger focus on literacy and math instruction and to better incorporate non-pathway teachers. While literacy was a focus of this year, the data suggests that math is a large stumbling block at Tech and that both literacy and math interventions warrant attention schoolwide. Administration also hopes to add more Tier 2 and 3 academic interventions for students struggling in English and Math, in addition to the plethora of mental and emotional supports offered through COST and school service providers. A new pathway needs to be added or an existing one expanded in coming years to allow space for all students to be in pathways. Tech administration and teachers continue to explore the possiblity of an 8 period block schedule, in order to better accomodate pathways and allow more opportunities for students to make up failed courses. Block scheduling will be a focus of PD for 2018-19. Efforts around literacy and common performance assessment that began this 2017-18 school year need to be strengthened and expanded into the 2018-19 school year. Although teachers feel valued and cared for, more solified coaching and feedback structures should be put in place for teachers' professional work to be fully recognized and shared. In pathways, structures around recording work-based learning opportunities will be enhanced and curricular sequences will continue to be honed and improved.

How do you anticipate this will improve Measure N outcomes for your students moving forward?	A larger focus on literacy interventions across campus will help alleviate low A-G completion rates and graduation rates of ELL students, who perform far below Tech averages. Incorporating math interventions will alleviate the low A-G completion rates in Math across all sub groups. Tier 2 and 3 academic interventions will help serve AA, Latino, and ELL subgroups who perform below their White and Asian-American counterparts on all measures. These interventions include literacy and math intervention classes for 9th and 10th graders performing below grade level and subject-specific tutoring opportunities. Tutotring and intervention classes for 9th graders will help students' build crucial academic skills early on in their high school careers so they can be succesful in higher level pathway classes. Expanding pathways to accomodate all students would alleviate problems with pathway placement and allow all students access to the smaller learning community pathways provide. Moving to a block schedule would allow more flexibility in students' schedules to make up failed classes and increase A-G eligibility rates, although this will not take place next year. Strengthening work-based learning practices will increase school's relevancy and provide students more connections between high school and career opportunities after graduation.

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

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

1A: ABOUT THE SCHOOL

1) School Name: Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

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

3) School Mission and Vision: Your mission and vision will automatically populate from your 17-18 Site Plan.

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

School: Oakland Technical High School	**School ID:** 305

School Description

Oakland Technical High School (often referred to as Oakland Tech or simply Tech) encompasses two campuses on 13 acres in North Oakland and is one of three comprehensive high schools in the Oakland Unified School District (OUSD.) The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school. The school boasts championship athletic teams, vibrant arts programs, and more than 30 active student clubs. Its alumni have reached national prominence in athletics, the arts, business, and politics. Oakland Tech parents and community members are very involved, as for example, when they responded to the need for a baseball field in north Oakland by organizing a “Field of Dreams” fundraising and construction effort. Built in 1914 and designed to resemble the main science building at the Massachusetts Institute of Technology, Oakland Tech was historically the premiere vocational school in Oakland, offering courses as diverse as automobile and aviation mechanics in addition to woodshop and metal-working. These programs were phased out in the 1970s, and the shops were remodeled over the years into new science labs, a health clinic, a dance studio and classrooms.The faculty and administration have long been on the forefront of major changes in the district, working together to institute one of the state’s first Partnership Academies, the Health and Bioscience Academy in 1985, and a second academy, the Engineering Academy, soon after. In 1986, two teachers developed the rigorous Paideia program of integrated humanities studies for 10th-12th graders. The school’s celebrated 9th grade California Studies program began as a preparatory course for Paideia, but was expanded to include all freshmen during the 2012-2013 school year. Oakland Tech became one of the first Digital High Schools, participated in the Bay Area School Reform Collaborative in the 1990s, and helped shape the district’s School Site Empowerment policy as the largest pilot school for the site-based decision-making model of operations earlier in this decade.

School Mission and Vision

Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college and career ready.

Family & Student Engagement

Oakland Tech benefits from the direct involvement of several active parent organizations, as well as a Collaborative School Site Council (CSSC). The school also has an involved advocacy organization especially for African American parents called the African American Student Action Planners (AASAP). The Parent Teacher Student Association (PTSA) increased its activities in support of the school eight years ago. It currently maintains many of the school’s communications including the weekly Bullhorn e-newsletter, the quarterly Bulldog Bytes newsletter, and the school website. In addition, the PTSA Grant Program provides grants totalling more than $60,000 annually to fund classroom materials, purchase technology, and support the school’s sports and arts programs in order to enrich the school experience for all students. In addition, an on-site parent liaison provides services which reach approximately 50% of Tech families, including family coaching for high conflict relationships, teleseminars, a Yahoo group, weekly office hours for parents, and Tech Parent University (TPU). Students have a wide variety of engagement opportunities including a Leadership class, Student Government, Unity Council, and more than 30 student clubs.

SCHOOL DATA SLIDES
Oakland Tech Data Slides

1B: 18-19 NEEDS ASSESSMENT
STRENGTHS & CHALLENGES ***Task: Identify schoolwide strengths and challenges related to each data point.*** • What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? • Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers? **IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.** *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Instructions:	**Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.** • Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? ***IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).*** *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers

Graduation Rate	Tech's 2016 graduation rate of 87% was more than 20% above the district average. Dropout rates have decreased for all subgroups over the years, with school-wide dropout rates hovering around 9% in recent years as compared to nearly 14% in 2011. The four-year dropout rate for ELLs reduced by more than 12 percentage points since 2011, which is the greatest of all sub groups. The percent of students leaving the school continues to decrease. In addition, nearly 80% of Tech graduates enroll in a 2-or 4-year college within a year of graduating, with more students attending 4-year colleges than 2-year colleges. Since 2012, Tech has seen an increase in AA, Latino, and White students who are college bound.	AA males and ELL graduation rates are considerably lower than schoolwide averages. More than 75% of students go onto college within a year of graduation, but only 46% to 4 year colleges. Latino and AA students are far less likely to attend 4 year colleges within a year of high school graduation at 36% and 31%, respectively, as compared to 70% of White students.	Enrolling a larger percentage of LCFF population students in pathways will provide small, nurturing, career and college focused communities to boost graduation rates. The pathway CTE classes increase relevancy and student interest. In addition, counselors meet with and monitor off-track 11th and 12th graders to discuss paths to graduation. APEX credit recovery courses offered during the school day offer students time to make up missing credits. We will work towards moving to a block schedule in order to facilitate pathway cohorting and provide students more time in their schedules to earn credits.
On Track to Graduate (11th Grade)	71% of Tech 11th graders are on track to graduate. This represents a more than 20% increase since 2014 and is far higher than the district average of 38% of 11th graders. Although on track to graduate rates for AA, Latino, and ELL students are lower than schoolwide rates, they are higher than district averages for each of these subgroups.	AA, Latino, and ELL 11th grade students have far lower on track to graduate rates at 39%, 44%, and 19% respectively. Math presents the largest stumbling block for many students, with 29% of 11th graders and 39% of 12th graders off-track in Math. With 39% of Seniors off-track overall, many Tech students cannot apply to CSU's and UC's.	Because math is the largest stumbling block for many students, providing a math intervention class can help students stay on track to graduate. Currently, BOOST tutoring and a 3-1 tutoring program program are offered for students in need of extra support. Hiring a math focused instructional coach to help teachers design and deliver quality common core math instruction or providing teacher-leaders more training in math instructional practices to bring back to their department could also improve math data. In addition, counselors meet with and monitor off-track 11th and 12th graders to discuss paths to graduation. Shifting 9th grade Exploring Computer Science to count for Math credit would help students achieve additional credits in math early in their high school careers. APEX credit recovery courses offered during the school day offer students time to make up missing credits. Eventually moving towards blocked scheduling could add more time in students' schedules for retaking failed classes to improve on track to graduate rates.

A-G Completion	The A-G completion rate for 12th grade students is 63%,12 percentage points over the district average. The A-G completion rates for AA and Latino student subgroups at Tech are slightly higher than district averages.	AA, Latino, and ELL students have far lower A-G completion rates than schoolwide. ELL students have the lowest A-G completion rate of subgroups at only 21% in 2016. This is lower than the district average of 34%.	Focusing on vertical and horizontal alignment in department time helps to ensure that all college preparatory classes are rigorous with strong scaffolding. Work towards our schoolwide common performance assessment goal builds engaging instruction and assessment practices across campus, so all students can meet standards.
SBAC ELA	In 2016-17, 59.3 % of Tech's 11th graders met or exceeded standards in ELA, as compared to 38.4% of 11th graders districtwide. SBAC scores vary only slightly for students eligible for free and reduced lunch.	Approximately 40% of students are not meeting standards in ELA. In addition, achievement gaps persist. Only 39% of AA students met or exceeded standards in ELA, as compared to 69.9% of White students. In addition, 77.8% of EL students tested at performance level "standards not met" in ELA.	Departments across disciplines are working towards a vertical map of common performance assessment that each include academic language, speaking, writing, and reflection components. Instruction focuses on academic discourse and writing across curriculum. A literacy intervention class for 9th and 10th grade below-grade-level readers would provide a space for struggling readers to build skills.
SBAC Math	In 2016-17, 28.3% of Tech's 11th graders met or exceeded standards in math, as compared to 15.2% of 11th graders districtwide, respectively. SBAC scores vary only slightly for students eligible for free and reduced lunch.	More than 70% of students are not meeting standards in Math. In addition, achievemetn gaps persist. Only 8.9% of AA students met or exceeded standards in Math, as compared to 39.4% of White students. In addition, 81.3% of EL students tested at performance level "standards not met" in Math.	Currently, BOOST tutoring and a 3-1 tutoring program allow students access to extra math help. Hiring a math focused instructional coach to help teachers design and deliver quality common core math instruction or providing teacher-leaders more training in math instructional practices to bring back to their department could also improve math data. In addition, a math intervention course for struggling and credit deficient students or SSS's with math training and expertise could help build critical math skills.

AP Pass Rate/Dual Enrollment Pass Rate	AP access and pass rates are higher than district averages, and the number of all subgroups enrolled in APs is increasing. 35.9% of Oakland Tech's students were enrolled in at least one AP course in 2016-17. This marks a 5% increase in AP access. 7.7% of students are taking 3 or more AP courses. In addition, 96.5% of students enrolled in APs passed at least one AP class with a C or better in in 2016-17and 94.1% of students taking AP exams passed at least one exam with a 3 or better. Moreover, a "5" is the score received with the single highest frequency on AP tests. Three dual enrollment classes offer students opportunities to gain college credit; 351 students enrolled in 2015-16 with approximately 90% passing with a C or better. Concurrent enrollment participation and pass rates are trending upwards with 53 students completing classes in 2014-2015,104 students in 2015-16, and 393 students in 2016-17.	There are far fewer AA and Latino students enrolled in AP classes and passing AP tests than White and Asian students. Dual enrollment courses can vary in quality depending on the professor offered by Peralta.	Oakland Tech continues to offer and advertise dual enrollment and concurrent enrollment opportunities to students. To improve AP enrollment and pass rates, especially for our underrepresented student groups, one beneficial action will be to strengthen the advisory/study skills component of the 9th grade ECS class or restructure 9th grade advisory/intervention classes. This will build students' study skills early on in their academic careers. Counselors can also use college board tools to target and recruit EL, AA, and Latino students who would be successful in various APs early on.
Pathway Participation/CTE Enrollment*	Pathway enrollment for 10th-12th graders has increased from 45% to 62% since 2014. Pathway enrollment has increased for all sub-groups; the percentage of Latino students enrolled in pathways has more than doubled since 2014, and the percentage of AA students enrolled has increased by 30%. Pathway recruitment and selection processes for 9th graders have been revised to place LCFF student populations first and create more equitable pathways.	40% of students are still not enrolled in pathways. Pathway placement for incoming 10th graders is challenging, as pathways cannot accomodate all students even with the addition of RPL. In addition, students are not all tagged properly by pathway in Aeries, which skews data. Sometimes students will drop CTE classes and pathways but will not be untagged in Aeries.	A high level action to allow for increased pathway participation would be to expand RPL or FADA, or create a new pathway. In addition, going to a block schedule could alleviate some scheduling issues around pathway participation. We will provide professional development to facilitate a transition to a block schedule this year. Interested teachers could also create engaging and effective "pipeline" clubs for 9ths graders to try out different pathway subjects. Another high intervention change would be to secure funding and training for an adequate number of support staff so that even more SPED students are supported in these pathway classes.

English Learner Progress	CELDT reclassification rates continue to be higher than district averages, with 38% of EL students reclassifying at Tech in 2016 as compared to 16% districtwide. ELD classes are offered at Tech. ELL students in pathways are on Student Support Specialists' (SSS) caseloads for extra organizational and social-emotional support. The 9th grade California Studies team works with Mills Teacher Scholars to design quality SDAIE instruction for their mainstream classes.	ELLs are achieving below schoolwide averages on all metrics. Only 38.1% of students met CELDT requirements for reclassification in 2016-17, though this is a slight improvement from 32.4% in 2014-15. Similarly, only 37% of students showed growth on the CELDT in 2017 as compared to 41% districtwide.	Buidling teachers' capacities to deliver scaffolded literacy instruction in all content areas would help improve ELLs academic outcomes. An empahsis on cultural relevance, perhaps using the ethnic studies framework, could also increase ELL success in classrooms. In addition, an ELL peer mentoring program where ELL students are paired with a native English speaker as a conversation partner could improve language skills.
Suspension Rate	The suspension rate has decreased from 8% in 2011-2 to under 3% in 2016-17. The suspension rate for African American males has reduced by 30%. Tech's COST system, TUPE program, and restorative justice practices offer alternatives to suspension in many cases. SSOs help keep the school safe and secure.	AA and Pacific Islander males are suspended at higher rates than other student sub groups. Violence is the main cause of suspensions.	In order to reduce suspensions due to violence, grief counselors and RJ coordinators should run girls/boys groups to address violence and theinfluence of social media and coordinate related activities on the field during lunch. Administration is also working to develop more teacher education and support around dealing with marijuana possession, use, and intoxication on campus.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	Increase graduation rates by 10%, particularly for ELL, Latino, and AA students.	Goal 1: Graduates are college and career ready	All Students			coming soon	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
On Track to Graduate (11th Grade)	Increase on track to graduate rates by 10%, particularly for ELL, Latino, and AA students.	Goal 1: Graduates are college and career ready	All Students				All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
A-G Completion	Increase A-G completion of ELL students by 10%.	Goal 1: Graduates are college and career ready	English Learners				All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
SBAC ELA	Increase SBAC ELA scores for all students by 5%, particularly in the writing indicator, the area in which the highest percentage of students are below standards (26%).	Goal 2: Students are proficient in state academic standards	All Students	13.2	20.7	28.2	All students make measurable progress in the development of their literacy skills.

SBAC Math	Increase SBAC Math scores for all students by 10%, particularly in the concepts and procedures indicator, the area in which the highest percentage of students are below standards (56%).	Goal 2: Students are proficient in state academic standards	All Students	-87.3	-77.3	-67.3	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
AP Pass Rate	Increase AP pass rates for AA and Latino students by 5%.	Goal 1: Graduates are college and career ready	African American Students				The school ensures equity and equal access to all honors and advanced placement courses.
Dual Enrollment Pass Rate	Increase the number of students passing dual enrollment courses with a C or better by 10%.	Goal 1: Graduates are college and career ready	All Students				All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Pathway Participation/ CTE Enrollment*	Increase pathway participation/CTE enrollment to 80-100% by 2020. Expand existing pathways or create a new pathway so that 100% of interested sophomores can be in pathways. Move to a bell schedule that better accomodates career pathways.	Goal 1: Graduates are college and career ready	All Students				All students maintain a high level of cognitive engagement.
English Learner Progress	Increase ELL A-G eligibility and graduation rates by 10%.	Goal 4: English learners are reaching English fluency	All Students	77.00%	coming soon	coming soon	All students make measurable progress in the development of their literacy skills.
Suspension Rate	Maintain suspsension rates at under 4%.	Goal 5: Students are engaged in school everyday	All Students	-87.3	coming soon	coming soon	All students demonstrate the school values of Honor, Focus, Community, and Positive Expression, and maintain at least 96% positive on-time attendance.

School: Oakland Technical High School	**School ID:** 305

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

Click here for the full Measure N rubric.

KEY:

1: Not at all *3: Mostly*

2: Somewhat *4: Completely*

1. SCHOOL LEADERSHIP AND VISION	**Current Score**	**Justification**	**Areas of Growth**
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	All administrators understand and communicate the importance of pathways as central to the Oakland Tech vision. In fact, the school vision statement was recently revised to center around pathway devleopment. In the 2017-18 year, administrators moved towards dividing responsibilities by pathways rather than grade levels. Approximately 60% of teachers surveyed in January 2018 indicated that they agree that administration is working effectively towards equitable pathway development, with only 11% of teachers disagreeing with this statement to any degree.	With many teachers and numerous students not in pathways, school leaders also emphasize the importance of other initiatives to school improvement. In addition, teacher evaluation, discipline, field trips etc. are still not entirely divided by pathway, as we are not currently a wall-to-wall school.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	2: Somewhat	Work has been done to align systems and structures to the vision and mission, particulary in terms of professional development structures and ILT. However, more work needs to be done to align all systems and structures in service of the vision and mission.	Because the vision and mission were just recreated in the Spring of 2017, administration is still working to implement these ideals fully.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	Although administration values and communicates pathways as central to the school vision, it is pathway directors who act as the core drivers and change leaders promoting pathway success. Administrators serve as supports to pathways,rather than key drivers. The administration values the initiative and vision of pathway directors to expand their pathways as they see fit.	Administration can continue to work to strengthen the purpose and mission of ILT, so that all pathway directors and administrators understand their role in supporting Tech's pathways.
School Leadership & Vision Goal for 2018-19:	The mission of the admin team is to develop powerful teacher and staff leaders, set the tone for a unified staff culture, and ensure that every parent, student, and staff member has information, voice, and choice to navigate the educational system.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	**Current Score**	**Justification**	**Areas of Growth**

Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Pathway teams are deeply committed to effective pathway work and almost all staff support pathway development. Each pathway team has an administrator to provide support. With this said, a large percentage of teachers, support staff, counselors, etc are not connected to a pathway and therefore do not perceive their work as connected to pathway development.	Because a large number of teachers (Math, SPED, Foreign Language, electives), counselors, and support staff are not connected to a pathway, all staff at Tech are not equally connected to the pathway goal. Non-pathway teachers sometimes report feeling less visible and important under the current pathway-centric school structure.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Tech has an active ILT, CSSC, and PTSA. These groups understand and value pathway development. However, there is still work to be done clarifying and codifying the exact role of reach of these bodies in decision making processes. Communication and transparency have improved greatly across all stakeholder groups, with most teachers reporting that they trust administration to make good decisions and that they perceive the administraiton as a unified front.	Administration can work to further clarify and codify the exact role of all the diverse leadership teams supporting Tech. Because we are a complex school with so many passionate contributors, this can be challenging.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	Tech has an active ILT, CSSC, PTSA, and Faculty Council to support decision-making processes. Administration trusts these bodies as decision-making partners. However, it is still difficult to articulate what our decision making processes are when there is disagreement. Department and pathway teams have clear decision-making processes and functions in place.	Administration needs to clearly institutionalize the decision-making processes when there is a disagreement and the types of decisions each body makes (besides departments and pathways). In addition, we hope to build more capacity around complex decision making before coming to a decision on block scheduling.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	This has improved significantly since last year, with only a small percentage of current and incoming 10th graders not a part of pathways. Pathway directors have shared preps and pathway cohorting works effectively in the 9th and 10th grade. Equity is the main focus of pathway placement procedures. Yearly planning through the SPSA fully reflects the school's mission/vision, with separate planning tabs for each pathway. Even so, the fact that only a small percentage of our teachers are cohorted with a pathway keeps us from satisfying this indicator fully.	Facilities, budget, master schedule, and resource allocation cannot be fully in service of pathways when a large percentage of our teachers are not cohorted with pathways and when other initiatives exist and thrive on campus.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	All administrators are in consesus around equity as a central focus when creating and implementing policies and procedures around resources, programs, pathways, and opportunities. Most teachers agree that Tech administration uses an equity lens to make decisions, with only 12% of staff surveyed disagreeing with that statement to any degree. However, achievement gaps still persist and Tech administration is working towards better ways to improve achievement for all student groups.	Although we have strong Tier 2 and 3 behavioral and emotional supports through COST and numerous service providers on campus, we lack sufficient Tier 3 academic supports and interventions for struggling students.

Systems & Structures Goal for 2018-19:	Administration will dedicate itself to setting up stronger systems for monitoring, rewarding, and responding to challenges with attendance, student achievement, and work-based learning experiences. Administration will develop protocols and rituals for recognizing staff contributions.

