

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607-



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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|---|-------------|
| File ID Number | 26-0565 |
| Introduction Date | May 5, 2026 |
| Enactment Number | |
| Enactment Date | |

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Oakland Unity High School

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Oakland Unity High School as “Approved,” with a base allocation of \$249,900.00, for a total amount not to exceed \$249,900.00.

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

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

Fiscal Impact Funding resource(s): Measure H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

Oakland Unity High School

Measures N and H 2026-2027 Education Improvement Plan Assessment *(Year Four of a Four-Year Cycle)*

Final Recommendation

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

Rating¹: **Fully Approved** **Approved** **Conditionally Approved**

Strengths:

- Oakland Unity demonstrates a strong foundation for pathway implementation through targeted investment in CTE computer science staff, clear and measurable pathway outcomes, and robust industry partnerships that support student skill development.

Key Questions:

- How will the school strengthen alignment across budget and implementation by expanding work-based learning, capstone development, and measurable student outcomes tied to pathway goals?
- How can coherence be improved across the Program of Study, Master Schedule, and core academic integration, including clearer cohorting structures and distinctions in work-based learning experiences?

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Oakland Unity High School

Measures N and H 2026-2027 Education Improvement Plan Assessment

(Year Four of a Four-Year Cycle)

Budget Feedback:

See below

Next Steps for Conditionally Approved Schools: N/A

Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)

Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

**Strategic &
Aligned**

4

**Partially
Strategic &
Aligned**

3

**Unclear
Strategy &
Alignment**

2

**Missing or
Non-Compliant**

1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

Score: 3

Rationale: Provide feedback only if the site receives a score of 3 or below.

The Oakland Unity 2026–27 budget demonstrates alignment to pathway strategic goals through its investment in CTE teaching staff, which supports course sequencing, instructional rigor, and student preparation for advanced coursework in computer science. These expenditures align with the goal of developing a strong, vertically aligned teaching team. However, the budget does not sufficiently reflect key pathway strategic goals related to work-based learning and capstone development. Budget justifications would be strengthened by including measurable student outcomes, more clearly articulating how expenditures are supplemental to core programming, and ensuring alignment across all pathway goals.

Oakland Unity High School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

| Criterion: Evidence of Progress and Linked Learning Implementation | |
|---|--|
| Section to be completed by Measures N and H Staff | |
| <p>Instructions: Review the Work-Based Learning template, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.</p> | |
| <input checked="" type="checkbox"/> Program of Study | <ul style="list-style-type: none"> - Robust industry and community partnerships - Common planning time for pathway teachers is not clear - Pathway student outcomes are clear and measurable. Consider revisiting outcomes with core academic pathway teachers to maximize opportunities for teachers to design and analyze the impact of integration that maximizes opportunities for students to practice and master skills and content. If not yet done, define outcomes by grade level, develop grade-level performance tasks and assessments, and related rubrics to support adult collaboration and ensure student mastery of pathway student learning outcomes. - Expand college exploration to include a wide range of postsecondary options, including community college, apprenticeship, and training programs locally |
| <input checked="" type="checkbox"/> Work-Based Learning Plan | <ul style="list-style-type: none"> - Ample activities that support career readiness - Distinguish work-based learning (activities that occur with industry partners) from other activities - Maximize engagement and mastery of focal skills through integration of work-based learning in core academic classes |
| <input checked="" type="checkbox"/> Master Schedule | <ul style="list-style-type: none"> - Courses are color-coded by grade level, but they are different from what is listed on the Program of Study as cohorted academic classes. Students should be cohorted in CTE and specific core academic classes (for at least ½ of their day in grades 10-12) that are taught by teachers engaged in intentional planning around student intervention and in support of ample opportunity for students to practice and master skills and content. |

| 2026-2027 MEASURE H BUDGET | | | |
|--|--------------|----------------|-----------------|
| Effective: July 1, 2026 - June 30, 2027 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$249,900.00 | \$249,900.00 | \$0.00 |
| *Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (294) multiplied by the per pupil amount of \$850. | | | |