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
AAMA instructor to increase engagement of AA males inservice to improving A-G passage rates.	Schoolwide	African American Males	LCFF Supplemental	$46,182.00	5733		Building the Conditions	A2.9 Targeted School Improvement Support
School security officer to provide increased security betweeen campuses.	Schoolwide	All Students	LCFF Supplemental	$62,302.00	5741		Building the Conditions	A2.9 Targeted School Improvement Support
Equipment	Schoolwide	All Students	General Purpose Discretionary	$5,000.00	4410		Building the Conditions	A2.4 Teacher Recruitment & Retention
Computer Equipment	Schoolwide	All Students	General Purpose Discretionary	$25,000.00	4420		Building the Conditions	A2.4 Teacher Recruitment & Retention
Conferences and traveling	Schoolwide	All Students	General Purpose Discretionary	$5,817.00	5200		Building the Conditions	A1.1 Pathway Programs
Postage	Schoolwide	All Students	General Purpose Discretionary	$1,500.00	5724		Building the Conditions	A2.10 Extended Time for Teachers
Restorative Justice Coordinator	Schoolwide	All Students	General Purpose Discretionary	$94,591.00	5710		Building the Conditions	A2.10 Extended Time for Teachers
Instructional supplies to support classrooms of our low-income students, and students with IEPs.	Whole School	All Students	LCFF Supplemental	$65,874.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
Substitutes	Whole School	All Students	Central Resources	$173,460.05	1151		Building the Conditions	For Emergency Coverage and Absences
Textbooks	Whole School	All Students	General Purpose Discretionary	$10,000.00	4100		Building the Conditions	A1.1 Pathway Programs
Supplies	Whole School	All Students	General Purpose Discretionary	$100,000.00	4310		Building the Conditions	A1.1 Pathway Programs
Supplies for academy programs to provide a deeper experience for students in their CTE courses	Whole School	All Students	California Partnership Academy	$94,686.00	4310		Building the Conditions	A1.3 A-G Completion
HEROES program for attendance accounting in an effort to have better attendnace data and improve attendnace systems and overall student attendance.	Whole School	Low-Performing Students	Measure N	TBD	4300		Comprehensive Student Supports	A2.2 Social Emotional Learning

Turn it in program	Whole School	All Students	General Purpose Discretionary		4300		Building the Conditions	A2.9 Targeted School Improvement Support
Regroup Emergency alert system for community	Whole School	All Students	General Purpose Discretionary	$4,200.00	4300		Building the Conditions	A2.2 Social Emotional Learning
ASST. PRINCIPAL to coordinate career pathways and ensure CTE/CCSS curriculum alignment and professional development for teaching staff to improve classroom instruction.	Whole School	All Students	Measure N	$100,715.00	1320	10APRH9999	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
C.S. - 9TH GRADE (MT) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Grade Level Team	All Students	Measure N	$93,637.03	1120	K12TCH2542	Rigorous Academics	A1.1 Pathway Programs
C.S. - 9TH GRADE (F) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Grade Level Team	All Students	General Purpose Discretionary	$65,598.90	1120	K12TCH2541	Rigorous Academics	A1.1 Pathway Programs
C.S. - 9TH GRADE (TA) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Grade Level Team	All Students	Measure N	$79,097.70	1120	K12TCH2522	Rigorous Academics	A1.1 Pathway Programs
C.S. - COMPUTER ACADEMY to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Pathways	All Students	Measure N	$122,805.00	1120	K12tch2364	Rigorous Academics	A1.1 Pathway Programs
SPED- ADDITIONAL CLASSES to provide the opportunity for students with IEPs to participate in pathways and be supported.	Departmental Team	Students with Disabilities	Measure N	$30,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers
ADMIN COACH to provide coaching and professional development to Admin team and ILT to strengthen our instructional core.	Whole School	All Students	Measure N	$45,000.00	5825		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
COUNSELOR to reduce counseling loads and provide increased student supports in all pathways.	Whole School	All Students	Measure N	$102,898.00	5732		Building the Conditions	A2.9 Targeted School Improvement Support
LIBRARY TECH	Whole School	All Students	General Purpose Discretionary	$35,678.70	2405	24LBCS9999	Building the Conditions	A2.9 Targeted School Improvement Support
CCRS	Whole School	All Students	General Purpose Discretionary		5782		Building the Conditions	A2.9 Targeted School Improvement Support
ILT stipends for department heads and pathway directors. ILT will hone instructional coaching skills to be able to provide better support to teachers in their departments and pathways.	All Pathways	All Students	Measure N	$30,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers

Extra pay tor teachers planning professional development break out sessions to increase staff understanding around literacy and block scheduling.	Whole School	All Students	Measure N	$4,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers
Staff to supervise before school tutoring daily to provide additional resources to students.	Whole School	All Students	Measure N	$6,500.00	2220		Rigorous Academics	A1.3 A-G Completion
Admission costs for study trips for academy	All Pathways	All Students	California Partnership Academy	$14,000.00	5829		Building the Conditions	A1.1 Pathway Programs
Contracting services to provide additional experiences to student in pathways	All Pathways	All Students	California Partnership Academy	$16,850.00	5826		Building the Conditions	A1.1 Pathway Programs
Conferences and traveling fees for external professional development related to Linked Learning Pathways in service of extended learning opportunities to increase amount and quality of instruction.	All Pathways	All Students	California Partnership Academy	$11,427.00	5220		Career Technical Education	A2.5 Teacher Professional Development for CCSS & NGSS
Computer equipment to purchase additional chrombooks and carts for each teacher in pathways. There are existing chromebooks that need replacing	All Pathways	All Students	California Partnership Academy	$25,848.00	4420		Building the Conditions	A1.1 Pathway Programs
Surplus	All Pathways	All Students	California Partnership Academy	$71,706.00	4399		Building the Conditions	A1.1 Pathway Programs
Supplies will be used to provide students with the necessary materials needed throughtout the year to ensure students and teachers have the resources they need.	All Pathways	All Students	California Partnership Academy	$22,000.00	4310		Building the Conditions	A1.1 Pathway Programs
Meeting Refreshments for advisory meetings and pathway showcase events throughout the year.	All Pathways	All Students	California Partnership Academy	$2,000.00	4311		Building the Conditions	A1.1 Pathway Programs
Clerical saleries overtime to provide pathways additional support through parent nights and meetings	All Pathways	All Students	California Partnership Academy	$3,000.00	2425		Building the Conditions	A1.1 Pathway Programs
Teacher saleries stipends for pathway teachers to perform extra duties and collaboration time	All Pathways	All Students	California Partnership Academy	$6,500.00	1120		Building the Conditions	A2.10 Extended Time for Teachers
Teacher substitites to provide release time to teachers to attend professional development	All Pathways	All Students	California Partnership Academy	$5,000.00	1150		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy
Supplies for lab equiment, lab equipment and liscenses needed for pathways	Whole School	All Students	Atlantic Philanthropies	$7,393.00	4110			A2.3 Standards-Aligned Learning Materials
Surplus	Whole School	All Students	Atlantic Philanthropies	$44,357.00	4399			

Consultants to increase Parental and Family Engagement, maintain technology support and BRIEF interventions	Whole School	All Students	General Purpose Discretionary	$165,000.00	5825		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Licences	Whole School	All Students	California Partnership Academy	$10,000.00	5846		Comprehensive Student Supports	A1.1 Pathway Programs

LANGUAGE & LITERACY

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Departments across disciplines have been working towards common performance assessments that incorporate literacy, academic language, performance, and reflection portions. All students are required to take the SRI three times a year to track reading levels. 9th grade teachers work with Mills Teacher Scholars to focus on inquiry and supporting struggling readers.	Partially Implemented	Not Yet Known	Student experience includes a literacy focus in all disciplines across the curriculum. Horizontal and vertical alignment across classes and departments has become somewhat stronger, as teachers (including those not in pathways) have more experiences collaborating together. CHKS data reveals that classes are becoming more engaging and relevant over time. There is no evidence of effective intervention programs yet.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	95% + completion of SRI with all students three times a year, and increased buy-in from teachersstudents and follow up from teachers using SRI data. 75% of students will score at or above grade level on the SRI, up from 65% this Fall.	All Students	83%	90%	95%	All students make measurable progress in the development of their literacy skills.
Common Core	100% of students complete CCSS aligned performance assessments with writing, text complexity, academic discussion, and reflection components at every grade level in all disciplines at least once per year to increase student engagement and relevancy. This will build up to a senior capstone exhibition, in service of all students attaining real word communication and college/career readiness skills.	All Students	59%	N/A	64%	All students maintain a high level of cognitive engagement.

THEORY OF ACTION

Theory of Action	Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.			
How are you supporting English Language Learners?	A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.			
How are you building conditions for students and adult learning?	To build capacity of ALL teachers to address struggling readers needs and to increase buy in, a TSA will focus on literacy professional development and building the collective understanding of the importance of SRI data. In addition, intervention classes will be put in place to provide extra help to 9th grade students reading 1 or more years below grade level.			
***Engagement:* Who do you need to meet with moving**	***Governance Team (SSC, Parent Team, Student Leadership)***	***Leadership Team (ITL)***	***Pathway Teams***	***Department Teams***

meet with moving forward to develop and then finalize this plan?	CSSC	Admin Team and ILT (Pathway Directors and Department Heads)	9th grade	All Departments (through ILT)

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
9th grade Literacy TSA to provide extra help to 9th grade students reading 2 or more years below grade level in service of higher A-G eligibility and graduation rates including English Leaners and Newcomers.	All Students	Measure N	$95,000.00	1105	C11TSA0367	Rigorous Academics	A1.3 A-G Completion
Intervention Class Supplies to provide additional support to students reading around 2 years below grade level. Teacher and student reading program materials and licenses included.	All Students	Measure N	$15,000.00	4310		Comprehensive Student Supports	A3.2 Reading Intervention
Teacher stipends to participate in a year long PLC to determine how to best teach literacy skills inside of mainstream classes to provide the Tier 1 interventions to all students, with a focus on those reading 1 to 2 years below grade level in service of meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	Low-Performing Students	Measure N	$9,000.00	1120		Comprehensive Student Supports	A4.1 English Learner Reclassification
Literacy curriculum will be purchased to provide Tier 2 and 3 reading support for students reading 2 or more years below grade level. Literacy curriculum and assessment tools are being explored by teachers. Lightsail is a likely option.	English Learners	Measure N	$10,000.00	4310		Comprehensive Student Supports	A4.1 English Learner Reclassification
Materials and activities for parent and student engagement events to build engagement and knowledge around literacy.	Low-Performing Students	Title I: Parent Participation	$2,000.00	4310		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	2+	3-	Oakland Tech offers 5 varied career pathways for students in grades 10th-12th. Systems to increase wareness around pathway theme and enrollment for all 9th graders has improved greatly in recent years. Increasing retainment/interest in pathway CTE classes in the 11th and 12th grades is a challenge for some pathways. More teachers identify with a pathway then previously, but there are still many teachers who do not identify with the school's pathway focus (Math, PE, Foreign Language).
Integrated Core	2	2+	2+	The core is becoming more integrated with most pathways exploring ways of integrating CTE themes with English and History courses, at least in the 10th grade. However, our lack of pathway purity due to master schedule issues impedes a true interdisciplinary, integrated core at all grade levels.
Cohort Scheduling	2	2	2+	Improvements have been made in cohorting pathway students together in English and History with pathway teachers, at least in the 10th grade. However, our current bell schedule makes pathway purity impossible and cohorting at upper grade levels a major challenge. We will provide professional development around block scheduling in order to move the school to a bell schedule that is more conducive to pathway cohorting.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation (What evidence supports your claim for your pathway?)**
Rigorous, Relevant and Integrated Learning	2+	2	2+	Tech has many fantastic teachers and rigorous courses/programs. Pathways are increasingly focused on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level. There is a schoolwide focus on literacy-based performance assessments. However, vertical maps of these assessments and a senior exhibition practice need to be strengthened. There are still gaps in rigor and expectations across campus.
Collaborative Learning	2+	2	3	Almost all courses at Tech offer collaborative learning opporunities with heterogenous groups. Many teachers are exploring interdisciplinary and PBL approaches.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation (What evidence supports your claim for your pathway?)**
Sharing Best Practice	2+	3	3-	There are many structures in place for sharing best practice, including shared conference periods, pathway meetings, department meetings, ILT. Most teachers share best practices with one or more other teachers on at least a weekly basis. With this said, practices around analyzing student work and sharing best practices across disciplines/programs schoolwide need to be strenghtened.
Collaboration Time	1	2	2+	Weekly short Wednesdays allow for after school collaboration time. Most pathway teachers have collaborative prep periods built into their teaching schedules as well. The scope and sequence of this collaboration time for 2018-19 is currently being developed, so that all PD is relevant and well-planned.

Professional Learning	2	2+	2+	This year, Tech has had a clear schedule for various PD structures. Tech has also had four clear goals for the year that focused professional development efforts. Administration has reflected on these goals and modified them for next year. We will work to revamp the professional development structure for next year to better serve these goals. In addition, many teachers feel that Tech does not provide sufficient funding/opportunities to seek discipline-specific PD outside of the school/district.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Departments across disciplines have been working towards common performance assessments that incorporate literacy, academic language, performance, and reflection portions. As a result of deliberate actions by pathway teams, administraiton, and counselors, there has been a substantial increase in the number of students participating in and passing dual enrollment and concurrent enrollment courses through Peralta colleges. In addition, AP classes are taken and passed more by all subgroups at Tech than at any other high school across the district. APs offered for all students in a pathway (for instance Computer Science in Computer Academy) expand and diversify the number of students taking APs. A formal peer tutoring program will be developed to provide additional support for students. Being able to provide support will engage students who have not typically enrolled in rigorous courses.	Partially Implemented	Not Yet Known	Student experience includes a performance assessment in all disciplines. Horizontal and vertical alignment across classes and departments becomes stronger, as teachers have more experiences collaborating with other teachers in their discipline. In addition, pathway teams work together to create strong instructional experiences and CTE classes. The high number of students taking and passing dual enrollment and concurrent enrollment courses ensure college and career readiness.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Students will complete literacy-focused performance assessments that vertically align and build on each other in each course 9th through 12th grade to increase student engagement, literacy skills, and A-G eligibility.	All Students	N/A	N/A	100%	All students maintain a high level of cognitive engagement.
Graduate Capstone/Culminating Experience	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Course Passage Rates	Increase Algebra passage rates in 9th grade by 5% by creating an intervention class and developing a shared practice around analyzing student work.	All Students	64%	N/A	69%	The school effectively implements the school-wide learning goals.

THEORY OF ACTION

Theory of Action	Common grade level performance assessments across disciplines will lead to an emphasis on literacy and rigorous coursework in all subjects. Pathways will anchor their curriculum/projects in their respective career fields. A Math TSA and a Literacy TSA will support struggling students by piloting Tier 2 and 3 intervention systems. We will build a peer tutoring progam that will provide additional afterschool tutoring for all students. Student tutors will receive training in the summer to be able to provide services to students at the start of the year.			
How are you supporting English Language Learners?	A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels and we will pilot a new curriculum like English 3 D or RIGOR Level 3.			
How are you building conditions for students and adult learning?	Tech administration is working to develop a professional development scope and sequence with monthly themes that map to the school vision and goals, including planning an end-of-year and end-of-semester reflection component. PD will also focus around moving to a block schedule. Our TSAs will support teachers to improve their practice, while piloting support classes for students in need of remediation.			
***Engagement:* Who do you need to meet with moving forward to develop and then finalize this plan?**	***Governance Team (SSC, Parent Team, Student Leadership)***	***Leadership Team (ITL)***	***Pathway Teams***	***Department Teams***
	CSSC	Admin Team and ITL (Pathway Directors and ILT)	9th Grade	All departments

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Summer tutoring program preparation and materials to prepare 10 initial tutors to work with students at the start of the year.	All Students	Measure N	$1,000.00	4300		Rigorous Academics	A1.3 A-G Completion
Dual enrollment teacher stipends to provide funding for teacher of record in service of students' college and career readiness for our Gifted and Talented Students (GATE) along with our overall student body.	All Students	Measure N	$12,000.00	1120		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 FTE TSA to develop and teach a math support class and to work with the math department to provide curricular and instructional support.	Low-Performing Students	Measure N	$75,362.00	1105	C11TSA9999	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 FTE Pathway Coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning.	All Students	Measure N	$66,000.00	5708	CCCPWS0003	Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Summer planning for teacher teams to develop new curriculum and plan intervention and extension exercises for students in service of increasing course passage rates and create actions to strengthen the core academic program.	All Students	Measure N	$10,000.00	1120		Rigorous Academics	A2.3 Standards-Aligned Learning Materials

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	3	3	Through pathways, students have access to many and varied WBL experiences including internships, guest speakers, mentorships, job shadows, and field trips. Students both inside and outside of pathways have access to dual enrollment courses and OWE (Outside Work Experience) coordinated by our WBL liaison. With this said, the number and quality of WBL experiences vary from pathway to pathway and WBL systems need to be better institutionalized across campus.
Pathway Outcomes	1	2	2	Many pathways have a clear map of WBL graduate outcomes. However, the number quality of WBL experiences vary from pathway to pathway and WBL systems need to be better institutionalized across campus.
Pathway Evaluation	1	1+	1+	The numer and quality of WBL experiences vary from pathway to pathway and WBL systems need to be better institutionalized across campus. Also, more WBL supports for at risk students and students not in pathways are needed.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We hired a full-time Work Based Learning Liaison this year who coordinates dual enrollment, outside work experience, and APEX. In addition, partnerships with numerous business and foundations through our career pathways allow pathway students access to internships, job shadowing activities, etc. Students in pathways (now more than 80% of 10th graders) are enrolled in CTE classes that build real career awareness and skills. Tech continues to hone pathway outreach and enrollment processes to increase pathway participation to 80-100% schoolwide. The strategy has been to encourage 9th grade students to rank their first 3 choices for pathway in February through an Academy Fair and visits to classrooms. This year, the assignment of student advocates from the pathway to talk with potentially interested students was added.	Partially Implemented	Somewhat Effective	There has been increased participation in dual enrollment classes and increased number of students participating in work based learning opportunities. In addition, pathway enrollment has increased dramatically. Tech continues to hone pathway outreach and enrollment processes, to increase pathway participation to 80-100% There were barriers in the sense that the school provides special programs for students and these programs are not part of a pathway. This creates a disincentive for some students to choose a pathway or creates an apparent conflict between two opportunities. In addition, the school cannot currently accomodate 100% of students in pathways without major structural changes, which makes placement procedures difficult. Even so, pathway selection participation was over 80% for next year.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

Career Awareness	By 2020, 80-100% of 10th-12th grade students will be enrolled in career pathways, with LCFF populations placed first. These pathways will provide at least 3 career awareness opportunities at each grade level (field trips, guest speakers, CTE projects). Our WBL liasion will create opportunities for non-pathway students to gain understanding of different career skills and fields through pioliting a work shadow program focusing on students that are not in pathways. A case manager will be provided to help connect students outside of pathways to WBL opportunities.	All Students	54%	55%	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	All students (focus on AA/Latino/Foster youth/homeless) will experience at least one career exploration experience through mentoring by career professionals in their pathways. The Work Based Learning Liaison will prepare non-pathway and struggling students with career skills to better support them before entering work sites.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	All students will have a minimum of three college/career preparation experiences by the end of their 12th grade (Dual Enrollment, concurrent enrollment, OWE, AP, Internship). Pathways will work to provide 11th grade students with internship opportunities. The Work Based Learning Liaison will focus on non-pathway students and students who are not bound for college.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

THEORY OF ACTION

Theory of Action	The majority of college/career readiness experiences occur through Tech's career pathways. Therefore, Tech's pathway expansion efforts are central to achieveing our work-based learning goals. Tech continues to hone pathway outreach and enrollment processes, to increase pathway participation to 80-100%. A Work Based Learning Liaison will continue to help match students with job and internship opportunities, with a focus on students not in pathways. We will work to institutionalize clearer tracking systems to record students' WBL experiences.			
How are you supporting English Language Learners?	ELL students are supported by SSS's, TSAs, or pathway directors who work with pathways to support a caseload of target students from LCFF populations. ELLs will be provided with work based education before reporting to sites to ensure students are prepared when they enter the workplace.			
How are you building conditions for students and adult learning?	Student learning is enhanced by business and community partnerships through our pathways. Pathways are given a large degree of agency over what interventions they choose to implement and fund by administration. Rather than a one-size-fits-all model, pathway teams are able to work together to decide on the best ways to support their students. Pathways are solidifying their advisory panels to be able to provide students with strong connections with industry partners.			
***Engagement:* Who do you need to meet with moving forward to develop and then finalize this plan?**	***Governance Team (SSC, Parent Team, Student Leadership)***	***Leadership Team (ITL)***	***Pathway Teams***	***Department Teams***
	CSSC	ILT (Pathway Directors + Department Chairs)	All Pathway Teams	None

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
WORK BASED LEARNING Liasion to increase WBL outcomes for students at each grade level, with a focus on students in pathways and underperforming students.	All Students	Measure N	$91,954.09	5825	STLWBL0011	Career Technical Education	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3-	3	3-	There is a large # of students being served coming through COST and a plethora of social-emotional supports available to students. SSSs provide support within pathways. There was no extra SSS hired; Tech interviewed and identified a person in the first semester but due to administrative challenges they were not onboarded. More academic interventions are still needed.
College & Career Plan	3-	3-	2+	All students meet with counselors and counselors provide classroom presentations at each grade level. Counselors report high caseloads. Individual college/career plans are not created for all students. Hiring another counselor will alleviate the case loads and allow for more individualized support, especially in the lower grade levels. There has been increased student engagement in the college and career center and there are many opportunities for application/financial aid help, college visits, and college presentations through the the College and Career Readiness Specialist. Principal will supervise WBL Liaison and solidify this role.

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Student Support Specialists (SSS's) serve caseloads of students in each pathway from targeted LCFF student groups. Four new SSSs were hired this year to support pathways. A parent liaison coordinates SSTs. In addition, COST structures are in place and Tech offers a variety of Tier 2 and 3 behavioral/emotional interventions. The College & Career Center was moved last year for better access and a College and Career Readiness Specialists coordinates numerous initiatives to promote college-readiness. Two restorative justice coordinators help resolve conflicts and provide restorative practices for classrooms.	Partially Implemented	Somewhat Effective	More than 95% of Tech teachers who have partnered with SSSs report improvements in the attitude and performance of caseload students. There has been an increase in restorative practices and Tech maintains considerably low suspension rates. Improving CHKS data demonstrates the value of the wide variety of emotional, mental health, and behavioral services Tech offers students.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	All students demonstrate the school values and maintain at least 96% on-time attendance. Strengthen attendance and SART procedures to reduce chronic absence rates to under 5 % in service of increased course passage rates.	All Students	6.3%	<5%	4%	All students demonstrate the school values of Honor, Focus, Community, and Positive Expression, and maintain at least 96% positive on-time attendance.

College Access	100% of students will participate in college readiness workshops and college presentations at each grade level. Increase the number of seniors completing college applications by 10%.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Differentiated Interventions	Strengthen tier 2 formal tutoring practices through math mentors, peer tutoring, and BOOST tutoring and develop more tutoring structures for ELL students. Develop a tier 3 literacy and math intervention curriculum and framework and implement with new TSA's.	All Students	N/A	N/A	20%	The school has effective procedures for students to recover credit for failed courses.

THEORY OF ACTION

Theory of Action	The COST team meets weekly to discuss referred students and decide on interventions. Pathways provide Tier 1 supports through Student Support Specialists, who also provide career preparation in conjunction with the WBL liaison.			
How are you supporting English Language Learners?	A professional development strand will be developed to address the needs of ELL students. ELL students in pathways are on an SSS's caseload.			
How are you building conditions for students and adult learning?	Students will be able to receive support through Student Support Specialists and TSAs. Tutoring is available through after school programs (Math mentors and tutoring program). Increase staff capacity to respond to struggling students through all-staff PD strands that include trauma-informed practice, modifying tasks and instruction for students with special needs, and literacy intervention.			
***Engagement:* Who do you need to meet with moving forward to develop and then finalize this plan?**	***Governance Team (SSC, Parent Team, Student Leadership)***	***Leadership Team (ITL)***	***Pathway Teams***	***Department Teams***
	Student Leadership	College & Career Center	All	All

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE TSA to support culture and climate work for students who are economically disadvantaged, students who are AA or Latino, students who are homeless, students who are foster youth along with our student body as a whole.	All Students	Title I: Basic	$104,492.00	1105	C11TSA0359	Comprehensive Student Supports	

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET

School: Oakland Technical High School **School ID:** 305

Funding Source	*Allocation*	*Total Expended*	*Total Remaining*
21st Century	$214,731.00	$0.00	$214,731.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00
General Purpose Discretionary	$613,800.00	$512,385.60	$101,414.40
LCFF Supplemental	$726,090.00	$174,358.00	$551,732.00
LCFF Concentration	$0.00	$0.00	$0.00
Title I: Basic	$237,825.00	$104,492.00	$133,333.00
Title I: Parent Participation	$5,849.00	$2,000.00	$3,849.00
Measure N	$1,739,100.00	$999,968.82	$739,131.18
TOTAL	$3,537,395.00	$1,793,204.42	$1,744,190.58

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
AAMA instructor to increase engagement of AA males inservice to improving A-G passage rates.	African American Males	LCFF Supplemental	$46,182.00	5733		Building the Conditions	A2.9 Targeted School Improvement Support		
School security officer to provide increased security betweeen campuses.	All Students	LCFF Supplemental	$62,302.00	5741		Building the Conditions	A2.9 Targeted School Improvement Support		
Equipment	All Students	General Purpose Discretionary	$5,000.00	4410		Building the Conditions	A2.4 Teacher Recruitment & Retention		
Computer Equipment	All Students	General Purpose Discretionary	$25,000.00	4420		Building the Conditions	A2.4 Teacher Recruitment & Retention		
Conferences and traveling	All Students	General Purpose Discretionary	$5,817.00	5200		Building the Conditions	A1.1 Pathway Programs		
Postage	All Students	General Purpose Discretionary	$1,500.00	5724		Building the Conditions	A2.10 Extended Time for Teachers		
Restorative Justice Coordinator	All Students	General Purpose Discretionary	$94,591.00	5710		Building the Conditions	A2.10 Extended Time for Teachers		
Instructional supplies to support classrooms of our low-income students, and students with IEPs.	All Students	LCFF Supplemental	$65,874.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials		

Substitutes	All Students	Central Resources	$173,460.05	1151		Building the Conditions	For Emergency Coverage and Absences		
Textbooks	All Students	General Purpose Discretionary	$10,000.00	4100		Building the Conditions	A1.1 Pathway Programs		
Supplies	All Students	General Purpose Discretionary	$100,000.00	4310		Building the Conditions	A1.1 Pathway Programs		
Supplies for academy programs to provide a deeper experience for students in their CTE courses	All Students	California Partnership Academy	$94,686.00	4310		Building the Conditions	A1.3 A-G Completion		
HEROES program for attendance accounting in an effort to have better attendnace data and improve attendnace systems and overall student attendance.	Low-Performing Students	Measure N		4300		Comprehensive Student Supports	A2.2 Social Emotional Learning		
Turn it in program	All Students	General Purpose Discretionary		4300		Building the Conditions	A2.9 Targeted School Improvement Support		
Regroup Emergency alert system for community	All Students	General Purpose Discretionary	$4,200.00	4300		Building the Conditions	A2.2 Social Emotional Learning		
ASST. PRINCIPAL to coordinate career pathways and ensure CTE/CCSS curriculum alignment and professional development for teaching staff to improve classroom instruction.	All Students	Measure N	$100,715.00	1320	10APRH9999	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)		
C.S. - 9TH GRADE (MT) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	Measure N	$93,637.03	1120	K12TCH2542	Rigorous Academics	A1.1 Pathway Programs		
C.S. - 9TH GRADE (F) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	General Purpose Discretionary	$65,598.90	1120	K12TCH2541	Rigorous Academics	A1.1 Pathway Programs		
C.S. - 9TH GRADE (TA) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	Measure N	$79,097.70	1120	K12TCH2522	Rigorous Academics	A1.1 Pathway Programs		
C.S. - COMPUTER ACADEMY to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	Measure N	$122,805.00	1120	K12tch2364	Rigorous Academics	A1.1 Pathway Programs		
SPED- ADDITIONAL CLASSES to provide the opportunity for students with IEPs to participate in pathways and be supported.	Students with Disabilities	Measure N	$30,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers		
ADMIN COACH to provide coaching and professional development to Admin team and ILT to strengthen our instructional core.	All Students	Measure N	$45,000.00	5825		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS		

COUNSELOR to reduce counseling loads and provide increased student supports in all pathways.	All Students	Measure N	$102,898.00	5732		Building the Conditions	A2.9 Targeted School Improvement Support		
LIBRARY TECH	All Students	General Purpose Discretionary	$35,678.70	2405	24LBCS9999	Building the Conditions	A2.9 Targeted School Improvement Support		
CCRS	All Students	General Purpose Discretionary		5782		Building the Conditions	A2.9 Targeted School Improvement Support		
ILT stipends for department heads and pathway directors. ILT will hone instructional coaching skills to be able to provide better support to teachers in their departments and pathways.	All Students	Measure N	$30,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers		
Extra pay tor teachers planning professional development break out sessions to increase staff understanding around literacy and block scheduling.	All Students	Measure N	$4,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers		
Staff to supervise before school tutoring daily to provide additional resources to students.	All Students	Measure N	$6,500.00	2220		Rigorous Academics	A1.3 A-G Completion		
Admission costs for study trips for academy	All Students	California Partnership Academy	$14,000.00	5829		Building the Conditions	A1.1 Pathway Programs		
Contracting services to provide additional experiences to student in pathways	All Students	California Partnership Academy	$16,850.00	5826		Building the Conditions	A1.1 Pathway Programs		
Conferences and traveling fees for external professional development related to Linked Learning Pathways in service of extended learning opportunities to increase amount and quality of instruction.	All Students	California Partnership Academy	$11,427.00	5220		Career Technical Education	A2.5 Teacher Professional Development for CCSS & NGSS		
Computer equipment to purchase additional chrombooks and carts for each teacher in pathways. There are existing chromebooks that need replacing	All Students	California Partnership Academy	$25,848.00	4420		Building the Conditions	A1.1 Pathway Programs		
Surplus	All Students	California Partnership Academy	$71,706.00	4399		Building the Conditions	A1.1 Pathway Programs		
Supplies will be used to provide students with the necessary materials needed throughtout the year to ensure students and teachers have the resources they need.	All Students	California Partnership Academy	$22,000.00	4310		Building the Conditions	A1.1 Pathway Programs		
Meeting Refreshments for advisory meetings and pathway showcase events throughout the year.	All Students	California Partnership Academy	$2,000.00	4311		Building the Conditions	A1.1 Pathway Programs		

Clerical saleries overtime to provide pathways additional support through parent nights and meetings	All Students	California Partnership Academy	$3,000.00	2425		Building the Conditions	A1.1 Pathway Programs		
Teacher saleries stipends for pathway teachers to perform extra duties and collaboration time	All Students	California Partnership Academy	$6,500.00	1120		Building the Conditions	A2.10 Extended Time for Teachers		
Teacher substitites to provide release time to teachers to attend professional development	All Students	California Partnership Academy	$5,000.00	1150		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy		
Supplies for lab equiment, lab equipment and liscenses needed for pathways	All Students	Atlantic Philanthropies	$7,393.00	4110			A2.3 Standards-Aligned Learning Materials		
Surplus	All Students	Atlantic Philanthropies	$44,357.00	4399					
Consultants to increase Parental and Family Engagement, maintain technology support and BRIEF interventions	All Students	General Purpose Discretionary	$165,000.00	5825		Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
Licences	All Students	California Partnership Academy	$10,000.00	5846		Comprehensive Student Supports	A1.1 Pathway Programs		
9th grade Literacy TSA to provide extra help to 9th grade students reading 2 or more years below grade level in service of higher A-G eligibility and graduation rates including English Leaners and Newcomers.	All Students	Measure N	$95,000.00	1105	C11TSA0367	Rigorous Academics	A1.3 A-G Completion		
Intervention Class Supplies to provide additional support to students reading around 2 years below grade level. Teacher and student reading program materials and licenses included.	All Students	Measure N	$15,000.00			Comprehensive Student Supports	A3.2 Reading Intervention		
Teacher stipends to participate in a year long PLC to determine how to best teach literacy skills inside of mainstream classes to provide the Tier 1 interventions to all students, with a focus on those reading 1 to 2 years below grade level in service of meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	Low-Performing Students	Measure N	$9,000.00	1120		Comprehensive Student Supports	A4.1 English Learner Reclassification		
Literacy curriculum will be purchased to provide Tier 2 and 3 reading support for students reading 2 or more years below grade level. Literacy curriculum and assessment tools are being explored by teachers. Lightsail is a likely option.	English Learners	Measure N	$10,000.00	4310		Comprehensive Student Supports	A4.1 English Learner Reclassification		

Materials and activities for parent and student engagement events to build engagement and knowledge around literacy.	Low-Performing Students	Title I: Parent Participation	$2,000.00	4310		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy		
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?			UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area		
Summer tutoring program preparation and materials to prepare 10 initial tutors to work with students at the start of the year.	All Students	Measure N	$1,000.00	4300		Rigorous Academics	A1.3 A-G Completion		
Dual enrollment teacher stipends to provide funding for teacher of record in service of students' college and career readiness for our Gifted and Talented Students (GATE) along with our overall student body.	All Students	Measure N	$12,000.00	1120		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy		
1.0 FTE TSA to develop and teach a math support class and to work with the math department to provide curricular and instructional support.	Low-Performing Students	Measure N	$75,362.00	1105	C11TSA9999	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy		
1.0 FTE Pathway Coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning.	All Students	Measure N	$66,000.00	5708	CCCPWS0003	Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Summer planning for teacher teams to develop new curriculum and plan intervention and extension exercises for students in service of increasing course passage rates and create actions to strengthen the core academic program.	All Students	Measure N	$10,000.00	1120		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
WORK BASED LEARNING Liasion to increase WBL outcomes for students at each grade level, with a focus on students in pathways and underperforming students.	All Students	Measure N	$91,954.09	5825	STLWBL0011	Career Technical Education	A1.1 Pathway Programs		
1.0 FTE TSA to support culture and climate work for students who are economically disadvantaged, students who are AA or Latino, students who are homeless, students who are foster youth along with our student body as a whole.	All Students	Title I: Basic	$104,492.00	1105	C11TSA0359	Comprehensive Student Supports			

1. ABOUT THE PATHWAY

PATHWAY:	9th Grade	**School:**	Oakland Technical High School
Pathway Industry Sector:	Information and Communication Technologies	**School ID:**	305

Pathway Description:

Our 9th grade structure has been designed to assist all students (specifically Early Warning students) with the transition to high school. The "House" system provides a cohort of students to be shared with a cohort of teachers. All students participate in Freshman Seminar: 18 lessons that have a focus of College/Career and Social Emotional Learning. Students are also provided with structured tutoring before and after school given by 9th grade teachers. Administration and teachers meet on a biweekly basis to discuss student interventions, support and alignment of curriculum. 9th grade also provides teachers of the same content with release days for curriculum planning/alignment as well as personal release days to conduct peer observation cycles.

Incoming first-time freshmen are assigned to a house of 140 - 160 students. (A house is an organizational arrangement that assigns students and teachers to teams in a set of rooms). Self-contained special education students will continue with the same level of support. Mainstreamed students, supported by special education instructors, will be assigned to a house with the same team expectations.
Each House: consists of cross-curricular teams of English, science, and social studies teachers with one member serving as a team coordinator (Lead Teacher)(stipend should be provided due to involvement in school ILT), has a common planning period for staff to meet, students remain with the teachers in their houses the entire year.engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skill to address real world projects and problems,academically rigorous education that maintains high expectations for each student, careful monitoring of student performance and attendance, data-driven decision making, a modified block schedule, intensive literacy instruction delivered to students who are two grades or more below 9th grade level, frequent contact between school and parents, academic literacy infusion into all content areas, ongoing recognition of accomplishments, and a freshman course ""Freshman Seminar""

Pathway Mission & Vision:

Mission: In order to support students' smooth transition to the structures and expectations of high school and build a foundation for future college and career choices, we will establish a continuity of expectations, teach essential tools across disciplines, provide both collaborative and individual tasks that engage and challenge students.

Vision: Individually and collectively, students will critically engage with questions to solve problems, build resilience, and advocate for their needs and the needs of their communities."

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	48.0%	52.0%			9.0%		12.8%				

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers		
	29.20%		17.90%	17.30%	1.00%		24.10%	7.20%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[LINK TO DATA SLIDES]

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

Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

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

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	N/A	N/A	N/A
On Track to Graduate (11th Grade)	N/A	N/A	N/A
On Track to Graduate (10th Grade)	78.7% of 9th graders are on track to graduate, which is the highest on track to graduate rate across grade levels. This foundation prepares students to be on track to graduate when they begin the 10th grade.	Only 57% of 10th graders remain on track to graduate, a 20% drop from 9th grade on track to graduate rates. Math presents the largest stumbling block with 34% of students off track.	Vertical alignment and common planning with 10th grade teachers within departments could help to ease students' transition between 9th and 10th grade. In addition, a more robust intervention program in 9th grade could help to alleviate gaps in learning early on in students' academic careers.
12th Grade A-G Completion	N/A	N/A	N/A
Pathway Participation/ CTE Enrollment	100% of students are enrolled in one of the three freshmen houses. As a part of the freshmen curriculum, all freshmen take an Exploring Computer Science class which also includes a Freshman Seminar component. This begins to educate students about pathway options, college & career readiness, and CTE options at Oakland Tech. Almost all students completed pathway applications this year, due to beneficial changes in the pathway outreach/application/enrollment processes.	The Freshmen Seminar component has not been fully developed and some students dislike and struggle in the ECS classes. There is no room in 9th graders schedules currently for intervention classes.	Implementing a robust intervention program, continuing to hone pathway outreach/application processes, and fleshing out the Freshman Seminar/advisory component of the Exploring Computer Science classes will improve pathway participation and success.

2C. Annual Pathway Goals

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

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	N/A	N/A	N/A	n/a

On Track to Graduate (11th Grade)	N/A	N/A	N/A	n/a
On Track to Graduate (10th Grade)	Increase 10th grade on track to graduate rates by 5% by adding intervention classes, strengthening Freshmen Seminar curriculum, and increasing vertical alignment with 10th grade teachers.	57%	62%	Low-Performing Students
12th Grade A-G Completion	N/A	N/A	N/A	n/a
Pathway Participation/ CTE Enrollment	100% of freshmen complete pathway application process. Strengthen Freshmen Seminar curriculum in ECS classes and create opportunities for intervention classes.	100%	100% (with stronger Freshmen Seminar and intervention classes)	Low-Performing Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	3	3	3	The mission and vision are consistent with pathway teachers' actions. Pathway teachers continue actualizing the vision for a robust 9th grade built around the House system.
Leadership Configuration	4	2+	3	The 9th grade board has continued to formalize leadership structure and roles. The 9th grade team has already mapped out the trajectory next year's pathway Wednesdays, board meetings, and house meetings so professional development and collaboration will be in line with the 9th grade mission and vision.
Distributive Leadership	2	3	4	Leadership is fully distributed. This year the board has gotten much better at getting input from course alike teams and house teams and then bringing it back to board meetings.
Pathway Leadership & Vision Goal for 2018-19:			Continue to hone a strong distributed leadership structure in order to actualize the 9th grade mission and vision.	

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code			Associated LCAP Action Area

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	4	4	3	9th grade Houses accept all students and then foster positive academic identities through culturally relevant curriculum and scaffolding. With this said, there are still persistent achievement gaps.
Diverse Student Representation	4	4	4	All of the 9th grade courses are as diverse as the school's composition. The three houses are each made up of a heterogeneous group of 9th graders.
Closing the Opportunity Gap	3	2	2	Through inquiry work, 9th grade teachers are trying to address the needs of D & F students, but gradebooks are still inequitable across classes and achievement gaps persist.

Pathway Equity, Access & Achievement Goal for 2018-19:	Improve efforts to support African American and Latinx males, in order to reduce the current achievement imbalance in the pathway.							
Pathway Equity, Access & Achievement Strategic Actions	**Related Linked Learning Pillar**	**Funding Source *(if relevant)***	**Cost**	**Org Key**	**Object Code**			**Associated LCAP Action Area**

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	**Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.**
What will your pathway do to align to the schoolwide focus for 2018-19?	**A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.**

Pathway Language & Literacy Strategic Actions* **recommended but not required*	**Related Linked Learning Pillar**	**Funding source *(if relevant)***	**Cost**	**Org Key**	**Object Code**			**Associated LCAP Action Area**

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2	1	2	There is no pathway theme at the 9th grade level, with the exception of the Exploring Computer Science classes. 9th grade is currently pre-pathway. With this said, 9th graders are being more exposed to pathways than ever before in the past, and next year the career exploration/ advisory component of ECS will be strengthened.
Integrated Core	3	3	3	The core is integrated in Cal Studies (blocked English/History), Biology, Exploring Computer Science, and teachers in these courses are experimenting with cross curricular collaboration. Algebra classes are currently 80% integrated, but PE and Foreign Language are not integrated.

Cohort Scheduling	4	3+	3	Cohorts are scheduled so that 9th graders take courses in Cal Studies, Biology, and Exploring Computer Science with students from within their House. House teachers share the same students and are able to check in about grades, behavior, socioemotional wellbeing etc.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** ***(What evidence supports your claim for your pathway?)***
Rigorous, Relevant and Integrated Learning	3	3	3	9th grade teachers integrate 5+ collaborative projects per course each year and are working towards more interdisciplinary projects that blend disciplines in coming years.
Collaborative Learning	3	3	3	There has been an increase in collaborative projects per course each year, and teachers are working towards more interdisciplinary PBL.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** ***(What evidence supports your claim for your pathway?)***
Sharing Best Practice	3	2	2+	Subject matter PLCs for Algebra 1, California Studies, and Biology meet weekly to share best instructional practices and align curriculum. House meetings are used for student support and strategic/visionary planning for the Houses.
Collaboration Time	3	1	3+	Collaboration time is built into teachers' schedules with Houses sharing collaboration periods for House meetings, 9th grade board members sharing a collaboration period, and subject alike PLCs (like California Studies) sharing a common prep period. Only PE, foreign language, and some math teachers are not collaborating.
Professional Learning	3	2	3	The 9th grade utilizes an Inquiry Cycle Structure through Mills Teacher Scholars. A plan for next year's professional development has already been created with an emphasis on analyzing student work. This year 9th grade teachers have used professional development time to divide into groups and explore one of three areas: cross-curricular planning, skeleton curriculum, and equitable grading.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The 9th grade utilizes an Inquiry Cycle Structure through Mills Teacher Scholars. A plan for next year's professional development has already been created with an emphasis on analyzing student work. This year 9th grade teachers have used professional development time to divide into groups and explore one of three areas: cross-curricular planning, skeleton curriculum, and equitable grading.There has been an increase in collaborative projects per course each year, and teachers are working towards more interdisciplinary PBL.	Partially Implemented	Effective	9th grade teachers integrate 5+ collaborative projects per course each year, and are working towards more interdisciplinary projects in coming years.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	9th grade teachers will continue to use culturally relevant PBL approaches to engage students in 5+ CCSS aligned projects per course, culminating with the Taking Action Project capstone in Cal Studies. The 9th grade teachers will continue to build towards more multidisciplinary PBL experiences.	All Students	N/A	5+ PBL per course, major Taking Action Project for 100% of 9th graders	5+ PBL per course, major Taking Action Project for 100% of 9th graders	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. Pathways will anchor their curriculum/projects in their respective career fields. The 9th grade team will work to further align the Taking Action Project with the Senior Project in future years.	All Students	N/A	100% senior project	100% senior project	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code			Associated LCAP Action Area
Summer planning and curriculum development for teachers working to write improved and new curriculum.	Rigorous Academics	Measure N	$6,000		1120			A1.1 Pathway Programs
Substitute release days to allow collaboration for teachers in service of rigorous and relevant curriculum.	Rigorous Academics	Measure N	$6,000		1150			A1.1 Pathway Programs
Extended countracts for teachers, SSS and counselors to collaborate during house meetings twice a month outside of the work day including a retreat in service of rigorous academics and student supports.	Rigorous Academics	Measure N	$20,000		1120			A1.1 Pathway Programs
Extended contract for Math Algebra 1 PLC to improve algebra outcomes for students.	Rigorous Academics	Measure N	$1,500		1120			A1.3 A-G Completion
Extended contract for Cal Studies teachers PLC work to improve pathway conditions and student outcomes.	Rigorous Academics	Measure N	$6,000		1120			A1.3 A-G Completion
Ethnic Studies PD to provide teachers with professional development by teachers around culturally relevant and rigorous instructional framework.	Rigorous Academics	Measure N	$3,000		1120			A2.5 Teacher Professional Development for CCSS & NGSS
Books other than textbooks as needed to support CCSS aligned curriculum.	Rigorous Academics	Measure N	$8,000		4200			A2.1 Implementation of the CCSS & NGSS

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	2	1	2	There are not many WBL experiences at the 9th grade level, but academic courses prepare students with the skills they will need to be successful in the modern workplace. During academy week, older students from within college pathways come to ECS classes and provide information and activities around careers. Next year the Freshman Seminar/advisory portion of ECS will be built out to include more career exposure related to the career pathways open to students at Tech.
Pathway Outcomes	2	1	2	Outreach and recruitment policies for career pathways have improved. Academy week and application processes provide students with more background about their choices.

Pathway Evaluation	2	1	2	Outreach and recruitment policies for career pathways have improved. Academy week and application processes provide students with more background about their choices.