School: Oakland Unity High School

Site #: 9129

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME | Row Number |
|----------------------|---|-------------|-------------|-------------------------|------------------------------------|------|-----------------------------|------------|
| 9129-1 | Hire a 0.85 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Introduction to Systems Programming to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field. | \$71,682.00 | 1100 | Salary | Exploring Computer Science Teacher | 0.85 | Technology & Digital Media | 1 |
| 9129-2 | Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles and Intermediate Systems Programming to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields. | \$89,759.00 | 1100 | Salary | AP Computer Science Teacher | 1.00 | Technology & Digital Media | 2 |
| 9129-3 | Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Introduction to Systems Programming to all 10th graders as Year One of our three year CTE sequence. | \$43,560.00 | 3101-3602 | Benefits | Exploring Computer Science Teacher | 0.85 | Technology & Digital Media | 3 |
| 9129-4 | Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles and Intermediate Systems Programming to all 11th graders as the second year in our three year CTE sequence. | \$44,899.00 | 3101-3602 | Benefits | AP Computer Science Teacher | 1.00 | Technology & Digital Media | 4 |
| 9129-5 | | | | | | | | 5 |
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|---------------------|----------------------------------|----------------|-------------|
| School Name: | Oakland Unity High School | Site #: | 9129 |
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|-------------------------|-------------------------------------|
| Pathway Name(s): | Technology and Digital Media |
|-------------------------|-------------------------------------|

School Description

Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college. Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 345 students: 91% Latino, 6% African American, and 3% other. Over 80% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

School Mission and Vision

Our Mission: It is the mission of Oakland Unity High School ("Unity") to prepare its students for admission to college and success in college and career. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

Our Vision: Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing lifelong professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

School Demographics

| | | | | | | | | | | |
|---|------------|--|--|--|--|--|--|--|--|--|
| 2023-2024 Total Enrollment Grades 9-12 | 304 | | | | | | | | | |
|---|------------|--|--|--|--|--|--|--|--|--|

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|---|--------------------|-------------------|---------------------|-------------------|--------------------|--------------------|---------------------|----------------------|----------------|--|
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe | |
| | 56.9% | 43.1% | 95.4% | 93.8% | 31.6% | 24.7% | 1.0% | 16.4% | NA | |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported | |
| | 3.9% | 0.0% | 0.3% | 66.8% | 0.3% | 0.0% | 0.7% | 0.7% | 27.3% | |

Focal Student Population Which student population will you focus on in order to reduce disparities? **Long Term English Learners**

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the indicators. * Denotes changes for 2024-25 for continuation schools