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Outreach and recruitment policies for career pathways have improved. Academy week and application processes provide students with more background about their choices.	Partially Implemented	Somewhat Effective	There are not many WBL experiences at the 9th grade level, but academic courses prepare students with the skills they will need to be successful in the modern workplace. During academy week, older students from within college pathways come to ECS classes and provide information and activities around careers. Next year the Freshman Seminar/advisory portion of ECS will be built out to include more career exposure related to the career pathways open to students at Tech

6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of 9th graders students will participate in at least three initial career exploration experiences per year(guest speaker, Freshman Seminar/advisory activities, academy outreach activities).	All Students	N/A	100% 3 career awareness experiences	100% 3 career awareness experiences	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	100% of 9th graders will participate in pathway week and learn about the 5 career pathways Oakland Tech offers.	All Students	N/A	100%	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	100% of 9th graders with complete pathway applications and pre-resume work in ECS classes.	All Students	N/A	100% pathway applications	100% pathway applications	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code			Associated LCAP Action Area
Supplies to market pathways and inform the community in service of increasing pathway enrollment.	Career Technical Education	Measure N	$4,000		4310			A1.1 Pathway Programs

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	3	3	2	A portion of weekly 9th grade House meetings are used to discuss struggling students and their needs. An SSS supports a caseload of around 20 at-risk students by providing parent and teacher contact, one on one conferences, etc.
College & Career Plan	2	1	1	Currently, we do not have a strong advisory/Freshmen Seminar portion of the ECS class but that is in the process of being further built out for next year. This will provide a more solid college/career foundation for all students. The 9th grade counselor provides course counseling and classroom presentations to all students.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
A portion of weekly 9th grade House meetings are used to discuss struggling students and their needs. An SSS supports a caseload of around 20 at-risk students by providing parent and teacher contact, one on one conferences, etc. Currently, we do not have a strong advisory/Freshmen Seminar portion of the ECS class but that is in the process of being built out for next year. This will provide a more solid college/career foundation for all students. The 9th grade counselor provides course counseling and classroom presentations to all students.	Partially Implemented	Somewhat Effective	More evidence needs to be gathered around the efficacy of these efforts as they continue to be expanded in coming years.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	90% of our students will be on track for graduation when leaving 9th grade. More than 90% of students will be entering career pathways in the 10th grade.	All Students	N/A	80%	90%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Diffentiated Interventions for Special Populations ***(English Learners, African-American Students, Students with Disabilities)***	Student Support Specialist will continue to provide further targeted interventions for the caseload of 9th grade students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact). The intervention strategies that the 9th grade piloted this year will support target populations of need. Intervention classes in English and Math will be implemented for students around 2 years below grade level.	All Students	N/A	100% of caseload students	100% of caseload students	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.**

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code			Associated LCAP Action Area
1.0 FTE Student Support specialist (L. Taylor) to provide Tier 1 supports to students in academic need.	Comprehensive Student Supports	Measure N	$54,050		5825			A1.1 Pathway Programs
Extended contracts for teachers to provide Boost tutoring after and before school to support struggling students.	Comprehensive Student Supports	Measure N	$7,000		1120			A2.9 Targeted School Improvement Support
Site Visits to determine the functionality of block scheduling.	Comprehensive Student Supports	Measure N	$8,000		1150			A1.3 A-G Completion
Transportation to field trips in service of pre-pathway development, House community building, and high school transition.	Comprehensive Student Supports	Measure N	$15,000		5826			A5.1 School Culture & Climate (Safe & Supportive Schools)
Admissions for field trips in service of pre-pathway development, House community building, and high school transition.	Comprehensive Student Supports	Measure N	$10,000		5829			A5.1 School Culture & Climate (Safe & Supportive Schools)
Refreshments for parent meetings and pathway outreach events in service of pre-pathway development.	Comprehensive Student Supports	Measure N	$6,000		4311			A1.1 Pathway Programs
Whole pathway activities to allow the students in 9th grade houses to bond and ease high school transition.	Comprehensive Student Supports	Measure N	$15,000		5829			A5.1 School Culture & Climate (Safe & Supportive Schools)
Licenses for SRA HUB advisory lessons for ECS teachers to support pre-pathway college and career readiness.	Comprehensive Student Supports	Measure N	$2,000		5846			A2.9 Targeted School Improvement Support
Benefits for staff @ %17	Comprehensive Student Supports	Measure N	$8,415					

1. ABOUT THE PATHWAY

PATHWAY:	Fashion, Art & Design Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Arts/Media/Entertainment and Fashion	**School ID:**	305
Pathway Description:	The Fashion, Art & Design pathway features classes in fashion design, visual arts, and graphic design. Our academy incorporates many hallmarks of the high school reform movement, such as creating a close, family-like atmosphere, integrating academic and career technical education, and establishing business partnerships. 10th-, 11th-, and 12th-graders are eligible to participate in the Academy. The three-year program provides students with a project-based curriculum, a mentor program, classroom speakers, field trips, and exploration of college and career options through job shadowing and internships.		
Pathway Mission & Vision:	Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world experience in a post-secondary path in the fields of fashion, art, and design.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	28.0%	72.0%			4.3%		18%				
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**		
	42.0%		14.9%	14.9%			16.7%	5.7%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[LINK TO DATA SLIDES]

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

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

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

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

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers

Pathway Graduation & Dropout Rates	65% of FADA 12th graders completed A-G requirements in 2016.	The number of 12th graders still enrolled in FADA appears low according to district data dashboards. There is an issue with students dropping the pathway as 12th graders in order to take classes they need to graduate instead of FADA CTE electives.	The designated SSS offers differentiated support to a diverse group of at-risk, caseload students. Offering AP Art is an effort to increase 12th grade retention rate and appeal to students who want a more rigorous option within the pathway. Creating college plans for all at-risk, caseload students will help increase FADA students' A-G completion rates over time.
On Track to Graduate (11th Grade)	76% of FADA 11th graders are on track to graduate, well above the schoolwide average. AA students are on track to graduate at 76%, above schoolwide averages for this subgroup.	Math presents the largest stumbling block for on track to graduate status, with 23% of students off track. Only 44% of Latino students are on track to graduate and only 33% of Special Ed students are on track to graduate.	The designated SSS provides a variety of supports for FADA students. In addition, Mr. Hu provides Math tutoring for struggling FADA students, although he is not technically a part of the pathway.
On Track to Graduate (10th Grade)	EL students' on track to graduate rates are similar to EO students. IFEP and RFEP 10th graders in FADA have higher on track to graduate rates than their EO and EL counterparts. 10th graders who are eligible for free and reduced lunch slightly outperform students who are not eligible in this pathway.	51% of FADA 10th graders are on track to graduate, which is slightly lower than schoolwide averages. Math presents the largest stumbling block with 41% of FADA 10th graders off track in Math. On track to graduate rates for Latino, AA, and White students are all similar.	The designated SSS provides a variety of supports for FADA students. In addition, Mr. Hu provides Math tutoring for struggling FADA students, although he is not technically a part of the pathway. Better cohorting and integration of 10th grade CP English & World History courses with CTE courses may offer struggling FADA students more support.
12th Grade A-G Completion	65% of FADA 12th graders completed A-G requirements in 2016.	The number of 12th graders still enrolled in FADA appears low according to district data dashboards. There is an issue with students dropping the pathway as 12th graders in order to take classes they need to graduate instead of FADA CTE electives.	The designated SSS offers differentiated support to a diverse group of at-risk, caseload students. Offering AP Art is an effort to increase 12th grade retention rate and appeal to students who want a more rigorous option within the pathway. Creating college plans for all at-risk, caseload students will help increase FADA students' A-G completion rates over time.
Pathway Participation/ CTE Enrollment	100% of FADA students are enrolled in CTE classes.	Accomodating a diverse group of students with many different needs can be challenging, as FADA tends to have high percentages of students with special needs. Pathway enrollment drops considerably in the 12th grade, partially because many students know they do not need the CTE course to graduate.	The designated SSS offers differentiated support to a diverse group of at risk, caseload students. Offering AP Art is an effort to increase 12th grade retention rate and appeal to students who want a more rigorous option within the pathway.

2C. Annual Pathway Goals

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

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Increase 12th grade A-G completion rates by 10%.	65%	75%	All Students
On Track to Graduate (11th Grade)	Increase on track to graduate rates by 10%.	76%	86%	All Students

On Track to Graduate (10th Grade)	Increase on track to graduate rates by 10%.	51%	61%	All Students
12th Grade A-G Completion	Increase 12th grade A-G completion rates by 10%.	65%	75%	All Students
Pathway Participation/ CTE Enrollment	Increase pathway retainment to 85% between 11th and 12th grade.	N/A	85%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	3	2+	3+	The pathway met in 2016-17 to intentionally develop a mission and vision statement. This was then brought back to the staff over the summer of 2017. The vision and mission were accepted and continue to guide pathway development. The pathway continues to work towards vertically mapping desired graduate outcomes and developing stronger senior project (portfolio) protocol.
Leadership Configuration	2	2+	3	The pathway directors are working together to distribute responsibilities. Directors meet at least once a week during their common planning period to work collaboratively, and on a twice weekly basis directors meet with Marcus (SSS) to discuss interventions and student support. Directors also meet with a contracted curriculum design coach (Trena Nova) to help with CCSS and CTE aligned PBL.
Distributive Leadership	2	2	2+	There is a strong group of people on the FADA pathway team who work together and want to be present. There has been significant improvement in this arena. In addition, the collaborative work with all pathway directors to improve and solidify recruitment and enrollment processes for pathways has been positive this year.
Pathway Leadership & Vision Goal for 2018-19:	Continue to use built in collaboration time to develop senior project (portfolio) and vertically map desired graduate outcomes.			

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Conference period (.2 FTE) for Pathway Director (J.Arnold) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.	Building the Conditions	Measure N	$18,745		1105	A1.1 Pathway Programs		Fashion, Art & Design Academy
Conference period (.2 FTE) for Pathway Director (K.Johnson) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.	Building the Conditions	California Partnership Academy	$18,165		1105	A1.1 Pathway Programs		Fashion, Art & Design Academy
Substitutes ($120 per teacher/per day) for release days for 3 pathway teachers to during pathway outreach/enrollment processes and to tune the vision/strategically plan for sustained leadership & vision.	Building the Conditions	Measure N	$3,000		1150	A1.1 Pathway Programs		Fashion, Art & Design Academy
Summer stipends for strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade FADA students.	Building the Conditions	Measure N	$6,000		1120	A1.1 Pathway Programs		Fashion, Art & Design Academy
Linked Learning school site visit registration, travel, and lodging for FADA pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Building the Conditions	Measure N	$3,000		1120	A1.1 Pathway Programs		Fashion, Art & Design Academy

Conference registration, lodging, and travel for FADA teachers to attend content related to ensure CTE aligned curriculum and work-based learning experiences within the pathway.			Career Technical Education	California Partnership Academy	$4,500		5200	A1.1 Pathway Programs		Fashion, Art & Design Academy

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	2	2+	3+	FADA pathway directors worked extremely hard with Mr. Price, Ms. Langston, and the other pathway directors to collaborate and streamline outreach and placement processes. This is a new process that has helped to improve equity across pathways. This was the first time a team of directors came together to communicate about the process and understand each academy's needs; this has benefitted FADA and created an equitable system of placing high needs students first and consulting with teachers to ensure student needs will be met.
Diverse Student Representation	2	3	4	FADA reflects the diversity of Oakland Tech. The nurturing community that staff and students create in FADA embraces this diversity and helps to sustain it. The teachers on upper campus provide a nurturing, family-like environment for all students.
Closing the Opportunity Gap	3	3	3+	Almost all students are meeting CTE benchmarks for FADA in pathway courses (Animation, Fashion, Art). However, there are achievement gaps in terms of A-G completion and on track to graduate rates for our student subgroups. Gaps in literacy and math skills mirror schoolwide areas of focus. These achievement gaps seem to be improving over time with FADA's highly effective SSS (Marcus) and Mr. Hu's willingness to tutor academy students on the Upper Campus, though he is not technically a part of the pathway team.

Pathway Equity, Access & Achievement Goal for 2018-19:	Sustain an inclusive and supportive environment for all student groups academically and emotionally, including non-gender binary students.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
						A1.1 Pathway Programs		

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	**Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.**
What will your pathway do to align to the schoolwide focus for 2018-19?	**A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.**

Pathway Language & Literacy Strategic Actions* *recommended but not required	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2	1	3	The pathway theme is strong, with three unique strands students can choose between. All three pathway directors have industry partners who keep them abreast of what is current and help align CTE/CCSS projects with industry standards.
Integrated Core	3	1	2+	Because only some FADA students are cohorted in CP English/World History, and pathway cohorting is not pure, this is a challenge. However, an integrated curriculum of Boxers and Saints with Ms. Benner (10th grade CP English cohort), Mr. Clarke (World History cohort), and all three CTE teachers was implemented for the first time this year. This was made possible with help from Trena Nova (Curriculum Coach - ACOE/CCA).
Cohort Scheduling	3	2	2-	This was difficult this year due to master scheduling issues, as grade level CTE courses are no longer offered at the same period across the three FADA strands. This has affected field trips, dual enrollment opportunities, and collaboration between the three FADA strands. With this said, FADA students (particularly 10th graders) are more cohorted in CP English and History than ever before which has opened up new possibilities.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation *(What evidence supports your claim for your pathway?)***
Rigorous, Relevant and Integrated Learning	2	2-	3	An integrated curriculum of Boxers and Saints with Ms. Benner (CP English), Mr. Clarke (CP World History), and all CTE teachers was implemented for the first time with help from Trena Nova (Curriculum Coach - ACOE/CCA). Pathway teachers' curriculum reflects the processes and products of industry professionals. Using Studio Habits of Mind, students are building skills necessary for both the technical and academic worlds. Students complete at least 5 PBL projects in each course throughout the course of the year. AP Art is also being offered for the first time for 12th graders through FADA in order to promote 12th grade retention and a more rigorous option within the pathway. The pathway hopes to institutionalize and promote stronger and more strategic dual and concurrent enrollment opportunities for FADA students.
Collaborative Learning	3	2+	3	Students do group work frequently in all CTE courses and in the cohorted English CP course. Students complete oral presentations, peer critiques, and a self evaluation for all projects across strands to teach students feedback protocols. These are similar processes across strands that will be further honed and vertically/horizontally aligned over time.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation *(What evidence supports your claim for your pathway?)***
Sharing Best Practice	2	2+	3	The pathway directors have regular team meetings and an effective team email group. They have had two release days this year to work on mission and vision and collaborative curriculum design. They also have industry partners related to each strand to help develop best practices.

Collaboration Time	2	2-	2+	For the directors, collaboration time is built into the daily schedule and used at least weekly. However, Mr. Heckle and other pathway teachers do not have a common prep period. Therefore, collaborative work is limited to pathway Wednesdays after school.
Professional Learning	2	2	2+	The pathway has a contracted curriculum design coach who has introduced academy-wide practices along the Harvard Project Zero model (Studio Habits of Mind and Teaching for Understanding). Using this kind of thinking framework, FADA directors are at the beginning stages of developing what interdisciplinary curriculum development can look like. This is new this year and has been effective professional development.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
FADA students (particularly 10th graders) are more cohorted in CP English and History than ever before which has opened up new possibilities. The pathway has a contracted curriculum design coach who has introduced academy-wide practices along the Harvard Project Zero model (Studio Habits of Mind and Teaching for Understanding). Using this kind of thinking framework, FADA directors are at the beginning stages of developing what interdisciplinary curriculum development can look like. AP Art is also being offered for the first time for 12th graders through FADA, in order to promote 12th grade retention and a more rigorous option within the pathway.	Partially Implemented	Effective	An integrated curriculum of Boxers and Saints with Ms. Benner (CP English), Mr. Clarke (CP World History), and all CTE teachers was implemented for the first time with help from Trena Nova (Curriculum Coach - ACOE/CCA). Pathway teachers' curriculum reflects the processes and products of industry professionals. Using Studio Habits of Mind, students are building skills necessary for both the technical and academic worlds. Students complete at least 5 PBL projects in each course throughout the course of the year.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	FADA CTE teachers will continue to use culturally relevant PBL approaches to engage students in (5+ Art, 3+ Fashion, and 2+ Animation) pathway themed projects aligned to CTE and CCSS standards per year, and continue to create 1 or more opportunities for multidisciplinary PBL each year with English/World History teachers at one or more grade levels.	All Students	0	0	1+ multidiscplinary PBL project	The school effectively implements the school-wide learning goals.
Graduate Capstone	Tech will build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields, and FADA will work to align this with an authentic portfolio.	All Students	N/A	portfolio for 100% of students	portfolio for 100% of students	The school effectively implements the school-wide learning goals.

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

Theory of Action	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

Extended contracts for FADA teacher collaboration to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade students.	Rigorous Academics	Measure N	$15,000		1120	A1.1 Pathway Programs		Fashion, Art & Design Academy
Consultant from ACOE (Trena Noval) to provide curriculum design support in service of CCSS and industry aligned curriculum.	Rigorous Academics	Measure N	$4,000		5825	A2.1 Implementation of the CCSS & NGSS		Fashion, Art & Design Academy
Classroom Supplies for Visual Arts program, integrated programming with ELA and History, Animation program, and Fashion program in order to facilitiate multidsicplinary PBL in service of student engagement.	Rigorous Academics	California Partnership Academy	$7,750		4310	A1.1 Pathway Programs		Fashion, Art & Design Academy
Classroom Supplies for AP Studio Art in order to promote rigorous coursework in the pathway.	Rigorous Academics	Measure N	$2,000		4310	A1.1 Pathway Programs		Fashion, Art & Design Academy
10 i Mac computers (5 for Graphic Design program, 5 for Animation program) in order to align curriculum with CTE and CCSS standards.	Rigorous Academics	Measure N	$18,000		4420	A1.1 Pathway Programs		Fashion, Art & Design Academy

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	2	2	2+	Guest speakers, career exploration visits, and internships are available for students in the pathway. No dual enrollment courses specific to FADA were offered or advertised to pathway directors or students. A more strategic plan around sequencing of WBL needs to be developed in coming years, especially with an emphasis on promoting strong concurrent and dual enrollment opportunities.
Pathway Outcomes	3	3	3	Outside industry experts are brought in annually at each grade level to provide in-classroom experiences, including portfolio development and review. Strengthening processes around internships and allowing students more career opportunities outside of school are still a work of process.
Pathway Evaluation	3	2	2+	Although a lot is going on through community organizations and partnerships, institutionalized tracking systems around WBL are still needed to better record and evaluate student opportunities.

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Guest speakers, career exploration visits, and internships are available for students in the pathway. Outside industry experts are brought in annually at each grade level to provide in-classroom experiences, including portfolio development and review.	Partially Implemented	Somewhat Effective	No dual enrollment courses specific to FADA were offered or advertised to pathway directors or students. A more strategic plan around sequencing of WBL needs to be developed in coming years, especially with an emphasis on promoting strong concurrent and dual enrollment opportunities. Institutionalized systems around WBL are still needed to better record and evaluate student opportunties.

6C. Work-Based Learning Pathway Goals

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

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

Career Awareness	100% of FADA students in each grade will participate in at least three career awarenss experiences per year (field trips, guest speaker panel, job shadow)	All Students	N/A	100% of students at each grade level 3 career exploration experiences	100% of students at each grade level 3 career exploration experiences	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	100% of FADA students at each grade leve participate in annual mentorship sessions with practicing designers/artists/animators around portfolio development and development of artistic voice, style, and skill.	All Students	N/A	100% annual mentorship sessions at each grade level	100% annual mentorship sessions at each grade level	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	At least 50% of FADA 11th graders will participate in an internship related to the pathway focus during the summer.	All Students	N/A	N/A	50% of 11th graders internship	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	**Related Linked Learning Pillar**	**Funding source *(if relevant)***	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**
Contractors/mentors for career exploration events (portfolio day, mentorships sessions, showcase) in service of career readiness.	Work-Based Learning	California Partnership Academy	$4,000		5825	A1.1 Pathway Programs		Fashion, Art & Design Academy
Transportation to field trips including Bart tickets to ensure 100% of students at each grade level participate in at least 3 career awareness experiences.	Work-Based Learning	California Partnership Academy	$10,000		5826	A1.1 Pathway Programs		Fashion, Art & Design Academy
Admission to field trips to ensure 100% of students at each grade level participate in at least 3 career awareness experiences.	Work-Based Learning	California Partnership Academy	$13,000		5829	A1.1 Pathway Programs		Fashion, Art & Design Academy
Certification Programs for teachers in service of CTE alignment.	Work-Based Learning	California Partnership Academy	$2,250		5200	A1.1 Pathway Programs		Fashion, Art & Design Academy
Guest speakers for at least 3 career exploration events per grade level.	Work-Based Learning	California Partnership Academy	$1,800		5825	A1.1 Pathway Programs		Fashion, Art & Design Academy
Marketing Supplies for pathway outreach to support student recuritument and support.	Work-Based Learning	California Partnership Academy	$3,000		4310	A1.1 Pathway Programs		Fashion, Art & Design Academy
Student summer internships to support at least 50% of FADA 11th graders.	Work-Based Learning	California Partnership Academy	$5,000			A1.1 Pathway Programs		Fashion, Art & Design Academy

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	3	3-	3	A dedicated Student Support Specialist does an excellent job of supporting the FADA caseload of high risk students with services including one-on-one meetings, group meetings, grade reviews, counselor contact, data tracking, parent/teacher communication, and classroom observations.
College & Career Plan	2	2	2	A more structured college and career plan and tracking system for students is being developed (10th, 11th, 12th). It has yet to be rolled out because as written it is too time-intensive and requires too manpower given current personnel and master schedule structures. Several FADA related colleges have come to campus, and UC Berkeley curriculum around college decisions and planning has been integrated into 11th and 12th grade CTE classes (Fashion & Art - not yet Animation).

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
A dedicated Student Support Specialist does an excellent job of supporting the FADA caseload of high risk students with services including one-on-one meetings, group meetings, grade reviews, counselor contact, data tracking, parent/teacher communication, and classroom observations. Several FADA related colleges have come to campus, and UC Berkeley curriculum around college decisions and planning has been integrated into 11th and 12th grade CTE classes (Fashion & Art - not yet Animation).	Partially Implemented	Somewhat Effective	A more structured college and career plan and tracking system for students is being developed (10th, 11th, 12th). It has yet to be rolled out because as written it is too time-intensive and requires too manpower given current personnel and master schedule structures.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	Institutionalize college planning curriculum and processes pathway-wide, including a college speed-dating day, in CTE classes for all 11th and 12th graders. Develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all FADA students to visit one or more colleges over the course of their 3 years at Oakland Tech.	Low-Performing Students	N/A	100% at-risk students college & career plans, 1+ college vist	100% at-risk students college & career plans, 1+ college visit	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Diffentiated Interventions for Special Populations ***(English Learners, African-American Students, Students with Disabilities)***	Student Support Specialist will continue to provide further targeted interventions for the caseload of FADA students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact). FADA directors will work to align interventions for students with IEPS/504s/specific learning needs with Special Education teachers and systemize these collaborative practices.	Low-Performing Students	N/A	N/A	100% caseload students SSS support	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.**

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
1.0 FTE Student Support Specialist (M.Bailey) to provide differentiated interventions for special populations of FADA students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Comprehensive Student Supports	Measure N	$54,050		5825	A1.1 Pathway Programs		Fashion, Art & Design Academy
Refreshments for student/parent meetings to support student outreach and pathway culture.	Comprehensive Student Supports	California Partnership Academy	$1,000		4311	A1.1 Pathway Programs		Fashion, Art & Design Academy

1. ABOUT THE PATHWAY

PATHWAY:	Health Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Health Science and Medical Technology	**School ID:**	305
Pathway Description:	The Oakland Tech Health Academy has been helping students prepare for college and careers in health since 1984. We have active partnerships with local hospitals, health service organizations, local colleges and professional schools that provide opportunities for field trips, guest speakers, an after-school Pre-EMT Club, internships, and health-related service projects. Our focus is on clinical and emergency medicine- from both science and personal caretaking aspects of health care. In tenth grade, students will learn about human anatomy and physiology, take vital signs and conduct a health survey. In eleventh grade, students will take Chemistry and Medical Chemistry, learning about the chemicals and reactions of the human body and how medicines work. Students will become certified in First Aid and CPR. Our Health Academy English and Social Studies Classes will integrate health topics in their curriculum.		
Pathway Mission & Vision:	All Oakland Tech students interested in health and/or health careers · Will learn about clinical medicine, emergency medicine and public health · Will acquire skills in first aid, health education and basic clinical skills · Will learn about and be exposed to a variety of health care careers · Will contribute to our community's health · Will become a supportive community for each other		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	31.4%	61.6%			2.6%		8.2%				
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers		
	27.2%		20.70%	20.7%	0.4%	2.6%	21.6%	5.6%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[LINK TO DATA SLIDES]

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

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

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

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

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	65% of Health Academy 12th graders are on-track to graduate. This is consistent with schoolwide averages. Students who qualify for free and reduced lunch achieve A-G completion at similar rates to students who do not qualify for free and reduced lunch.	Health Academy only has cohorted English in the 10th grade, currently. This means that in the 11th and 12th grade Health Academy students no longer receive the same in-Academy support in Humanities.	Health Academy directors will hire a .6% English teacher so that Health Academy 12th graders can be cohorted together with at least one Health Academy teacher. This will allow for a Health Academy teacher to check in on struggling students more regularly before graduation.

On Track to Graduate (11th Grade)	63% of Health Academy 11th graders are on track to graduate, consistent with schoolwide averages. Above 75% of IFEP and RFEP Health 10th graders are on track to graduate.	EL, AA, and Latino Health Academy 11th graders are far less likely to be on track to graduate than their White and Asian counterparts.	An SSS for the Health Academy provides support (conferences, class visits, parent contact) to a caseload of struggling students. Health Academy teachers work together to align curriclum and expectations. Course recovery practices are offered on a case by case basis.
On Track to Graduate (10th Grade)	63% of Health Academy 10th graders are on track to graduate, 10% above schoolwide averages. Above 80% of IFEP and RFEP Health 10th graders are on track to graduate.	Only 25% of EL Health Academy 10th graders are on track to graduate. AA and Latino Health Academy 10th graders are far less likely to be on track to graduate than their White and Asian couterparts.	The cohorted Health Academy English class allows students another period a day to be checked in on by a familiar adult from within the academy.
12th Grade A-G Completion	65% of Health Academy 12th graders are on-track to graduate. This is consistent with schoolwide averages. Students who qualify for free and reduced lunch achieve A-G completion at similar rates to students who do not qualify for free and reduced lunch.	AA and Latino students are far less likely to meet A-G requirements than their White and Asian counterparts. AA students are the lowest performing subgroup in this pathway with only 42% of 12th graders meeting A-G requirements.	An SSS for the Health Academy provides support (conferences, class visits, parent contact) to a caseload of struggling students. Health Academy teachers work together to align curriclum and expectations. Course recovery practices are offered on a case by case basis. Health Academy directors will hire a .6% English teacher so that Health Academy 12th graders can be cohorted together with at least one Health Academy teacher. This will allow for a Health Academy teacher to check in on struggling students more regularly before graduation.
Pathway Participation/ CTE Enrollment	100% of students in the Health Academy particpate in CTE classes. Health Academy is popular with a large number of interested 9th graders, resulting in a waitlist as well as a full Academy.	Health Academy only has cohorted English in the 10th grade, currently. This means that in the 11th and 12th grade Health Academy students no longer receive the same in-Academy support in Humanities.	A Health Academy specific summer bridge program, which will be two weeks long in the summer of 2018, allow incoming students to get to know the Health Academy teachers and build necessary skills.

2C. Annual Pathway Goals

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

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Health Academy directors will hire a .6% English teacher so that Health Academy 12th graders can be cohorted together with at least one Health Academy teacher. This will allow for a Health Academy teacher to check in on struggling students more regularly before graduation.	0%	100%	All Students
On Track to Graduate (11th Grade)	Increase ELs on track to graduate rates by 10%.	0%	10%	English Learners
On Track to Graduate (10th Grade)	Increase ELs on track to graduate rates by 10%.	25%	35%	English Learners
12th Grade A-G Completion	Increase AA 12th grade A-G completion rates by 10%.	42%	52%	African American Students
Pathway Participation/ CTE Enrollment	Increase AA 12th grade A-G completion rates by 10%.	42%	52%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	3	3+	3+	We have a clear statement of goals, and Academy students as well as prospective students, are made aware of the Academy focus. Presentations to 9th graders were effective in reaching prospective Health Academy students and giving them a clear picture of the Academy's mission and vision.
Leadership Configuration	2	3	4	We have two academy directors that each have an extra period of prep and who meet once a week. They divide work amongst grade level, finances, and community partnerships. We also have a Student Support Specialist who helps our most at-risk students with academic intervention and emotional support.

Distributive Leadership	2	1+	3	There is strong distributive leadership. A non-director teaching our summer internship course is an example of distributed leadership, as well as bi-monthly pathway meetings where group input is sought and information shared.

Pathway Leadership & Vision Goal for 2018-19:	Continue to use built in collaboration time to integrate curricula and re-establish connections to outside health industry partners that previous directors had built up.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Conference period (.2 FTE) for Pathway Director (L.Perez) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.	Career Technical Education	California Partnership Academy	$14,520		1105	A1.1 Pathway Programs		Health Academy
Conference period (.2 FTE) for Pathway Director (K.Bailey) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.	Career Technical Education	Atlantic Philanthropies	$20,208		1105	A1.1 Pathway Programs	[Atlantic] Curriculum development for health pathway (1120)	Health Academy
Summer stipends for pathway directors for one day of strategic planning in order to hone pathway vision, reflect, and strategically plan a sccope & sequence for 2018-19.	Building the Conditions	California Partnership Academy	$2,000		1120	A1.1 Pathway Programs		Health Academy
Linked Learning school site visits Health Academy teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Building the Conditions				5200	A1.1 Pathway Programs		Health Academy
Conference registration, lodging, and travel for Health Academy teachers to attend CPA conference and mental health training to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Career Technical Education	California Partnership Academy	$2,000		5200	A1.1 Pathway Programs		Health Academy

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	3	4	4	Efforts to have a representative academy that looks like the school are largely successful. More at risk students have enrolled in the academy than in past years. A clearer application process with all pathway directors collaborating together has facilitated this,
Diverse Student Representation	4	4	4	Student demographics match the school demographics across courses and grade levels.
Closing the Opportunity Gap	3	3	3	The Health Academy has partnered with Mentoring in Medicine and Science and Samuel Merritt University to bring more students of color into the fields of paramedics and nursing. Still, the results don't fully match our efforts. For evidence, see Khan, Daniell; Reed, Nehemiah. There are still persistent achievement gaps between subgroups.

Pathway Equity, Access & Achievement Goal for 2018-19:	Improve efforts to recruit and support African American and Latinx males, in order to reduce the current gender imbalance in the pathway.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Substitutes ($120 per teacher/per day) for release days for pathway teachers for field trips, retreats, and directors' release days to hone the pathway vision, recruit students through the application process, and strategically plan.	Building the Conditions	California Partnership Academy	$8,000		1151	A1.1 Pathway Programs		Health Academy

Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, end-of-the-year health block party event) to build community, and recruit and support African American, Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Building the Conditions	Measure N	$2,500		4311	A1.1 Pathway Programs		Health Academy
Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, end-of-the-year health block party event) to build community, and recruit and support African American, Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Building the Conditions	Atlantic Philanthropies	$2,500		4311	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Health Academy

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	**Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.**
What will your pathway do to align to the schoolwide focus for 2018-19?	**A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.**

Pathway Language & Literacy Strategic Actions* **recommended but not required*	**Related Linked Learning Pillar**	**Funding source** *(if relevant)*	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Pathway Theme	3	4	4	11th and 12th grade teachers continue to implement capstones for academy students centered around Health. 10th grade is building a capstone to align with the other two grade levels. There is a strong schoolwide understanding of academy theme.
Integrated Core	4	2+	3-	In the summer of 2017, teachers were given extended contracts to integrate curriculum across subject and grade levels. There is unity in the assignments, and student understanding of their classes as a whole has increased. A 10th grade World History project will more explicitly integrate with Health themes.
Cohort Scheduling	3	4	4	All 10th grade students are in academy science, English language, and World History classes. Health Academy aims to improve cohort scheduling in English and History for 12th graders by hiring an additional .6 English teacher.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*

Rigorous, Relevant and Integrated Learning	2	3-	3+	Students are challenged with rigorous texts, topics, labs, and discussions. Many projects, themes, and discussions are interdisciplinary and carried across courses.
Collaborative Learning	2	3	3+	All academy CTE classes have students work collaboratively for labs and also as study groups. There is some continuity in structures and themes of group projects from 9th-11th grades.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** ***(What evidence supports your claim for your pathway?)***
Sharing Best Practice	2	3	3	Periodically, we meet as grade level teachers to discuss the effectiveness of past lessons and share upcoming themes and projects. The Health Academy created a cheating policy that is shared among all academy staff and included in all syllabi.
Collaboration Time	1	3+	3+	We meet twice a month, in most months, in order to discuss students, set goals and evaluate progress, and plan curriculum. The Student Support Specialist meets every other month with grade level teachers to check on struggling student progress and missing work.
Professional Learning	2	4	2+	Given the budget cuts, there have been less opportunities for teacher externships and district/district funded professional developments have been less available.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
All academy CTE classes have students work collaboratively for labs and also as study groups. There is some continuity in structures and themes of group projects from 9th-11th grades. In the summer of 2017, teachers were given extended contracts to integrate curriculum across subject and grade levels. There is unity in the assignments, and student understanding of their classes as a whole has increased. A 10th grade World History project will more explicitly integrate with Health themes.	Partially Implemented	Effective	Students are challenged with rigorous texts, topics, labs, and discussions. Many projects, themes, and discussions are interdisciplinary and carried across courses. 11th and 12th grade teachers continue to implement capstones for academy students centered around Health. 10th grade is building a capstone to align with the other two grade levels. There is a strong schoolwide understanding of academy theme.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	Bring in more community speakers (health professionals and researchers) to influence CCSS/CTE aligned PBL opportunities within pathway CTE courses. Continue to create 1 or more opportunities for multidisciplinary PBL for all students at each grade level with English/World History teachers.	All Students	1+ multidisciplinary project per grade level	1+ multidisciplinary project per grade level	1+ multidisciplinary project per grade level	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. Health students will complete a project related to their pathway's CTE focus. Health Academy students will be cohorted as seniors with participating English teachers so they will be able to do a Health Academy Capstone.	All Students	N/A	100%	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

.6 FTE English Teacher for cohorted Health Academy English in 12th grade to facilitate Health focused, CTE aligned Senior Capstone.	Rigorous Academics	Measure N	$45,000		1112	A1.1 Pathway Programs		Health Academy
Extended contracts (60 hours total) for Health Academy teachers' collaboration to facilitate curriculum design and integrating a new .6 Health Academy English teacher/12th grade Health English curriculum.	Rigorous Academics	California Partnership Academy	$3,000		1120	A1.1 Pathway Programs		Health Academy
Health marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Rigorous Academics	California Partnership Academy	$15,000		4310	A1.1 Pathway Programs		Health Academy
Textbooks for Health Academy courses to ensure integration of CTE/CCSSS standards.	Rigorous Academics	California Partnership Academy	$5,500		4100	A1.1 Pathway Programs		Health Academy
Books (other than textbooks) for new Health Academy courses in order to support CTE aligned curriculum development and instruction across disciplines.	Rigorous Academics	California Partnership Academy	$1,000		4200	A1.1 Pathway Programs		Health Academy

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	2+	2	3	We offer a large number and a wide range of field trips to professional organizations and work environments. We also help organize, promote, and support internships. With support of Linked Learning we included a successful Kaiser Hospital work based learning trip, although it is still difficult to find enough clinics to host work based learning trips.
Pathway Outcomes	3	3-	3+	Students have an incredible array of internship opportunities that cater to their interests, and over 70 students commit to internships each year. In addition, students have over 20 field trips available to them throughout the year that include college tours, professional schools, community events and more. Attendance is usually 20+ per trip. Many of our graduates go on and actually want to go into healthcare according to our end of year senior survey.
Pathway Evaluation	1	3	3	Working with our Pathway coach, Carlyn Adamson, has allowed us to take time to self-assess during a fall retreat and then periodically in directors' meetings. We also meet for one day after the close of school in June to assess our outcomes for the year. More institutionalized systems around WBL tracking are still necessary school-wide.

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We offer a large number and a wide range of field trips to professional organizations and work environments. We also help organize, promote, and support internships. With support of Linked Learning we included a successful Kaiser Hospital work based learning trip, although it is still difficult to find enough clinics to host work based learning trips. The Health Academy SSS helps facilitate WBL opportunities for students.	Partially Implemented	Effective	Students have an incredible array of internship opportunities that cater to their interests, and over 70 students commit to internships each year. In addition, students have over 20 field trips available to them throughout the year that include college tours, professional schools, community events and more. Attendance is usually 20+ per trip. Many of our graduates go on and actually want to go into healthcare according to our end of year senior survey

6C. Work-Based Learning Pathway Goals

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

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

Career Awareness	100% of 10th graders will complete a career research project in Physiology. Increase the number of lunchtime guest speakers from the Health field.	All Students	N/A	100% 10th grade career research project	100% 10th grade career research project	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	100% of Health Academy students in each grade will participate in at least one career exploration field trip experience per year and be part of at least one guest speaker presentation per year. Increase participation in Nursing Club and expand our collaboration with Samuel Merritt University, including visits to simulation lab.	All Students	N/A	100% 1 field trip, 1 guest presentation per year	100% 1 field trip, 1 guest presentation per year	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	60% of Health Academy 11th graders will participate in an internship related to the pathway focus during the summer or during the school year. 90% of Health Academy students will be certified in CPR before they graduate.	All Students	N/A	60% of 11th graders internship; 90% CPR certified	60% of 11th graders internship; 90% CPR certified	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Supplies for dual enrollment including blood pressure cuffs, EMT books, and stethescopes for each student to provide Health-focused career awareness and training opportunities for students.	Career Technical Education	California Partnership Academy	$1,000		4310	A1.1 Pathway Programs		Health Academy
MIMS payback unpaid balance for 2017-18 after school opportunities.	Career Technical Education	Atlantic Philanthropies	$20,000		5825	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Health Academy
First Aid/CPR equipment including new dummies to ensure industry/CTE standard aligned-instruction in the pathway.	Work-Based Learning	Atlantic Philanthropies	$10,000		4410	A1.1 Pathway Programs	[Atlantic] Lab or other health supplies (4300)	Health Academy
Transportation to field trips (16 buses) to provide all Health Academy students at least one career exploration field trip per year.	Work-Based Learning	California Partnership Academy	$16,000		5826	A1.1 Pathway Programs		Health Academy
Admission and lodging fees for field trips (California Academy of Sciences, Monterey Bay Aquarium and Monterey lodging, Tech Museum, Berkeley Rep, ACT Theater) to provide all Health Academy students at least one career exploration field trip per year.	Work-Based Learning	California Partnership Academy	$3,000		5829	A1.1 Pathway Programs		Health Academy
CPR Certification programs (CPR cards for students) to ensure > 90% of Health Academy students graduate CPR certified.	Work-Based Learning	California Partnership Academy	$800		5200	A1.1 Pathway Programs		Health Academy
CPR Certification programs (CPR cards for students) to ensure > 90% of Health Academy students graduate CPR certified.	Work-Based Learning	Atlantic Philanthropies	$3,000		5200	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Health Academy

Guest speakers related to Health field to provide all Health Academy students with access to career exploration opportunities each year.	Work-Based Learning	Atlantic Philanthropies	$500		5825	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Health Academy

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	3	4	4	With the new SSS our students have an abundance of support and are utilizing the SSS optimally, not just for academic support but for mental health and well being as well. Those are aspects teachers do not always have the ability to help students with but are needed for a successful academic career. SSS can also devote more time on days when HA teachers have subs to do pull-outs or push-ins with students of concern. Credit makeup continues to be offered on a case-by-case basis. More alignment in the Special Education department would be helpful for assistance creating modified assignments that a teacher new to the academy could make use of.
College & Career Plan	2	2	2+	We introduce students to various careers in healthcare that they may not have known about and take them on 2 college tours per year. They create resumes and cover letters and are encouraged to apply for at least one internship. There is not a concrete planning document that students compose, which is why we score low. However, there is a lot of this information that goes out to all students school-wide through counselors and the college and career center (e.g. College and Career Center; College Crunch Week).

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We introduce students to various careers in healthcare that they may not have known about and take them on 2 college tours per year. They create resumes and cover letters and are encouraged to apply for at least one internship.With the new SSS our students have an abundance of support and are utilizing the SSS optimally, not just for academic support but for mental health and well being as well.	Partially Implemented	Effective	There is not a concrete planning document that students compose, but there are many academy specific and schoolwide opportunities for college planning and student supports. The SSS provides students with help with soft skills teachers do not always have the ability to help students with individually, but are needed for a successful academic career.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	Create an opportunity for all Health Academy students to visit one or more colleges in both the 10th and 11th grades. 100% of Health Academy 11th graders complete resumes and practice interviews in English classes.	All Students	N/A	2 college visits (at least one per year 10th and 11th grades) & 100% of 11th graders complete resumes/practice interviews	2 college visits (at least one per year for 10th & 11th grades) and 100% of 11th graders complete resumes and practice interviews	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Diffentiated Interventions for Special Populations ***(English Learners, African-American Students, Students with Disabilities)***	Student Support Specialist will continue to provide further targeted interventions for the caseload of Health Academy students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact).	Low-Performing Students	N/A	100% of caseload at risk students	100% of caseload at risk students	The school coordinates the many and varied student support services.

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

Theory of Action	If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
1.0 FTE Student Support Specialist (V.Nutters) to provide differentiated interventions for special populations of Health Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Comprehensive Student Supports	Measure N	$54,050		5825	A1.1 Pathway Programs		Health Academy
Stipend Summer Bridge staff (L.Perez) for two weeks of Health Academy Summer Bridge to support at risk students and provide further targeted interventions for incoming 10th graders.	Comprehensive Student Supports	Atlantic Philanthropies	$5,000		1120	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Health Academy
Program assistance, field trips, and food for two weeks of Health Academy Summer Bridge through BACR to support at risk students and provide further targeted interventions for incoming 10th graders.	Comprehensive Student Supports	Atlantic Philanthropies	$6,500		4311	A1.1 Pathway Programs	[Atlantic] Direct student support (1000 or 2000)	Health Academy

1. ABOUT THE PATHWAY

PATHWAY:	Engineering Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Engineering and Architecture	**School ID:**	305
Pathway Description:	The Engineering Academy is a rigorous academy that focuses on mechanical engineering. Starting in 10th grade, the students in this academy study engineering, physics (focused on mechanics), drafting, etc. Curriculum includes: Traditional and Computer-Aided Drafting; Design a house and build a model for the Oakland Rotary Club Annual Design Contest; Use advanced CAD software to construct 3-D models; College level statistics and dynamics.		
Pathway Mission & Vision:	The mission of the Engineering Academy is to successfully teach students physics mechanics through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in civil and mechanical engineering.		

Pathway Demographics

Special Populations	**% Male**	**% Female**	**% Oakland Residents**	**% LCFF**	**% English Learners**	**% LTEL**	**% SPED RSP**	**% SPED Mild-Moderate**	**% SPED Severe**		
	53.1%	46.9%			0.0%		0%				
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**		
	3.1%	0.80%	20.8%	2.3%	0.8%		58.5%	8.5%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[LINK TO DATA SLIDES]

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

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

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

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

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Pathway graduation rates are high. Students in the Engineering pathway have traditionally been college-bound.	As pathway directors work to create a more heterogeneous pathway that reflects the diversity of the whole student body, the challenge will be to support at risk students adequately.	Hiring a .5 SSS in the 2018-19 year is one high leverage action pathway directors are taking to address the change in population in the Engineering Academy. In addition, piloting a senior capstone class will help provide additional support to 12th graders in the academy.
On Track to Graduate (11th Grade)	87% of 11th grade Engineering students are on track to graduate, as opposed to 62.5% of 11th grade students schoolwide averages. This is far above schoolwide averages.	Math is the stumbling block for students who are off track. The 8 11th graders who are off track are all only off track in Math.	Hiring a .5 SSS in the 2018-19 year is one high leverage action pathway directors are taking to address the change in population in the Engineering Academy. More relevant learning PBL experiences and WBL field trips may help increase student engagement. Formalized tutoring and intervention systems schoolwide could also address barriers.

On Track to Graduate (10th Grade)	More than 75% of 10th grade Engineering students are on track to graduate, which is higher than schoolwide averages.	Math is the stumbling block for students who are off track. Of the 16 10th graders who were off track to graduate in 2016-17, 15 were off track in Math and no other subject.	Hiring a .5 SSS in the 2018-19 year is one high leverage action pathway directors are taking to address the change in population in the Engineering Academy. More relevant learning PBL experiences and WBL field trips may help increase student engagement. Formalized tutoring and intervention systems schoolwide could also address barriers.
12th Grade A-G Completion	96% of students in the Engineering Academy are A-G eligibile. This is far above schoolwide averages. Students who are eligible for free and reduced lunch reach A-G eligibility at a similar rate to students not eligible for free and reduced lunch.	As pathway directors work to create a more heterogeneous pathway that reflects the diversity of the whole student body, the challenge will be to support at risk students adequately.	Piloting a senior capstone class will help provide additional support to 12th graders in the academy.
Pathway Participation/ CTE Enrollment	100% of students in the Engineering pathway take a CTE class. Engineering remains a popular pathway, with more students requesting Engineering than spaces available.	Historically, the demographics of the Engineering pathway have not matched the Oakland Tech student body, with few EL, Latino, and AA studnents in the pathway. There have been efforts to change this through the pathway outreach, application, and enrollment processes this year.	Revamping curriculum sequences to meet the needs of a wider range of students and changing the application process schoolwide will help diversify pathway enrollment.

2C. Annual Pathway Goals

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

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Maintain 12th grade A-G eligibility at above 95% for all subgroups.	96%	>95%	All Students
On Track to Graduate (11th Grade)	Increase on track to graduate rates in Math by 5%.	87%	92%	All Students
On Track to Graduate (10th Grade)	Increase on track to graduate rates in Math by 5%.	76%	81%	All Students
12th Grade A-G Completion	Maintain A-G eligibility at above 95% for all subgroups.	96%	>95%	All Students
Pathway Participation/ CTE Enrollment	Diversify the pathway to better reflect Oakland Tech's student population, particularly by increasing the Latinx population by 10%.	2.30%	12%	Latino Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	3	3	3	We have been working on updating our mission and vision, but we have a clear idea of what need our pathway fills and what we expect our students to be able to do. We do not yet have a clear plan on how to implement all of the updated ideas.
Leadership Configuration	1	1	2+	There are only two official teachers for the Engineering pathway and we share responsibilities for running the pathway.
Distributive Leadership	1	1	2-	This year we have had much more collaboration with administrators and other pathways, but it is mainly driven by teacher request.
Pathway Leadership & Vision Goal for 2018-19:	Continue to use built in collaboration time to develop senior project and vertically map desired graduate outcomes.			

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Conference period (.2 FTE) for Pathway Director (R.Li) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and build out WBL curriculum.	Building the Conditions	Measure N	$15,000		1105	A1.1 Pathway Programs		Engineering Academy
Summer stipends for three weeks of curriculum planning in order to develop a pilot capstone course, restructure existing classes to support this course, and outreach to potential WBL partners.	Building the Conditions	Measure N	$6,000		1120	A1.1 Pathway Programs		Engineering Academy
Substitutes ($120 per teacher/per day) for release days for 2 pathway teachers for field trips, retreats, and directors' release days to hone the pathway vision, recruit students through the application process, and strategically plan.	Building the Conditions	Measure N	$1,600		1150	A1.1 Pathway Programs		Engineering Academy
Linked Learning school site visits Engineering Academy teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Career Technical Education	Perkins			5200	A1.1 Pathway Programs		Engineering Academy

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	2	2	2	Our admissions process this year is much more focused on interest rather previous academic achievement. Outreach to middle school students is still limited.
Diverse Student Representation	1	1	2	Our 10th grade class is much more diverse than previous years and we believe this a result of changing our admissions process.
Closing the Opportunity Gap	1	1	1	No specific programs are currently in place for these groups, although SPED and ELL supports will be specifically developed into the curriculum.
Pathway Equity, Access & Achievement Goal for 2018-19:	Improve efforts to recruit and support African American, Latinx, and females, in order to reduce the current ethnic and gender imbalance in the pathway.			