| Whole School Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) | 2025-26 Data | 2026-27 Goal (4-Year Goal) |
|---|------------------------------|---------------------|--------------------------|---------------------|------------------------------|--------------------------|---------------------|------------------------------|-----------------------------------|---------------------|-----------------------------------|
| Four-Year Cohort Graduation Rate | 87.1% | 99.0% | 95.0% | 93.9% | N/A | 95.0% | 91.7% | N/A | 95.0% | N/A | 95.0% |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Cohort Dropout Rate | 13.0% | 1.0% | 10.0% | 6.1% | N/A | 10.0% | 7.1% | N/A | 10.0% | N/A | 10.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 97.5% | 96.0% | 98.0% | 100.0% | N/A | 98.0% | 100.0% | N/A | 98.0% | N/A | 98.0% |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| On Track to Graduate - 9th Graders | 87.0% | 91.0% | 90.0% | 66.0% | N/A | 90.0% | 58.0% | N/A | 90.0% | N/A | 90.0% |
| 9th Graders meeting A-G requirements | 87.0% | 98.0% | 98.0% | 66.0% | N/A | 98.0% | 58.0% | N/A | 98.0% | N/A | 98.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 2.5% | 2.5% | 25.0% | 26.3% | N/A | 40.0% | 29.1% | N/A | 50.0% | N/A | 50.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 53.0% | 92.0% | 60.0% | 100.0% | N/A | 70.0% | 100.0% | N/A | 100.0% | N/A | 100.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 75.2% | 66.3% | 100.0% | 82.0% | N/A | 100.0% | 57.0% | N/A | 100.0% | N/A | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 100.0% | 99.0% | 100.0% | 61.3% | N/A | 100.0% | 73.3% | N/A | 100.0% | N/A | 100.0% |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 20.0% | Not available | 20.0% | TBD | N/A | 20.0% | 20.0% | N/A | 20.0% | N/A | 20.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 38.0% | Not available | 50.0% | TBD | N/A | 60.0% | 60.0% | N/A | 70.0% | N/A | 70.0% |
| Focal Student Population Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) | 2025-26 Data | 2026-27 Goal (4-Year Goal) |
| Four-Year Cohort Graduation Rate | 100.0% | 95.0% | 90.0% | 94.8% | N/A | 90.0% | 100.0% | N/A | 90.0% | N/A | 90.0% |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Cohort Dropout Rate | 0.0% | 5.0% | 10.0% | 5.2% | N/A | 10.0% | 0.0% | N/A | 10.0% | N/A | 10.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 100.0% | 90.0% | 98.0% | 91.6% | N/A | 98.0% | 100.0% | N/A | 98.0% | N/A | 98.0% |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| On Track to Graduate - 9th Graders | 62.8% | 91.0% | 90.0% | 67.0% | N/A | 90.0% | 45.0% | N/A | 90.0% | N/A | 90.0% |
| 9th Graders meeting A-G requirements | 62.8% | 91.0% | 98.0% | 100.0% | N/A | 98.0% | 45.0% | N/A | 98.0% | N/A | 98.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 0.0% | 0.0% | 25.0% | 29.1% | N/A | 50.0% | 10.0% | N/A | 50.0% | N/A | 50.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 10.0% | 92.0% | 50.0% | 37.5% | N/A | 70.0% | 100.0% | N/A | 100.0% | N/A | 100.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 56.6% | 67.0% | 100.0% | 94.0% | N/A | 100.0% | 91.0% | N/A | 100.0% | N/A | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0% | 100.0% | 100.0% | 48.5% | N/A | 100.0% | 100.0% | N/A | 100.0% | N/A | 100.0% |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 20.0% | 23.0% | 20.0% | TBD | N/A | 20.0% | 20.0% | N/A | 20.0% | N/A | 20.0% |