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	**Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.**
What will your pathway do to align to the schoolwide focus for 2018-19?	**A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels and we will pilot a new curriculum like English 3 D or RIGOR Level 3.**

Pathway Language & Literacy Strategic Actions* **recommended but not required*	**Related Linked Learning Pillar**	**Funding source** *(if relevant)*	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Pathway Theme	4	4	2	Courses being taught are chosen mostly through teacher expertise and what has been done historically, although we are looking more closely at the course sequence, and updating it to reflect student interest and industry needs. We are also and working on putting together an advisory board.
Integrated Core	4	4	3	There is technical coursework in all grade-levels that is integrated and builds on itself, but WBL experiences are limited,
Cohort Scheduling	4	4	4-	Students course scheduling works well and allows them to take all necessary courses as well as most AP courses, but directors don't have a common prep period.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	1	1	3-	Most courses are student-centered, and research and project based, and the ones that aren't are being redesigned. However, students are not expected to defend their work publicly.
Collaborative Learning	4	4	2-	Students often work in pairs and/or groups, but most assignments are still completed individually.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	2	2	2	Directors discuss curriculum and teaching and grading, but they have not had time to observe each others classes formally and they lack a common planning period.
Collaboration Time	1	1	2	Teachers meet to discuss projects and assessments, but there is not always enough scheduled collaboration time.
Professional Learning	1	1	1	Very few PDs are catered to the needs of the pathway teachers.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Courses being taught are chosen mostly through teacher expertise and what has been done historically, although we are looking more closely at the course sequence, and updating it to reflect student interest and industry needs. We are also and working on putting together an advisory board. Most courses are student-centered, and research and project based, and the ones that aren't are being redesigned. However, students are not expected to defend their work publicly.	Partially Implemented	Effective	There is technical coursework in all grade-levels that is integrated and builds on itself, but WBL experiences are limited. Students course scheduling works well and allows them to take all necessary courses as well as most AP courses. Students often work in pairs and/or groups, but most assignments are still completed individually.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	Engineering CTE teachers will work towards using culturally relevant PBL approaches to engage students in 3+ pathway themed projects aligned to CTE and CCSS standards per year.	All Students	N/A	100% at each grade level	100% at each grade level	All students maintain a high level of cognitive engagement.
Graduate Capstone	Tech will build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields. Engineering pathway is working on developing a mandatory Capstone course, which will be a pilot next year (Li).	All Students	N/A	100% senior exhibition	100% senior exhibitions	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Certification programs for Engineering pathway to ensure CTE/CCSS alignment.	Rigorous Academics	Measure N	$18,600		5200	A1.1 Pathway Programs		Engineering Academy

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	2	2	1	The directors are currently conducting outreach to develop industry partners. All 11th graders in Physics go to Great America, and next year there will be Architecture field trips to SF/LA. Some industry guest speakers come into classes.
Pathway Outcomes	1	1	1	The directors are currently conducting outreach to develop industry partners. There are no tracking systems in place yet. Pathway directors realize this is an area of growth.
Pathway Evaluation	1	1	1	The directors are currently conducting outreach to develop industry partners. There are no tracking systems in place yet. There are no tracking systems in place yet. Pathway directors realize this is an area of growth.

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The directors are currently conducting outreach to develop industry partners. All 11th graders in Physics go to Great America, and next year there will be Architecture field trips to SF/LA. Some industry guest speakers come into classes.	Not Implemented	No Impact/Not Effective	There is no evidence yet. This is an area of growth for the Engineering pathway.

6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of Engineering students in each grade will participate in at least three career awareness experiences per year (field trips, guest speaker panel, job shadow).	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	100% of Engineering 11th graders will participate in ongoing mentorship sessions with practicing designers/architects/engineers around the design process.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	25% of Engineering 11th graders will participate in an internship related to the pathway focus during the summer.	All Students	N/A	N/A	25%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on institutionalizing systems around WBL, then we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

Transportation to field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.	Work-Based Learning	Measure N	$6,000		5826	A1.1 Pathway Programs		Engineering Academy
Transportation to field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.	Work-Based Learning	Measure N	$5,000		5826	A1.1 Pathway Programs		Engineering Academy

7. COMPREHENSIVE STUDENT SUPPORTS

**Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	1	1	1	This is an area of growth for the pathway. Because more high needs students are being recruited into the pathway for the first time, additional student supports are necessary. An SSS will be hired next year (and shared with RPL) to support a caseload of at risk students.
College & Career Plan	2	2	1	This is an area of growth for the pathway. Because more high needs students are being recruited into the pathway for the first time, additional student supports are necessary. An SSS will be hired next year (and shared with RPL) to create college & career plans for a caseload of at risk students.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway directors have worked to make the pathway more equitable this year by revamping the application and enrollment processes. The focus for coming years will be supporting this more heterogeneous cohort of students effectively.	Not Implemented	No Impact/Not Effective	This is an area of growth for the pathway. Because more high needs students are being recruited into the pathway for the first time, additional student supports are necessary. An SSS will be hired next year (and shared with RPL) to support a caseload of at risk students.

7C. Comprehensive Student Supports Pathway Goals

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

College and Career Transition Supports	An SSS will develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all Engineering students to visit one or more colleges over the course of their 3 years at Oakland Tech.	Low-Performing Students	N/A	100% of at risk students have college & career plans, +1 college visit during time in pathway	100% of at risk students have college & career plans, 1+ college visit during time in pathway	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Diffentiated Interventions for Special Populations ***(English Learners, African-American Students, Students with Disabilities)***	.5 % Student Support Specialist will be hired to provide further targeted interventions for the caseload of Engineering students with academic and socio-emotional needs (one on one meetings, SST meetings, family contact).	Low-Performing Students	N/A	100% of at risk students have SSS support	100% of at risk students have SSS support	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.**

Comprehensive Student Supports Strategic Actions	**Related Linked Learning Pillar**	**Funding source** ***(if relevant)***	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**
. 5 of a Student Support Specialist (D. Borquez) shared with the RPL pathway to provide differentiated interventions for special populations of Engineering students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Comprehensive Student Supports	Measure N	$27,000		5825	A1.1 Pathway Programs		Engineering Academy

1. ABOUT THE PATHWAY

PATHWAY:	Race, Policy & Law Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Public Services	**School ID:**	305
Pathway Description:	Race, Policy & Law is Tech's newest pathway and provides students an examination of history, politics, theory and law related to race and ethnicity in America. Emphasis is on providing critical contextual perspective on the intersection between racialized experience and the law, and on increasing students' critical thinking, writing, and oral communication skills. International Relations (IR) deals with issues like sovereignty, environmentalism, development and human rights in the context of global affairs and is also concerned with the policies of individual states as far as they impact on the affairs of other states.		
Pathway Mission & Vision:	RPL is a safe and supportive community of interested and engaged students, teachers, and community members who are empowered to take action to address social justice issues. RPL encourages students to be more open to social issues through relevant curriculum and real world experience. We hope to understand how the past has shaped today's society through exploring different narratives, so we can have a lasting social impact on our community and on a larger scale, after we leave Oakland Tech.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	52%	48.0%			59%		6.8%				
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers		
	23.8%		16.7%	40.50%		0.0%	7.1%	9.50%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[LINK TO DATA SLIDES]

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

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

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

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

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	TBD	TBD	TBD
On Track to Graduate (11th Grade)	TBD	TBD	The cohorted, blocked CTE - English model will continue into the 11th grade, allowing students two periods a day to be checked in on by the same pathway teacher. An SSS will soon be hired to provide additional support to a caseload of LCFF population students.

On Track to Graduate (10th Grade)	65% of 10th grade RPL students are on track to graduate as opposed to 56% of 10th graders schoolwide. AA students in RPL are 80% on track to graduate. This is far higher than the schoolwide average.	There is a very wide range of student learning needs, academic levels, and past school experiences. Latinx 10th graders in the pathway are only 47% on track to graduate. EO students outperform their EL, IFEP, and RFEP counterparts considerdably, with 84% on track to graduate as opposed to 48%, respectively. Students eligible for free and reduced lunch are about 10% less likely to be on track to graduate than students who do not qualify for free and reduced lunch.	Students have had very different levels of support and encouragement, resulting in a wide range of self-perception. Many students have come to believe that school is not for them and others believe strongly in their right to advocate for their education. This requires a lot of differentiated support and more work around foundational literacy skills, which mirrors the schoolwide focuses around literacy and performance assessments. In addition, an SSS will be hired to provide targeted support to a caseload of LCFF population students.
12th Grade A-G Completion	TBD	TBD	TBD
Pathway Participation/ CTE Enrollment	100% of students in this pathway are in a CTE "Law & Society" class that is blocked with their English class. This model will continue into the 11th grade.	Recruiting students to this pathway has not been a challenge, with more interest from incoming 10th graders than space during the enrollment process this year. However, this is still a new pathway so CTE course curriculum is still being developed.	Teachers are given collaborative prep time to develop curriculum. Pathway directors and administration will continue to hone the pathway outreach, application, and placement procedures to be more streamlined.

2C. Annual Pathway Goals

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

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	N/A	N/A	N/A	N/A
On Track to Graduate (11th Grade)	Increase Latinx students' on track to graduate rates by 10% and maintain AA students' on track to graduate rates at 80%, far above schoolwide averages.	N/A	57%	Latino Students
On Track to Graduate (10th Grade)	Increase on track to graduate rates to 75% for all subgroups.	65%	75%	Latino Students
12th Grade A-G Completion	N/A	N/A	N/A	N/A
Pathway Participation/ CTE Enrollment	100% of RPL 10th graders and 11th graders will be enrolled in a CTE class. Retainment between 10th and 11th grade will be at 95% or above.	100%	100%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	N/A	N/A	2	The Design Team has a draft mission, vision and graduate outcomes and is beginning to vertically map the graduate outcomes.
Leadership Configuration	N/A	N/A	1	This is the first year of the pathway. The Academy Director, who is the CTE teacher, holds all of the pathway development work. Students are not cohorted as a pathway so there are no additional teachers to collaborate with.

Distributive Leadership	N/A	N/A	2	The Academy Director has requested and received support from the school site in the form of one collaboration period with another teacher who serves as a site-based curriculum development coach, and from the district in the form of a CTE Coach who consistently meets with and supports the Academy Director. This group of three individuals makes up the Pathway Development Team. The Pathway Development Team meets on a regular basis (approximately 2 to 3 times per week) and the Academy Director and site-based curriculum coach meet on a daily basis.

Pathway Leadership & Vision Goal for 2018-19:	The Pathway Development Team will continue to use built in collaboration time to develop this new pathway and vertically map its desired graduate outcomes.

Pathway Leadership & Vision Strategic Actions	**Related Linked Learning Pillar**	**Funding Source *(if relevant)***	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**
Conference period (.2 FTE) for Pathway Director (H.Madom) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade RPL students in this new pathway.	Building the Conditions	Measure N	$18,450			A1.1 Pathway Programs		Race, Policy & Law Academy
OUSD Social Justice Pathway CTE Coach (Fredrick) to serve curriculum development and targetted outreach to struggling students, in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade RPL students in this new pathway.	Career Technical Education	District	N/A		5708	A1.1 Pathway Programs		Race, Policy & Law Academy
Summer stipends (H.Madom, J.Woo, K.Coleman) for one week of strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade RPL students in this new pathway.	Building the Conditions	Measure N	$10,000		1120	A1.1 Pathway Programs		Race, Policy & Law Academy
Extended contracts for RPL teacher collaboration (H. Madom, J. Woo, K. Coleman) to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade RPL students in this new pathway.	Building the Conditions	Measure N	$8,000		1122	A1.1 Pathway Programs		Race, Policy & Law Academy
Linked Learning school site visit registration, travel, and lodging for RPL pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Career Technical Education	Measure N	$2,000		5200	A1.1 Pathway Programs		Race, Policy & Law Academy

3B. EQUITY, ACCESS & ACHIEVEMENT	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** ***(What evidence supports your claim for your pathway?)***
Open Access and Equitable Opportunities	N/A	N/A	2	We provide students and families with information about the academy through Family Information Nights and interactive presentations to all 9th graders. An RPL recruitment video and brochure were developed to support this. RPL's student admission process is based on student choice and involves an application and interview for accepted students. Our effort to recruit students with the highest needs (African American and Latinx) males needs to improve.
Diverse Student Representation	N/A	N/A	1	Our school wide admission process has yielded cohorts (both this year and next year) that are diverse from a racial and socio-economic standpoint, and reflect the diversity of Oakland. But we have a major sex and gender imbalance, as around 60% of the students this year identify as female, and that number is going to increase for next year's cohort. We need to develop outreach to get more male identifying students into the pathway.

Closing the Opportunity Gap	N/A	N/A	1	We're making efforts to design and implement culturally relevant and sustaining curriculum, particularly for specific subgroups mentioned in the Measure N rubric, but many of those students are struggling academically. Almost all of the students who are failing the classes or are on the cusp of failing are African American or Latinx males, which indicates that we have a lot of work to do to ensure those students are integrated and supported in the pathway.

Pathway Equity, Access & Achievement Goal for 2018-19:	Improve efforts to recruit and support African American, Latinx, and males in order to reduce the current gender and acheivement imbalances in the pathway.

Pathway Equity, Access & Achievement Strategic Actions	**Related Linked Learning Pillar**	**Funding Source *(if relevant)***	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**
Substitutes ($120 per teacher/per day) for release days for 3 pathway teachers to recruit targeted subgroups (primarily African American and Latinx males) during pathway outreach/enrollment processes and tune the vision/strategically plan for sustained leadership & vision.	Building the Conditions	Measure N	$2,000		1154	A1.1 Pathway Programs		Race, Policy & Law Academy
Refreshments for targeted student outreach events to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.	Building the Conditions	Measure N	$3,000		4311	A1.1 Pathway Programs		Race, Policy & Law Academy

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	**Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.**
What will your pathway do to align to the schoolwide focus for 2018-19?	**A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.**

Pathway Language & Literacy Strategic Actions* **recommended but not required*	**Related Linked Learning Pillar**	**Funding source *(if relevant)***	**Cost**	**Org Key**	**Object Code**	**Associated LCAP Action Area**	**PERKINS & ATLANTIC ONLY: Which funding goal does this address?**	**Associated Pathway**

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	N/A	N/A	2	The initial pathway theme was selected by site admin after a one-year process of surveying and conducting focus groups of students about their interests and needs. This year's work to engage an Advisory board of industry professionals and a design team of students, parents, and teachers to develop the pathway theme to reflect student interests, local industry opportunities, and postsecondary options.
Integrated Core	N/A	N/A	1	The pathway currently consists of a well-integrated English and CTE course for the initial 10th grade cohort. Efforts are being made to cohort students in world history, but there is not true pathway purity. However, there is no designated teacher collaboration time, so further integration is not yet possible.
Cohort Scheduling	N/A	N/A	1	Pathway students are cohorted for a blocked English & CTE class which allows for quality integrated projects. They are also cohorted for world history; however, teachers do not share a collaboration time to allow for integrated project planning. Students are not yet cohorted for science.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation *(What evidence supports your claim for your pathway?)***
Rigorous, Relevant and Integrated Learning	N/A	N/A	2	The CTE & English teacher have used PBL approaches to engage students in several pathway themed projects aligned to CTE and CCSS standards that have involved creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Examples include: animations on myths about immigrants; contacting reps in Congress regarding the Dream Act, alternative prison design project presented to community panelists, podcasts on gentrification in Oakland, and mock trials.
Collaborative Learning	N/A	N/A	1+	In their CTE and English courses, students regularly work in heterogeneous groups (by race, gender & ability) on daily assignments and longer term projects. The teacher is beginning to explicitly teach collaboration skills and introduce tools for accountability. This is an area for further development next year.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation *(What evidence supports your claim for your pathway?)***
Sharing Best Practice	N/A	N/A	2	While there is only one teacher in the pathway, through work with site-based curriculum coach and district CTE coach the CTE teacher receives observation and coaching, curricular resources, and support in project development.
Collaboration Time	N/A	N/A	2	The Pathway Development Team (Pathway teacher, site curriculum coach and district CTE Coach) meets daily during a collaboration period to create curricular units. It will be important as the pathway expands to grades 11-12 that there is designated, daily collaboration time for the pathway teachers.
Professional Learning	N/A	N/A	1	The Pathway regularly meets on the second and fourth Wednesdays of the month for PD. Through the meetings of the Pathway Development Team and Pathway Design Team, we have been identifying topics and trainings for the Academy Director and other future teachers in the Pathway. The pathway has a reflective structure for analyzing the effectiveness of all Pathway initiatives, and this will be true for the the professional development structure.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

The pathway currently consists of a well-integrated English and CTE course for the initial 10th grade cohort. Efforts are being made to cohort students in world history, but there is not true pathway purity. However, there is no designated teacher collaboration time, so further integration is not yet possible. The CTE & English teacher has used PBL approaches to engage students in several pathway themed projects aligned to CTE and CCSS standards that have involved creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. In their CTE and English courses, students regularly work in heterogeneous groups (by race, gender & ability) on daily assignments and longer term projects. The Pathway Development Team (Pathway teacher, site curriculum coach and district CTE Coach) meets daily during a collaboration period to create curricular units. It will be important as the pathway expands to grades 11-12 that there is designated, daily collaboration time for the pathway teachers.	Partially Implemented	Effective	Pathway students are cohorted for a blocked English & CTE class which allows for quality integrated projects. They are also cohorted for world history, however, teachers do not share a collaboration time to allow for integrated project planning. Students are not yet cohorted for science. Examples of rigorous, relevant learning include animations on myths about immigrants; contacting reps in Congress regarding the Dream Act, Alternative prison design project presented to community panelists, podcasts on gentrification in Oakland, and mock trials.The teacher is beginning to explicitly teach collaboration skills and introduce tools for accountability. This is an area for further development next year. While there is only one teacher in the pathway, through work with site-based curriculum coach and district CTE coach the CTE teacher receives observation and coaching, curricular resources, and support in project development.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	The CTE & English teachers will continue to use culturally relevant PBL approaches to engage students in 5+ pathway themed projects aligned to CTE and CCSS standards per year that involve creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Students will be grouped heterogenously and teachers will continue to devlop strategies to explicitly teach collaboartion skills and tools for accountability.	All Students	N/A	N/A	5+ PBL for year	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. RPL students will complete a project related to their pathway's CTE focus.	All Students	N/A	N/A	N/A (no RPL seniors until 2019-20)	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Conference period (.2 FTE) for site-based curriculum coach (J.Woo) for RPL 10th, 11th, and 12th grade curriculum development in order to create vertically aligned, culturally relevant PBL experiences at each grade level for this new pathway.	Rigorous Academics	Measure N	$21,036		1120	A1.1 Pathway Programs		Race, Policy & Law Academy

Planning period prep (.2 FTE) for new 11th grade English/CTE RPL teacher (Coleman) for curriculum development, collaboration, and pathway planning in order to create vertically aligned, culturally relevant PBL experiences for the first cohort of 11th grade RPL students.	Rigorous Academics	Measure N	$15,000		1120	A1.1 Pathway Programs		Race, Policy & Law Academy
Conference registration, lodging, and travel for 3 pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Career Technical Education	Measure N	$5,00		5200	A1.1 Pathway Programs		Race, Policy & Law Academy
KDOL to provide support with integrating digital media tools into culturally relevant, interdisciplinary PBL experiences at each grade level of this new pathway in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups.	Rigorous Academics	Measure N	$10,000		5825	A1.1 Pathway Programs		Race, Policy & Law Academy
RPL marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Career Technical Education	Measure N	$4,000		4310	A1.1 Pathway Programs		Race, Policy & Law Academy
Another cohort set of textbooks for incoming RPL students to ensure integration of CTE/CCSSS standards.	Rigorous Academics	Measure N	$7,000		4100	A1.1 Pathway Programs		Race, Policy & Law Academy
Books (other than textbooks) for new 11th grade RPL course in order to support CTE aligned curriculum development and instruction.	Rigorous Academics	Other (PTSA, Oakland Ed Fund)	$3,000		4200	A1.1 Pathway Programs		Race, Policy & Law Academy

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	N/A	N/A	1+	Several industry partners have been guest speakers in the CTE class and students have gone on 3 career field trips. Additionally, a small group of students visited a law school. A small group of students will be piloting pathway themed internships this summer.
Pathway Outcomes	N/A	N/A	1+	The pathway is developing a systemic plan for implementing WBL experiences strategically over the 3 years.
Pathway Evaluation	N/A	N/A	1+	As the pathway begins working with industry and postsecondary partners to create work-based learning experiences for students (mentorships, summer internships, etc.) we will work to identify strategies for reviewing and evaluating those WBL experiences.

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

The pathway is developing a systemic plan for implementing WBL experiences strategically over the 3 years. As the pathway begins working with industry and postsecondary partners to create work-based learning experiences for students (mentorships, summer internships, etc.) we will work to identify strategies for reviewing and evaluating those WBL experiences	Partially Implemented	Somewhat Effective	Several industry partners have been guest speakers in the CTE class and students have gone on 3 career field trips. Additionally, a small group of students visited a law school. A small group of students will be piloting pathway themed internships this summer. Tracking systems around WBL need to be created and institutionalized.

6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of RPL students in each grade will participate in at least three career awareness experiences per year (field trips, guest speaker panel, job shadow)	All Students	N/A	N/A	100% of students at each grade level 3 career awareness experiences	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	100% of RPL 11th graders will participate in quarterly mentorship sessions with lawyers through the California Bar Association.	All Students	N/A	N/A	100% 11th graders quarterly mentorship sessions	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	50% of RPL 11th graders will participate in an internship related to the pathway focus during the summer of 2019.	African American Students	N/A	N/A	50% of 11th graders participate in an internship	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Field trip transportation and admission for RPL students in order to ensure 100% of RPL students at each grade participate in three CTE aligned career awareness experiences per year.	Work-Based Learning	Measure N	$7,000		5826	A1.1 Pathway Programs		Race, Policy & Law Academy
Student summer internships through ECCO for 20 RPL 11th graders to ensure 50% of RPL 11th graders participate in an internship related to their pathway focus.	Work-Based Learning	Measure N	$8,000		5200	A1.1 Pathway Programs		Race, Policy & Law Academy
Art supplies for the 2018-19 RPL pilot art and communication for social change elective in service of meaningful multidisciplinary PBL.	Career Technical Education	Measure N	$3,600		4310	A1.1 Pathway Programs		Race, Policy & Law Academy

Guest artist visists for the 2018-19 RPL pilot art and communication for social change elective in order to provide at least 3 career awareness experiences per year for all RPL students at each grade level.	Career Technical Education	Measure N	$600		5825	A1.1 Pathway Programs		Race, Policy & Law Academy

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	N/A	N/A	2	The Academy Director has gotten to know all the students in the pathway, and has met on a regular basis with curriculum support teacher and CTE coach to identify needs of particular students. Academy Director and CTE coach have engaged in some targeted intervention for particular students with academic and socio-emotional needs (COST referrals, one on one meetings, SST meetings, etc.) .The Academy Director is in contact with a number of families of students in the pathway, particularly those who are struggling academically. The Pathway Development Team conducted interviews for a Student Support Specialist in October 2017, and made an offer to hire a qualified individual. Due to site based administrative challenges in budgeting and hiring processes, this person has not been onboarded as of March 2018.
College & Career Plan	N/A	N/A	1	This is the first year of the pathway, so we've just begun to develop college and career plans for the students, but we are making sure that students will meet their A-G requirements and are ready to attend a 4 year university. The Academy Director has shared information about his own college experience, but students have yet to have the opportunity to visit a college.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The Academy Director has gotten to know all the students in the pathway, and has met on a regular basis with curriculum support teacher and CTE coach to identify needs of particular students. the Academy Director and CTE coach have engaged in some targeted intervention for particular students with academic and socio-emotional needs (COST referrals, one on one meetings, SST meetings, etc.) .The Academy Director is in contact with a number of families of students in the pathway, particularly those who are struggling academically. The Pathway Development Team conducted interviews for a Student Support Specialist in October 2017, and made an offer to hire a qualified individual. The Academy Director has shared information about his own college experience, but students have yet to have the opportunity to visit a college.	Partially Implemented	Somewhat Effective	Due to site based administrative challenges in budgeting and hiring processes, the hired Student Support Specialist for RPL has not been onboarded as of March 2018. This is the first year of the pathway, so we've just begun to develop college and career plans for the students, but we are making sure that students will meet their A-G requirements and are ready to attend a 4 year university.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	Develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all RPL students to visit one or more colleges throughout their time in the pathway.	Low-Performing Students	N/A	N/A	100% of students have college & career plans, 1+ college visit	The school coordinates the many and varied student support services.
Diffentiated Interventions for Special Populations ***(English Learners, African-American Students, Students with Disabilities)***	Onboard the Student Support Specialist for Fall of 2018 to provide further targeted intervention for the caseload of RPL students with academic and socio-emotional needs (one on one meetings, SST meetings, class observations, family contact).	Low-Performing Students	N/A	N/A	100% of caseload students receive targetted intervention from SSS	The school coordinates the many and varied student support services.

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

Theory of Action	**If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.**

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
. 5 of a Student Support Specialist (D. Borquez) shared with the Engineering pathway to provide differentiated interventions for special populations of RPL students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Comprehensive Student Supports	Measure N	$27,000.00		5825	A1.1 Pathway Programs		Race, Policy & Law Academy

1. ABOUT THE PATHWAY

PATHWAY:	Computer Academy	**School:**	Oakland Technical High School
Pathway Industry Sector:	Information and Communication Technologies	**School ID:**	305
Pathway Description:	The Computer Academy is for students who enjoy using computers and want to learn more about them. The academy program will develop for students the computational thinking practices of algorithmic development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues of software engineering. They also spend some time learning about robotics, PC systems and how to build troubleshoot computers all of which offer students a hand-on learning experience. Key skills and features include: Computer organization and architecture, multimedia, word processing, spreadsheet and database applications, computer repairs, computer programming, graphics and editing, Internet/web pages design and HTML, designing and maintaining networks.		
Pathway Mission & Vision:	The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. Vision/ Mission: Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	76.5%	23.5%			2.1%		5.1%				
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**		
	23.1%		33.8%	10.7%		0.4%	24.8%	6.0%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[LINK TO DATA SLIDES]

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

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

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

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

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers

Pathway Graduation & Dropout Rates	According to the 2017-18 SPSA, there is a 85% graduation rate in this academy, which is higher than the district average.	There is a high Special Ed dropout rate. High needs students are being admitted but then subsequently leave the Computer Academy.	A Student Support Specialist dedicated to a caseload of at risk academy students, as well as a Computer Academy TSA can help to support struggling students and provide targeted interventions (parent contact, tutoring, classroom observations, one-on-one meetings).
On Track to Graduate (11th Grade)	76.5% of 11th grade Computer students are on track to graduate, as opposed to 62.5% of 11th grade students schoolwide. This is up 10% from 2016-17. EL, IFEP, and RFEP students are succeeding in the pathway with 89% on track to graduate, as compared to 67% in 2016-17. Students eligible for free and reduced lunch are slightly outperforming their counterparts who are not eligible for free and reduced lunch in this metric.	White, Asian, Multiple Ethnicity, and AA 11th graders are outperforming their Latino counterparts considerably in the Computer Academy. Latino 11th graders in this academy are only 57% on track to graduate. Math presents the largest stumbling block, with 18% of Computer Academy 11th graders non on track in Math.	A Student Support Specialist dedicated to a caseload of at risk academy students, as well as a Computer Academy TSA can help to support struggling students and provide targeted interventions (parent contact, tutoring, classroom observations, one-on-one meetings). Math intervention courses in the 9th grade could help to alleviate this problem by closing learning gaps early on in students' academic careers. In addition, more alignment with the Math department may help increase on-track-to-graduate rates. Further parent outreach and a more robust mentoring program are other ideas being considered by pathway stakeholders.
On Track to Graduate (10th Grade)	67.4% of 10th grade Computer students are on track to graduate, as opposed to 56% of 10th grade students schoolwide. EL, IFEP, and RFEP students are succeeding in the pathway with over 75% on track to graduate. Students eligible for free and reduced lunch are succeeding at the same rate as students who are not eligible for free and reduced lunch in this metric.	White, Asian, and Multiple Ethnicity 10th graders are outperforming their AA and Latino counterparts by about 10% in the Computer Academy Math presents the largest stumbling block, with 20% of Computer Academy 10th graders non on track in Math.	A Student Support Specialist dedicated to a caseload of at risk academy students, as well as a Computer Academy TSA can help to support struggling students and provide targeted interventions (parent contact, tutoring, classroom observations, one-on-one meetings). Math intervention courses in the 9th grade could help to alleviate this problem by closing learning gaps early on in students' academic careers. In addition, more alignment with the Math department may help increase on-track-to-graduate rates. Further parent outreach and a more robust mentoring program are other ideas being considered by pathway stakeholders.
12th Grade A-G Completion	70% of 12th graders met A-G completion in 2016-17, up 6% from 2015-16. This is slightly higher than schoolwide averages.	The number of students still enrolled in the Computer Academy as 12th graders appears quite low, according to the district dashboards.	In order to maintain Computer Academy enrollment rates, curriculum and instructional practices in the higher grade levels can be differentiated to better suit all students' needs. In addition, cohorting students in English/World History courses in higher grade levels may help provide additional spaces for academy focused support.
Pathway Participation/ CTE Enrollment	100% of students participate in CTE classes, including an AP Computer Science course in the sophomore year. There has been wider outreach to 9th graders to ensure those needing engagement and support were encouraged to apply. Computer academy is growing a lot and more students with academic needs are being admitted.	More high needs students are being admitted and subsequently leave the Computer Academy. Up to 50% of students admited are labeled "at risk" and have socio-emotional issues that inhibit learning and success in the classsroom.	In order to maintain Computer Academy enrollment rates, curriculum and instructional practices in the higher grade levels can be differentiated to better suit all students' needs. Tutoring or additional AP support for some students is necessary. In addition, cohorting students in English/World History courses in higher grade levels may help provide additional spaces for academy focused support.

2C. Annual Pathway Goals

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

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Increase Special Ed pathway retention and A-G eligibility by 10%.	50%	60%	Students with Disabilities

On Track to Graduate (11th Grade)	Increase the number of students on track to graduate in Math by 5%.	82%	87%	Low-Performing Students
On Track to Graduate (10th Grade)	Increase the number of students on track to graduate in Math by 5%.	80%	85%	Low-Performing Students
12th Grade A-G Completion	Increase 12th grade A-G completion by 10% for all Computer Academy students.	70%	80%	All Students
Pathway Participation/ CTE Enrollment	Increase pathway retention by 10%	N/A	N/A	Low-Performing Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	3	3	3	The pathway has an existing mission and vision, but it could be more fully integrated into the pathway. Directors are working to try to uniform the pathway and create common policies, including a cheating policy that was disseminated schoolwide.
Leadership Configuration	2	2	2	There are 2 pathway directors and several pathway stakeholders, including a designated Assistant Principal. However, the shared prep isn't used because of its timing so pathway directors do not collaborate during the school day. Teachers are more close to identifying as pathway stakeholders, but without pathway purity this is difficult.
Distributive Leadership	1	2	2	Teachers are very involved in leadership, but the integration between school/district leaders and pathway directors is not sufficiently distributed. Pathway directors are overwhelmed by the workload, in addition to their teaching duties, and feel that more collaboration is needed to adequately run the pathway.
Pathway Leadership & Vision Goal for 2018-19:			Pathway development and management become appropriately shared by the majority of the pathway team, with at least 5 educators taking on lead for various aspects of pathway function.	

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Conference period (.2 FTE) for Pathway Director (S.Ketcham) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Computer students, design curriculum, and strengthen CTE alignment.	Career Technical Education	Measure N	$13,000		1105	A1.1 Pathway Programs		Computer Academy
Conference period (.2 FTE) for Pathway Director (E.Onyeador) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Computer students, design curriculum, and strengthen CTE alignment.	Career Technical Education	California Partnership Academy	$13,000		1105	A1.1 Pathway Programs		Computer Academy
TSA/Consultant to distribute leadership in order to increase WBL experiences and comprehensive student supports for all Computer Academy students.	Building the Conditions	Measure N	$93,000		1120	A1.1 Pathway Programs		Computer Academy
Substitutes ($120 per teacher/per day) for release days for pathway teachers for field trips, retreats, and directors' release days to hone the pathway vision and strategically plan.	Building the Conditions	California Partnership Academy	$8,000		1150	A1.1 Pathway Programs		Computer Academy
Linked Learning school site visit registration, travel, and lodging for Computer pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.	Building the Conditions	California Partnership Academy	$3,000		5200	A1.1 Pathway Programs		Computer Academy
Conference registration, lodging, and travel for Computer Academy teachers to attend CPA conferences to ensure CTE aligned curriculum and work-based learning experiences within the pathway.	Building the Conditions	California Partnership Academy	$10,000		5200	A1.1 Pathway Programs		Computer Academy

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	3	3	3	New pathway recruitment and application processes allow for collaboration between all pathway directors and more open access. Efforts to recruit more female identifying students into the pathway have been successful this year.
Diverse Student Representation	3	2+	3	Pathway directors are actively trying to recruit more females. There have been 2 years of improvement in the female population of the Computer Academy and multiple years of ethnic background mirroring the makeup of the school. There is still a need to increase the Latino population to mirror Tech's population.
Closing the Opportunity Gap	3	2	2+	All Computer Academy students take an AP Computer Science course in 10th grade. An SSS supports a caseload of struggling students. However, more work needs to be done to support students struggling in AP classes, with some students dropping the pathway because of the difficulty of these classes.
Pathway Equity, Access & Achievement Goal for 2018-19:			Improve outcomes and integration of subgroups in rigorous academy classes (especially AP courses).	

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Extended contracts (500+hours total across 7 teachers) for Computer Academy teachers' collaboration to facilitate curriculum design and provide targeted intervention to at risk students.	Building the Conditions	Measure N	$6,000		1120	A1.1 Pathway Programs		Computer Academy
Computer marketing and classroom supplies to ensure integration of CTE/CCSS standards.	Building the Conditions	Measure N	$36,000		4300	A1.1 Pathway Programs		Computer Academy
Admin fees for partnership with Intel	Building the Conditions	Intel	$17,500		5200	A1.1 Pathway Programs		Computer Academy

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	**Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.**
What will your pathway do to align to the schoolwide focus for 2018-19?	**A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.**

Pathway Language & Literacy Strategic Actions* **recommended but not required*	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2+	2+	3+	Our theme is relevant to modern career skills and classes all align with computer industry expectations. Industry partners support the pathway theme (Intel).
Integrated Core	1	1	1+	Integration exists in the 10th grade in English/World History Courses (not pure cohorting but all have Computer Academy teachers). In 11th and 12th grades there are no pure courses and many Computer Academy students are not with the Academy English/History teachers These students would only be in academy CTE classes, making interdisciplinary projects and opportunities difficult.
Cohort Scheduling	2	2	2	Integration exists in the 10th grade in English/World History Courses (not pure cohorting but all have Computer Academy teachers). In 11th and 12th grades there are no pure courses and many Computer Academy students are not with the Academy English/History teachers These students would only be in academy CTE classes, making interdisciplinary projects and opportunities difficult.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation *(What evidence supports your claim for your pathway?)***
Rigorous, Relevant and Integrated Learning	2	2	3	There are strong critical thinking and PBL elements to most courses in the pathway. There are multiple PBL experiences in each course each year. A 10th grade interdisciplinary capstone project was developed, and we will offer a mandatory 12th grade capstone course for seniors next year (students switching between S.Ketcham and S. Wright).
Collaborative Learning	2+	2+	3	There are collaborative, PBL elements to all courses in the pathway. Teachers emphasize heterogeneous groups.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation *(What evidence supports your claim for your pathway?)***
Sharing Best Practice	2	2	2	Teachers are not observing each other teaching, but they do share resources. Pathway Wednesdays twice monthly are used to share best practices. Young Whan works with pathway directors towards meaningful PBL interdisciplinary assessments.
Collaboration Time	1	1	2	Pathway teachers meet twice a month on pathway days. The 10th grade team meets weekly. More distributed leadership is necessary, as is more collaboration time built into the school day.
Professional Learning	2	2	2	Young Whan works with pathway directors towards meaningful PBL interdisciplinary assessments. Pathway teachers occasionally attend relevant PDs, like the conference Education for Career in Sacramento each year.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway Wednesdays twice monthly are used to share best practices. Young Whan works with pathway directors towards meaningful PBL interdisciplinary assessments. Young Whan works with pathway directors towards meaningful PBL interdisciplinary assessments. Pathway teachers occasionally attend relevant PDs, like the conference Education for Career in Sacramento each year.	Partially Implemented	Somewhat Effective	There are strong critical thinking and PBL elements to most courses in the pathway. There are multiple PBL experiences in each course each year. A 10th grade interdisciplinary capstone project was developed, and we will offer a mandatory 12th grade capstone course for seniors next year (students switching between S.Ketcham and S.Wright).

5C. Rigorous Academics Pathway Goals

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

Standard Aligned PBL Aligned to Theme	10th grade teachers will continue their capstone PBL assignment in the Spring, and implement a second PBL unit in the Fall. An academy focused capstone PBL asignment will be implemented at each grade level.	All Students	N/A	1 CTE aligned PBL capstone in 10th grade	1 CTE aligned PBL per grade level, 2 in 10th grade	All students maintain a high level of cognitive engagement.
Graduate Capstone	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics. Computer students will complete a project related to their pathway's CTE focus. Computer Academy will offer a mandatory 12th grade capstone course for seniors next year.	All Students	N/A	100%	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, then we will increase student engagement, and on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.**

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Books (other than textbooks) for Computer Academy English courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines.	Rigorous Academics	Measure N	$5,000		4200	A1.1 Pathway Programs		Computer Academy
Books (other than textbooks) for Computer Academy History courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines.	Rigorous Academics	Measure N	$5,000		4200	A1.1 Pathway Programs		Computer Academy
Computer Science capstone curriculum including Change by Design textbooks for pilot 12th grade capstone course to increase A-G eligibility.	Rigorous Academics	Measure N	$5,000		4310	A1.1 Pathway Programs		Computer Academy
Computer Science instructional supports (AP review and supplemental materials) for pilot 12th grade capstone course to increase A-G eligibility.	Rigorous Academics	Measure N	$15,000		4310	A1.1 Pathway Programs		Computer Academy
Materials for capstone project (rasberry pis, makers kits, etc.) to pilot 12th grade Computer senior project exhibition to increase A-G eligibility and student engagement.	Rigorous Academics	California Partnership Academy	$5,000		4310	A1.1 Pathway Programs		Computer Academy

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*

Types of Student Experiences	2+	2+	3	Students have opportunities for career exploration visits at each grade level. Robust parthnerships with Intel, Tech Equity, and Cal allow for numerous internship opportunities. The Intel mentorship program needs to be revamped to be more effetive. Clubs like Girls Who Code and Robotics Club offer students extracurricular WBL experiences.
Pathway Outcomes	2+	2+	2+	Pathway WBL outcomes need to be better tracked and institutionalized across campus. There are many opportunities for internships but not designated tracking systems. In addition, a sustainable plan needs to be created for when Tech's partnership with Intel comes to an end.
Pathway Evaluation	3	3	2+	Pathway WBL outcomes need to be better tracked and institutionalized across campus. There are many opportunities for internships but not designated tracking systems. In addition, a sustainable plan needs to be created for when Tech's partnership with Intel comes to an end.

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Robust parthnerships with Intel, Tech Equity, and Cal allow for numerous internship opportunities. The Intel mentorship program needs to be revamped to be more effetive.	Partially Implemented	Somewhat Effective	Students have opportunities for career exploration visits at each grade level. Clubs like Girls Who Code and Robotics Club offer students extracurricular WBL experiences. Robust parthnerships with Intel, Tech Equity, and Cal allow for numerous internship opportunities. The Intel mentorship program needs to be revamped to be more effetive.

6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of Computer students in each grade will participate in at least three career awareness experiences per year (field trips, guest speaker panel, job shadow).	All Students	N/A	N/A	100% of students at each grade level 3 career awareness experiences	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Exploration	100% of 10th grade Computer students will participate in a re-imagined ongoing mentorship program with Intel.	All Students	N/A	N/A	100% of 10th graders participate in mentorship program	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	60% of Computer Academy 11th graders will participate in an internship related to the pathway focus.	All Students	N/A	N/A	60% of 11th graders internships	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on institutionalizing systems around WBL, we will be better able to record, evaluate, and expand career readiness opportunities for students.**

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Curriculum development for CTE aligned, WBL experiences to expand career readiness opportunities for students.	Work-Based Learning	Perkins	17,000		1120	A1.1 Pathway Programs	[Perkins] Interdisciplinary Curriculum Dev't (1120 stipend)	Computer Academy
Transportation for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at least 3 career exploration experiences per year.	Work-Based Learning	California Partnership Academy	$19,800		5826	A1.1 Pathway Programs		Computer Academy
Admissions for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at lest 3 career exploration experiences per year.	Work-Based Learning	California Partnership Academy	$3,000		5829	A1.1 Pathway Programs		Computer Academy
Certification programs and licenses to expand CTE aligned experiences for students.	Work-Based Learning	California Partnership Academy	$5,000		5200	A1.1 Pathway Programs		Computer Academy
Refreshments for targeted student outreach events to build community, and recruit and support all student groups.	Work-Based Learning	California Partnership Academy	$5,000		4311	A1.1 Pathway Programs		Computer Academy
Guest speakers from industry to provide all Computer Academy students at least 3 career exploration awareness experiences per year.	Work-Based Learning	California Partnership Academy	$2,000		5825	A1.1 Pathway Programs		Computer Academy
Internships through Intel to provide at least 60% of Computer Academy 11th graders with internships.	Work-Based Learning	Intel	$82,000		5200	A1.1 Pathway Programs		Computer Academy
Mentorships through Intel to provide Computer Academy students with ongoing career exploration opportunities.	Work-Based Learning	Intel	$60,000		5825	A1.1 Pathway Programs		Computer Academy
Collaborative classroom furniture through Intel to provide Computer Academy students with instructional experiences that are CTE and industry aligned.	Work-Based Learning	Intel	$7,000		4432	A1.1 Pathway Programs		Computer Academy

7. COMPREHENSIVE STUDENT SUPPORTS

**Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	2	2	2	An SSS supports a caseload of at-risk Computer Academy students with push-in/pull-out support. However, more targeted support for students struggling in AP academy courses is necessary. The mentoring program needs to be reimagined and parent outreach systems enhanced. A peer tutoring program is in place, but stronger expectations need to be set and "contracts" respected.
College & Career Plan	2	2	2	A college visit is provided at each grade level, as well as career exploration field trips. Directors hope to provide Cisco courses, guest speakers, and mock interviews - as well as more formal college plans - in future years.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

An SSS supports a caseload of at-risk Computer Academy students with push-in/pull-out support. A mentoring program also exists, as does a peer tutoring program.A college visit is provided at each grade level, as well as career exploration field trips.	Partially Implemented	Somewhat Effective	More targeted support for students struggling in AP academy courses is necessary. The mentoring program needs to be reimagined and parent outreach systems enhanced. A peer tutoring program is in place, but stronger expectations need to be set and "contracts" respected. Directors hope to provide Cisco courses, guest speakers, and mock interviews - as well as more formal college plans - in future years.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	Develop college and career plans for 100% of at risk students in the pathway. Create an opportunity for all Computer students to visit one colleges per year during their time in the pathway.	Low-Performing Students	N/A	1 college visit per year, college plans for 100% of at risk students	1 college visit per year, college plans for 100% of at risk students	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Diffentiated Interventions for Special Populations ***(English Learners, African-American Students, Students with Disabilities)***	The Student Support Specialist will continue to provide targeted intervention for the caseload of Computer Academy students with academic and socio-emotional needs (one on one meetings, SST meetings, class observations, family contact). The Intel mentoring program and peer tutoring programs will be revamped and systemized to be more effective.	Latino Students	N/A	100% of caseload students	100% of caseload students	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

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

Theory of Action	**If we focus on providing systemized college planning and differentiated support for at risk students, we will increase pathway retention, A-G eligibility, and graduate outcomes.**

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source *(if relevant)*	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
1.0 FTE Student Support Specialist (Case Manager) to provide differentiated interventions for at risk populations of Computer Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.	Comprehensive Student Supports	Intel	$95,000		5825	A1.1 Pathway Programs		Computer Academy

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS

School: Oakland Technical High School **School ID:** 305

Computer Academy	Allocation	Total Expended	Total Remaining
Measure N	TBD	$178,000.00	#VALUE!
Perkins	$12,500.00	$17,000.00	-$4,500.00
California Partnership Academy	$74,970.00	$73,800.00	$1,170.00
Atlantic Philanthropies	$0.00	$0.00	$0.00

Race, Policy and Law Academy	Allocation	Total Expended	Total Remaining
Measure N	TBD	$0.00	#VALUE!
Perkins	$0.00	$0.00	$0.00
California Partnership Academy	$0.00	$0.00	$0.00
Atlantic Philanthropies	$0.00	$0.00	$0.00

Health Academy	Allocation	Total Expended	Total Remaining
Measure N	TBD	$101,550.00	#VALUE!
Perkins	$0.00	$0.00	$0.00
California Partnership Academy	$74,970.00	$71,820.00	$3,150.00
Atlantic Philanthropies	$63,750.00	$67,708.00	-$3,958.00

Fashion, Art and Design Academy	Allocation	Total Expended	Total Remaining
Measure N	TBD	$0.00	#VALUE!
Perkins	$0.00	$0.00	$0.00
California Partnership Academy	$75,150.00	$0.00	$75,150.00
Atlantic Philanthropies	$0.00	$0.00	$0.00

Engineering Academy	Allocation	Total Expended	Total Remaining
Measure N	TBD	$101,550.00	#VALUE!
Perkins		$0.00	$0.00
California Partnership Academy		$71,820.00	-$71,820.00
Atlantic Philanthropies		$67,708.00	-$67,708.00