| | | | | | | | | | |
|--|---|-------|-------|---|-----|-------|--|-------|-------|
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 40.0% | 38.0% | 50.0% | TBD | N/A | 60.0% | | 70.0% | 70.0% |
| ROOT CAUSE ANALYSIS | | | | | | | | | |
| Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators. | | | | | | | | | |
| Indicator | Strengths | | | Challenges | | | | | |
| <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | What is our site doing well that's leading to improvements in this indicator? | | | What 1-2 challenges are the most significant barriers to improvements in this indicator? | | | | | |
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together) | At Unity, we value our community and we believe in high expectations for academic success. We also take pride in our rootedness in East Oakland, and all of these are pillars in our school culture. The bond between our students, staff, and families fosters a safe and nurturing environment, contributing to our consistent cohort graduation rate of 90% or higher. The unwavering dedication we have to attending school and supporting one another is a testament to the importance of fostering a culture of achievement and ambition. This shared vision of success, coupled with our culture of kindness and academic identity, creates a safe and supportive environment where all members of our community can thrive and reach their full potential. | | | A core principle of Unity is our vision of academic challenge, and the necessity for students to overcome challenge to experience genuine success. In a positive way, this vision manifests itself in our performance on academic assessments. However, despite our best efforts to provide support, the level of challenge still presents a difficult adjustment for many of our students, in particular our focus group of Long Term English Learners. Inevitably, when presented with a high level of challenge, some students will struggle to adjust, and some students will ultimately not be successful. This impacts our cohort graduation and dropout rate, which typically ranges between 85% and 95%. We continue to work to improve our support for struggling students, including the creation of our Study Center, where students receive systematic 1-on-1 or small group support from an Academic Mentor. | | | | | |
| A-G Completion - 12th Grade | For nearly a decade, Unity has maintained a strong commitment to academic excellence by requiring all students to complete the A-G curriculum as a graduation requirement. This emphasis on rigorous coursework has become an integral part of our school culture, inspiring a shared commitment to academic success. Our high expectations, combined with unwavering support for our students, has resulted in a consistently strong A-G graduation rate. Our graduation requirements are designed to ensure that every student has the necessary knowledge and skills to thrive in college and beyond. By setting A-G completion as a threshold for graduation, we are equipping our students with the tools they need to succeed in today's competitive academic landscape. | | | It is important to note that the vast majority of Unity students graduate with A-G eligibility, as we believe that completing the A-G curriculum is essential for success in college and beyond. At Unity, the only students who do not graduate with A-G eligibility are those who have been placed on State Minimums as part of their IEP process. While we are committed to ensuring that every student has the opportunity to achieve their full potential, we recognize that there are other areas besides A-G rate where we can continue to grow as a school. At this time, our primary areas of focus are graduation rates, dropout rates, and the implementation of work-based learning opportunities. However, we remain dedicated to providing the least restrictive possible environment for our IEP students and supporting their individual needs to the best of our abilities. | | | | | |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together) | At Unity, we are committed to providing our students with a range of support programs and initiatives to ensure their success. This is especially important at the 9th grade level, where many of our students face a transition from uneven academic expectations in their middle school to a higher rigor environment at Unity. To address these issues, we make our Advisory program a cornerstone of our approach, pairing each student with a faculty member who serves as their mentor and advocate throughout their high school journey. Additionally, we offer P7s, which are after-school study halls led by content-area teachers, providing students with individualized academic support. We also have SLCs (Student-Led Conferences), where students collaborate with their parents and Advisors to reflect on their progress and set goals for the future. These programs, along with our strong student-staff relationships, foster a supportive learning environment where students can grow and succeed. By balancing our high expectations with comprehensive student support, we are empowering our students to achieve their full potential and become leaders in their communities. Our approach, which emphasizes both academic rigor and personal development, has resulted in consistently high on-track graduation rates of 85-90% in the 9th grade, and we are proud to see our students go on to achieve great things in college and beyond. | | | For many ninth graders, the transition from middle school to high school can be extremely challenging because they are being expected to do more rigorous work with a greater emphasis on self-direction. Furthermore, those students arriving to Unity below grade level in Reading and/or Math face a steep uphill battle to get to grade-level proficiency, which can lead to a cycle of discouragement and disengagement. Students who fall behind in progress to graduation leave Unity at a much higher percentage than their peers. To address these issues, we work to provide academic and socio-emotional support, in particular for students who need intervention to improve their mastery of academic English. We also view our career pathway as critical to our efforts to maintain engagement and buy-in for our students as the level of challenge increases in upper-division courses. Studies show that students who study computer science perform better in other subjects, excel at problem-solving, and are more likely to attend college. Students who take AP Computer Science Principles, in particular, are 12% more likely to enroll in college compared to similarly-situated peers, and students who take AP exams are more likely to graduate 4-year college, regardless of their score on the exam. | | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together) | College-prep culture is part of the DNA of Unity, and therefore this remains a continued strength of our school, relative to schools that our students would otherwise attend. The strength of our College-Going culture is driven by our teaching staff, our Advisors, our College Counselors, and ultimately our parent community all sharing a common vision that college is path for a brighter future for our students. As the school has grown over time, we have come to understand that while the promise of college is incredibly powerful, having a college-only vision is not in the best interest of our students, and does not reflect their needs. Therefore, we have moved to broaden our vision to include all forms of continuing education, professionalization, and career-readiness. Our technology pathway and development of work-based learning reflects this commitment. | | | Over the course of the past ten years, there has been a steady decline in our college matriculation percentage, which became a precipitous decline over the course of the pandemic. In many ways, this is a rational adjustment on the part of our students, responding to the declining return on investment of a college degree, pandemic-related financial pressures on their families, and the failure of the college system in supporting first-generation college students to achieve graduation. Nevertheless, the data remains very clear that continuing education and skill specialization are critical to obtaining a living wage, so we feel it is critical that we address this shift in culture. By hiring an Internship Coordinator/Career Counselor, we are hoping to be able to have a greater capacity to direct students for whom traditional four year college may not be the best option, to continuing education related to their career of choice. | | | | | |