9th Grade	Allocation	Total Expended	Total Remaining
Measure N	TBD	$0.00	#VALUE!
Perkins	#N/A	$0.00	#N/A
California Partnership Academy	#N/A	$0.00	#N/A
Atlantic Philanthropies	#N/A	$0.00	#N/A

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC or Org Key	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway	Budget Action Number
Conference period (.2 FTE) for Pathway Director (S.Ketcham) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Computer students, design curriculum, and strengthen CTE alignment.		Measure N	$13,000.00	1105		Career Technical Education	A1.1 Pathway Programs	Computer Academy	
Conference period (.2 FTE) for Pathway Director (E.Onyeador) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Computer students, design curriculum, and strengthen CTE alignment.		California Partnership Academy	$13,000.00	1105		Career Technical Education	A1.1 Pathway Programs	Computer Academy	
TSA/Consultant to distribute leadership in order to increase WBL experiences and comprehensive student supports for all Computer Academy students.		Measure N	$93,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Computer Academy	

Substitutes ($120 per teacher/per day) for release days for pathway teachers for field trips, retreats, and directors' release days to hone the pathway vision and strategically plan.		California Partnership Academy	$8,000.00	1150		Building the Conditions	A1.1 Pathway Programs	Computer Academy	
Linked Learning school site visit registration, travel, and lodging for Computer pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.		California Partnership Academy	$3,000.00	5200		Building the Conditions	A1.1 Pathway Programs	Computer Academy	
Conference registration, lodging, and travel for Computer Academy teachers to attend CPA conferences to ensure CTE aligned curriculum and work-based learning experiences within the pathway.		California Partnership Academy	$10,000.00	5200		Building the Conditions	A1.1 Pathway Programs	Computer Academy	
Extended contracts (500+hours total across 7 teachers) for Computer Academy teachers' collaboration to facilitate curriculum design and provide targeted intervention to at risk students.		Measure N	$6,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Computer Academy	
Computer marketing and classroom supplies to ensure integration of CTE/CCSS standards.		Measure N	$36,000.00	4300		Building the Conditions	A1.1 Pathway Programs	Computer Academy	
Admin fees for partnership with Intel		Intel	$17,500.00	5200		Building the Conditions	A1.1 Pathway Programs	Computer Academy	
Books (other than textbooks) for Computer Academy English courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines.		Measure N	$5,000.00	4200		Rigorous Academics	A1.1 Pathway Programs	Computer Academy	
Books (other than textbooks) for Computer Academy History courses in order to support CTE aligned capstone projects, and curriculum development and PBL across disciplines.		Measure N	$5,000.00	4200		Rigorous Academics	A1.1 Pathway Programs	Computer Academy	
Computer Science capstone curriculum including Change by Design textbooks for pilot 12th grade capstone course to increase A-G eligibility.		Measure N	$5,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Computer Academy	
Computer Science instructional supports (AP review and supplemental materials) for pilot 12th grade capstone course to increase A-G eligibility.		Measure N	$15,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Computer Academy	
Materials for capstone project (rasberry pis, makers kits, etc.) to pilot 12th grade Computer senior project exhibition to increase A-G eligibility and student engagement.		California Partnership Academy	$5,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Computer Academy	
Curriculum development for CTE aligned, WBL experiences to expand career readiness opportunities for students.		Perkins	$17,000.00	1120		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Transportation for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at least 3 career exploration experiences per year.		California Partnership Academy	$19,800.00	5826		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	

Admissions for 10th, 11th, and 12th grade field trips to provide all Computer Academy students at lest 3 career exploration experiences per year.		California Partnership Academy	$3,000.00	5829		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Certification programs and licenses to expand CTE aligned experiences for students.		California Partnership Academy	$5,000.00	5200		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Refreshments for targeted student outreach events to build community, and recruit and support all student groups.		California Partnership Academy	$5,000.00	4311		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Guest speakers from industry to provide all Computer Academy students at least 3 career exploration awareness experiences per year.		California Partnership Academy	$2,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Internships through Intel to provide at least 60% of Computer Academy 11th graders with internships.		Intel	$82,000.00	5200		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Mentorships through Intel to provide Computer Academy students with ongoing career exploration opportunities.		Intel	$60,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
Collaborative classroom furniture through Intel to provide Computer Academy students with instructional experiences that are CTE and industry aligned.		Intel	$7,000.00	4432		Work-Based Learning	A1.1 Pathway Programs	Computer Academy	
1.0 FTE Student Support Specialist (Case Manager) to provide differentiated interventions for at risk populations of Computer Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.		Intel	$95,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	Computer Academy	
Conference period (.2 FTE) for Pathway Director (R.Li) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and build out WBL curriculum.		Measure N	$15,000	1105		Building the Conditions	A1.1 Pathway Programs	Engineering Academy	
Summer stipends for three weeks of curriculum planning in order to develop a pilot capstone course, restructure existing classes to support this course, and outreach to potential WBL partners.		Measure N	$6,000	1120		Building the Conditions	A1.1 Pathway Programs	Engineering Academy	
Substitutes ($120 per teacher/per day) for release days for 2 pathway teachers for field trips, retreats, and directors' release days to hone the pathway vision, recruit students through the application process, and strategically plan.		Measure N	$1,600	1150		Building the Conditions	A1.1 Pathway Programs	Engineering Academy	

Linked Learning school site visits Engineering Academy teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.		Perkins		5200		Career Technical Education	A1.1 Pathway Programs	Engineering Academy	
Certification programs for Engineering pathway to ensure CTE/CCSS alignment.		Measure N	$18,600	5200		Rigorous Academics	A1.1 Pathway Programs	Engineering Academy	
Transportation to field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.		Measure N	$6,000	5826		Work-Based Learning	A1.1 Pathway Programs	Engineering Academy	
Transportation to field trips (Physics- theme park, Architecture -SF) to provide all Engineering Academy students at least three career awareness opportunities per year.		Measure N	$5,000	5826		Work-Based Learning	A1.1 Pathway Programs	Engineering Academy	
. 5 of a Student Support Specialist (D. Borquez) shared with the RPL pathway to provide differentiated interventions for special populations of Engineering students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.		Measure N	$27,000	5825		Comprehensive Student Supports	A1.1 Pathway Programs	Engineering Academy	
Conference period (.2 FTE) for Pathway Director (L.Perez) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.		California Partnership Academy	$14,520.00	1105		Career Technical Education	A1.1 Pathway Programs	Health Academy	
Conference period (.2 FTE) for Pathway Director (K.Bailey) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade Health students and re-establish connections to outside health industry partners that previous directors had built up.		Atlantic Philanthropies	$20,208.00	1105		Career Technical Education	A1.1 Pathway Programs	Health Academy	
Summer stipends for pathway directors for one day of strategic planning in order to hone pathway vision, reflect, and strategically plan a sccope & sequence for 2018-19.		California Partnership Academy	$2,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Health Academy	
Linked Learning school site visits Health Academy teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.				5200		Building the Conditions	A1.1 Pathway Programs	Health Academy	

Conference registration, lodging, and travel for Health Academy teachers to attend CPA conference and mental health training to ensure CTE aligned curriculum and work-based learning experiences within the pathway.		California Partnership Academy	$2,000.00	5200		Career Technical Education	A1.1 Pathway Programs	Health Academy	
Substitutes ($120 per teacher/per day) for release days for pathway teachers for field trips, retreats, and directors' release days to hone the pathway vision, recruit students through the application process, and strategically plan.		California Partnership Academy	$8,000.00	1151		Building the Conditions	A1.1 Pathway Programs	Health Academy	
Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, end-of-the-year health block party event) to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.		Measure N	$2,500.00	4311		Building the Conditions	A1.1 Pathway Programs	Health Academy	
Refreshments for targeted student outreach events (lunch for retreat, MB cafeteria lunch, refreshments for lunch meetings, end-of-the-year health block party event) to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.		Atlantic Philanthropies	$2,500.00	4311		Building the Conditions	A1.1 Pathway Programs	Health Academy	
.6 FTE English Teacher for cohorted Health Academy English in 12th grade to facilitate Health focused, CTE aligned Senior Capstone.		Measure N	$45,000.00	1112		Rigorous Academics	A1.1 Pathway Programs	Health Academy	
Extended contracts (60 hours total) for Health Academy teachers' collaboration to facilitate curriculum design and integrating a new .6 Health Academy English teacher/12th grade Health English curriculum.		California Partnership Academy	$3,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	Health Academy	
Health marketing and classroom supplies to ensure integration of CTE/CCSS standards.		California Partnership Academy	$15,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Health Academy	
Textbooks for Health Academy courses to ensure integration of CTE/CCSSS standards.		California Partnership Academy	$5,500.00	4100		Rigorous Academics	A1.1 Pathway Programs	Health Academy	
Books (other than textbooks) for new Health Academy courses in order to support CTE aligned curriculum development and instruction across disciplines.		California Partnership Academy	$1,000.00	4200		Rigorous Academics	A1.1 Pathway Programs	Health Academy	
Supplies for dual enrollment including blood pressure cuffs, EMT books, and stethescopes for each student to provide Health-focused career awareness and training opportunities for students.		California Partnership Academy	$1,000.00	4310		Career Technical Education	A1.1 Pathway Programs	Health Academy	

MIMS payback unpaid balance for 2017-18 after school opportunities.		Atlantic Philanthropies	$20,000.00	5825		Career Technical Education	A1.1 Pathway Programs	Health Academy	
First Aid/CPR equipment including new dummies to ensure industry/CTE standard aligned-instruction in the pathway.		Atlantic Philanthropies	$10,000.00	4410		Work-Based Learning	A1.1 Pathway Programs	Health Academy	
Transportation to field trips (16 buses) to provide all Health Academy students at least one career exploration field trip per year.		California Partnership Academy	$16,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Health Academy	
Admission and lodging fees for field trips (California Academy of Sciences, Monterey Bay Aquarium and Monterey lodging, Tech Museum, Berkeley Rep, ACT Theater) to provide all Health Academy students at least one career exploration field trip per year.		California Partnership Academy	$3,000.00	5829		Work-Based Learning	A1.1 Pathway Programs	Health Academy	
CPR Certification programs (CPR cards for students) to ensure > 90% of Health Academy students graduate CPR certified.		California Partnership Academy	$800.00	5200		Work-Based Learning	A1.1 Pathway Programs	Health Academy	
CPR Certification programs (CPR cards for students) to ensure > 90% of Health Academy students graduate CPR certified.		Atlantic Philanthropies	$3,000.00	5200		Work-Based Learning	A1.1 Pathway Programs	Health Academy	
Guest speakers related to Health field to provide all Health Academy students with access to career exploration opportunities each year.		Atlantic Philanthropies	$500.00	5825		Work-Based Learning	A1.1 Pathway Programs	Health Academy	
1.0 FTE Student Support Specialist (V.Nutters) to provide differentiated interventions for special populations of Health Academy students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.		Measure N	$54,050.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	Health Academy	
Stipend Summer Bridge staff (L.Perez) for two weeks of Health Academy Summer Bridge to support at risk students and provide further targeted interventions for incoming 10th graders.		Atlantic Philanthropies	$5,000.00	1120		Comprehensive Student Supports	A1.1 Pathway Programs	Health Academy	
Program assistance, field trips, and food for two weeks of Health Academy Summer Bridge through BACR to support at risk students and provide further targeted interventions for incoming 10th graders.		Atlantic Philanthropies	$6,500.00	4311		Comprehensive Student Supports	A1.1 Pathway Programs	Health Academy	
Conference period (.2 FTE) for Pathway Director (J.Arnold) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.		Measure N	$18,745.00	1105		Building the Conditions	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Conference period (.2 FTE) for Pathway Director (K.Johnson) in order to plan curriculum and implement a vertical map of desired graduate outcomes for 10th - 12th grade FADA students.		California Partnership Academy	$18,165.00	1105		Building the Conditions	A1.1 Pathway Programs	Fashion, Art & Design Academy	

Substitutes ($120 per teacher/per day) for release days for 3 pathway teachers to during pathway outreach/enrollment processes and to tune the vision/strategically plan for sustained leadership & vision.		Measure N	$3,000.00	1150		Building the Conditions	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Summer stipends for strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade FADA students.		Measure N	$6,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Linked Learning school site visit registration, travel, and lodging for FADA pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.		Measure N	$3,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Conference registration, lodging, and travel for FADA teachers to attend content related to ensure CTE aligned curriculum and work-based learning experiences within the pathway.		California Partnership Academy	$4,500.00	5200		Career Technical Education	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Extended contracts for FADA teacher collaboration to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade students.		Measure N	$15,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Consultant from ACOE (Trena Noval) to provide curriculum design support in service of CCSS and industry aligned curriculum.		Measure N	$4,000.00	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	Fashion, Art & Design Academy	
Classroom Supplies for Visual Arts program, integrated programming with ELA and History, Animation program, and Fashion program in order to facilitiate multidsicplinary PBL in service of student engagement.		California Partnership Academy	$7,750.00	4310		Rigorous Academics	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Classroom Supplies for AP Studio Art in order to promote rigorous coursework in the pathway.		Measure N	$2,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Fashion, Art & Design Academy	
10 i Mac computers (5 for Graphic Design program, 5 for Animation program) in order to align curriculum with CTE and CCSS standards.		Measure N	$18,000.00	4420		Rigorous Academics	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Contractors/mentors for career exploration events (portfolio day, mentorships sessions, showcase) in service of career readiness.		California Partnership Academy	$4,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Transportation to field trips including Bart tickets to ensure 100% of students at each grade level participate in at least 3 career awareness experiences.		California Partnership Academy	$10,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	

Admission to field trips to ensure 100% of students at each grade level participate in at least 3 career awareness experiences.		California Partnership Academy	$13,000.00	5829		Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Certification Programs for teachers in service of CTE alignment.		California Partnership Academy	$2,250.00	5200		Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Guest speakers for at least 3 career exploration events per grade level.		California Partnership Academy	$1,800.00	5825		Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Marketing Supplies for pathway outreach to support student recuritument and support.		California Partnership Academy	$3,000.00	4310		Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Student summer internships to support at least 50% of FADA 11th graders.		California Partnership Academy	$5,000.00			Work-Based Learning	A1.1 Pathway Programs	Fashion, Art & Design Academy	
1.0 FTE Student Support Specialist (M.Bailey) to provide differentiated interventions for special populations of FADA students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.		Measure N	$54,050.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Refreshments for student/parent meetings to support student outreach and pathway culture.		California Partnership Academy	$1,000.00	4311		Comprehensive Student Supports	A1.1 Pathway Programs	Fashion, Art & Design Academy	
Conference period (.2 FTE) for Pathway Director (H.Madom) in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade RPL students in this new pathway.		Measure N	$18,450.00			Building the Conditions	A1.1 Pathway Programs	Race, Policy & Law Academy	
OUSD Social Justice Pathway CTE Coach (Fredrick) to serve curriculum development and targetted outreach to struggling students, in order to implement a vertical map of desired graduate outcomes for 10th - 12th grade RPL students in this new pathway.		District		5708		Career Technical Education	A1.1 Pathway Programs	Race, Policy & Law Academy	
Summer stipends (H.Madom, J.Woo, K.Coleman) for one week of strategic planning in order to create curriculum, plan a professional development scope & sequence for 2018-19, and implement a vertical map of desired graduate outcomes for 10th-12th grade RPL students in this new pathway.		Measure N	$10,000.00	1120		Building the Conditions	A1.1 Pathway Programs	Race, Policy & Law Academy	
Extended contracts for RPL teacher collaboration (H. Madom, J. Woo, K. Coleman) to facilitate curriculum design and vertical mapping of desired graduate outcomes for 10th-12th grade RPL students in this new pathway.		Measure N	$8,000.00	1122		Building the Conditions	A1.1 Pathway Programs	Race, Policy & Law Academy	

Linked Learning school site visit registration, travel, and lodging for RPL pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.		Measure N	$2,000.00	5200		Career Technical Education	A1.1 Pathway Programs	Race, Policy & Law Academy	
Substitutes ($120 per teacher/per day) for release days for 3 pathway teachers to recruit targeted subgroups (primarily African American and Latinx males) during pathway outreach/enrollment processes and tune the vision/strategically plan for sustained leadership & vision.		Measure N	$2,000.00	1154		Building the Conditions	A1.1 Pathway Programs	Race, Policy & Law Academy	
Refreshments for targeted student outreach events to build community, and recruit and support African American,Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway.		Measure N	$3,000.00	4311		Building the Conditions	A1.1 Pathway Programs	Race, Policy & Law Academy	
Conference period (.2 FTE) for site-based curriculum coach (J.Woo) for RPL 10th, 11th, and 12th grade curriculum development in order to create vertically aligned, culturally relevant PBL experiences at each grade level for this new pathway.		Measure N	$21,036.00	1120		Rigorous Academics	A1.1 Pathway Programs	Race, Policy & Law Academy	
Planning period prep (.2 FTE) for new 11th grade English/CTE RPL teacher (Coleman) for curriculum development, collaboration, and pathway planning in order to create vertically aligned, culturally relevant PBL experiences for the first cohort of 11th grade RPL students.		Measure N	$15,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	Race, Policy & Law Academy	
Conference registration, lodging, and travel for 3 pathway teachers to gain exposure to and develop culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level, in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups within the pathway.		Measure N		5200		Career Technical Education	A1.1 Pathway Programs	Race, Policy & Law Academy	
KDOL to provide support with integrating digital media tools into culturally relevant, interdisciplinary PBL experiences at each grade level of this new pathway in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups.		Measure N	$10,000.00	5825		Rigorous Academics	A1.1 Pathway Programs	Race, Policy & Law Academy	
RPL marketing and classroom supplies to ensure integration of CTE/CCSS standards.		Measure N	$4,000.00	4310		Career Technical Education	A1.1 Pathway Programs	Race, Policy & Law Academy	
Another cohort set of textbooks for incoming RPL students to ensure integration of CTE/CCSSS standards.		Measure N	$7,000.00	4100		Rigorous Academics	A1.1 Pathway Programs	Race, Policy & Law Academy	

Books (other than textbooks) for new 11th grade RPL course in order to support CTE aligned curriculum development and instruction.		Other (PTSA, Oakland Ed Fund)	$3,000.00	4200		Rigorous Academics	A1.1 Pathway Programs	Race, Policy & Law Academy	
Field trip transportation and admission for RPL students in order to ensure 100% of RPL students at each grade participate in three CTE aligned career awareness experiences per year.		Measure N	$7,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Race, Policy & Law Academy	
Student summer internships through ECCO for 20 RPL 11th graders to ensure 50% of RPL 11th graders participate in an internship related to their pathway focus.		Measure N	$8,000.00	5200		Work-Based Learning	A1.1 Pathway Programs	Race, Policy & Law Academy	
Art supplies for the 2018-19 RPL pilot art and communication for social change elective in service of meaningful multidisciplinary PBL.		Measure N	$3,600.00	4310		Career Technical Education	A1.1 Pathway Programs	Race, Policy & Law Academy	
Guest artist visists for the 2018-19 RPL pilot art and communication for social change elective in order to provide at least 3 career awareness experiences per year for all RPL students at each grade level.		Measure N	$600.00	5825		Career Technical Education	A1.1 Pathway Programs	Race, Policy & Law Academy	
. 5 of a Student Support Specialist (D. Borquez) shared with the Engineering pathway to provide differentiated interventions for special populations of RPL students with academic and socio-emotional needs, including one on one meetings, SST meetings, class observations, and family/teacher contact.		Measure N	$27,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	Race, Policy & Law Academy	

SPSA ENGAGEMENT TIMELINE

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

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/1/2018	ILT (department chairs)	ILT (department chairs) reviewed and analyzed data slides.
2/1/2018	ILT (department chairs + pathway directors)	ILT (department chairs + pathway directors) reviewed and analyzed data around strengths and challenges and brainstormed possible high level actions.
2/1/2018	Admin Team	Admin Team retreat to reflect on/ refine school goals and some high level actions for 2018-19 site plan tool. Admin Team completed work around self-assessment and tabs 1-4 of SPSA.
2/19-2/23	Pathway Directors	Principal meets with all pathway directors to discuss Measure N allocations and determine budget priorities.
2/1 - 3/29	Executive Director + Principals + other Admin Team members	Principal PD around completion of SPSA with district leaders.
3/8/2018	Admin Team	Admin Team retreat to review WBL and CSS actions and future goals for 2018-19 site plan tool.
3/8-3/29	Pathway Directors	TSA meets with each pathway director team to finish completing self-assessment, data analysis, and goal setting for each pathway tab.

3/8-4/9	Principal + TSA	Principal and TSA translate narrative and budget line items into SPSA tool.

School WASC Goals

Length of WASC Accreditation:		*Last WASC Self-Study:*	2015	*Next Full Self-Study:*	

SCHOOL WASC GOALS	LCAP Goal Category
All students make measurable progress in the development of their literacy skills.	Goal 3: Students are reading at or above grade level
All students demonstrate the school values of Honor, Focus, Community, and Positive Expression, and maintain at least 96% positive on-time attendance.	Goal 5: Students are engaged in school everyday
All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.	Goal 1: Graduates are college and career ready
The school has a comprehensive Action Plan/Single Plan for Student Achievement that outlines the school's goals with clearly defined tasks, persons responsible, resources, assessment, and a timeline, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners.	Goal 6: Parents and families are engaged in school activities
The school coordinates the valuable and passionate contributions of all stakeholders.	Goal 6: Parents and families are engaged in school activities
The school coordinates the many and varied student support services.	Goal 2: Students are proficient in state academic standards
The school has functioning Professional Learning Communities in all disciplines.	Goal 2: Students are proficient in state academic standards
The school implements a program of targeted professional development with follow-through.	Goal 2: Students are proficient in state academic standards
The school implements the Focused Annual Plan (FAP).	Goal 6: Parents and families are engaged in school activities
The school has effective methods to communicate and solicit support from the District.	Goal 5: Students are engaged in school everyday
All students maintain a high level of cognitive engagement.	Goal 5: Students are engaged in school everyday
The school effectively implements the school-wide learning goals.	Goal 1: Graduates are college and career ready
The school maintains a school website and updates it regularly.	Goal 6: Parents and families are engaged in school activities
The school procures technology resources that are sufficient for the program of instruction.	Goal 1: Graduates are college and career ready
The level of student stratification in honors and advanced placement courses is minimal.	Goal 2: Students are proficient in state academic standards
The school ensures equity and equal access to all honors and advanced placement courses.	Goal 2: Students are proficient in state academic standards
The school has a class for all elected student body leaders in which they plan, implement, and coordinate a thorough program of student activities, led by a certificated Student Activities Director.	Goal 5: Students are engaged in school everyday
The school provides physical education facilities that are sufficient for the instructional program.	Goal 5: Students are engaged in school everyday
The school has effective procedures for students to recover credit for failed courses.	Goal 1: Graduates are college and career ready
Clarify duties and responsibilities of Upper Campus personnel.	Goal 5: Students are engaged in school everyday
Provide better access for all students to the college and career center.	Goal 1: Graduates are college and career ready

Review the tardy process to make it more efficient.	Goal 5: Students are engaged in school everyday