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| <p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p> | <p>As we continue to grow and develop at Unity, we recognize that successful implementation of Work-Based Learning (WBL) is an area of growth that we are actively addressing. This year, we have identified an opportunity to enhance our WBL program by introducing the I Mentor program, where students are matched with a professional mentor in their field of interest. Looking forward, we are working to hire an Internship Coordinator/Career Counselor to further strengthen our WBL program and provide additional support to our students. Despite these growth areas, we are proud of the autonomy and authenticity of our existing WBL structures, Unity Tech and Unity Film, which offer rich opportunities for our students who are actively engaged in our program offerings. At Unity, we are committed to providing our students with the resources and support they need to succeed in all areas of their lives, including their future careers.</p> | <p>One of the challenges we face in our Tech Pathway is the high level of skill required for students to enter the workforce successfully. To address this challenge, we are exploring the addition of a new student program that will provide opportunities for students to engage in tech-relevant business, programming, and/or quality assurance activities with industry partners. This program will include activities such as game testing, web development, social media management, marketing analytics, and qualitative research surveys, allowing students to gain practical experience in their field of interest. By providing these opportunities, we hope to help students develop the necessary skills and expertise to succeed in their chosen career path. While it is challenging for students to scale from basic computer literacy to pre-professional expertise in just four years, we believe that with the right resources and support, our students can achieve their goals and thrive in the ever-evolving tech industry.</p> |
| <p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p> | <p>At Unity, we have a long-standing tradition of offering dual enrollment opportunities to our students, including both hybrid online classes as well as in-person classes hosted at Unity. Since we believe that Unity students need to be supported in experiencing the academic rigor of a college class, passing a dual enrollment class is a Unity graduation requirement. This year our seniors able able to enroll in two online concurrent enrollment options, both offered through Berkeley City College. In the fall semester, students can enroll in College Success, and in the spring semester, they can take Career Exploration. In addition to our existing dual enrollment programs, this partnership provides our students with even more opportunities to earn college credits while still in high school.</p> | <p>Our dual enrollment passage rate has declined in recent years, which we believe is due to the impact of the pandemic, as well as economic pressures on our students to join the workforce in their junior and senior years of high school. This is particularly the case for our LTEL students, and this challenge is reflected in the data. We are working to rebuild our dual enrollment culture, while thinking about the best way to support LTEL's in dual enrollment classes. The best classes for LTEL's have always been classes that focus on the literacy development along with a better understanding and differentiation of the language they understand and use to socialize. Students need to develop the academic language necessary for different courses. Overall, there is not just a class that fixes or helps develop LTEL's in their skill set. It needs to be across curriculum and across content in order for students to better understand the nuances of academic language in both English and Spanish. This is a cultural shift that we are aiming to understand on all fronts in order for there to be the appropriate support for LTEL's, ELLS and ESL.</p> |
| <p>Percentage of 10th-12th grade students in Linked Learning pathways</p> | <p>Since we are a single pathway school, all students are enrolled in our Technology Pathway. By supporting and developing our CTE teachers, we continue to work to increase the effective rigor of our tech pathway, which we will measure by passage rates on the Computer Science Principles AP test. The vertical alignment and progressively increasing rigor of the technology pathway, and our ability to offer that to such a high proportion of students, supports students' experience of an exciting, current, challenging, relevant education that will be valued in society and industry. The pathway should support Unity's academic focus, so academic measures of success (graduation, A-G completion, college acceptance) can do double-duty as pathway measures of success. In addition, student-reported ambition to major in pathway-related subjects, pathway-related club participation, tech fair participation, and tech-related WBL participation can be pathway-specific measures of success.</p> | <p>Due to a master schedule design shift of our pathway, the percentage of students enrolled in our CTE-courses has temporarily decreased. We have restructured our master schedule to start the pathway in 10th grade, causing a delay in the enrollment of students who had CS classes last year in 9th grade. We did this with the goal of allowing 9th graders to continue to take Physical education, which we felt was developmentally appropriate and would encourage a better first year into to CS class in 10th grade, and also to increase the course schedule in 12th grade, by pushing Digital Media to become a 12th grade course. For the 22-23 year, we have a gap year in which 10th grade students who took Intro to CS last year do not all have a Pathway course. However, our goal is to have 100% of our students consistently enrolled in pathway classes each year, as our school is a single pathway school, and this will resume in the 23-24 school year.</p> |
| <p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p> | <p>In 2021-22, our Pathway sequence was impacted by the pandemic, resulting in a substantial drop in the number of our 12th grade students in the Class of 2022 who had completed two years of computer science. Last year only 23% (19/83) 12th graders took two years of Computer Science. The number would be substantially higher if we counted the students who completed out Digital Media class, but we believe that without completing the two year Computer Science requirement, we cannot really consider our students to have completed our Pathway. Nevertheless, resuming in the 2022-2023 school year, much closer to 100% of our students will be Pathway Completers at graduation, and in 2023-2024, our goal is 100%.</p> | <p>As stated earlier, computer science and programming are challenging skills, which require progressive development and a foundation skill set in mathematics as well. Therefore, it is a challenge for 100% of our students (who have different incoming academic proficiencies in 9th grade) to complete our Pathway sequence. As we develop our Pathway teaching department, we are working to include greater differentiation and supports within our sequence, so we can improve the experience and outcomes for all of our Pathway students.</p> |

| <p>PATHWAY QUALITY ASSESSMENT</p> | | | |
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| <p>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</p> | <p>Evidence of Strengths</p> | <p>Areas For Growth</p> | <p>Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?</p> |

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| <p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p> | <p>-Our Pathway scheduling enables students to enroll in AP and Honors track courses while still fully participating in our Pathway. This allows us to integrate our Pathway experience into our strong College Prep tradition. -Senior defenses offer students a culminating graduate experience that integrates their career interests and Pathway experiences. -To ensure that our teachers have the necessary skills and knowledge to provide the best instruction to our students, every Pathway staff member is required to attend at least one off-site professional development event that aligns with their unique needs in classroom instruction or pathway administration. Additionally, our instructional faculty engage in weekly peer observations to identify and address problems of practice, and we hold weekly whole-staff professional development meetings. By providing our teachers with ongoing support and professional development opportunities, we can help them develop into expert teachers who can better serve our students and help them achieve their full potential. -By recruiting, retaining and developing expert Pathway teachers we are increasing the efficacy of our Pathway program of Study.</p> | <p>-In the 22-23 school year, we had to transition from a long-serving English teacher who had been our Pathway Coordinator for several years, to Ms Katherine Ahern as the new leader or our Pathway Team. Ultimately, we feel that it was of the essence to have a Pathway teacher who is a former industry professional be the leader of the Pathway. However there has necessarily been a transition as she takes ownership of the vision of our Pathway. -Under her leadership, we have a continued area of growth to foster broader and deeper integrations of technical and academic coursework within grade level teams, and we must continue to provide opportunities for professional growth for all Pathway staff members to ensure that our Pathway program remains relevant and effective in meeting the needs of our students. -We must remain open to new ideas and approaches to enhance our Pathway program. Through collaboration and ongoing professional development, we can achieve our shared goal of providing our students with a high-quality, comprehensive education that prepares them for success in the future.</p> | <p>Three Year Goal: -Full articulated programming pathway with three capstone options -> COMP-TIA, Digital Media Film, Advanced Programming Seminar</p> |
| <p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p> | <p>-The Unity Tech Club remains a vital program that provides over two dozen students with employment and hardware-repair work experience each year, offering a glimpse into the real-world operations of a hardware repair shop. Similarly, the Unity Student Store provides students with employment and experience in managing and operating a retail business, with the funds generated supporting senior events. -In the 22-23 school year Unity has partnered with the I Mentor program. This program pairs each 11th and 12th-grade student with a college graduate mentor who works in their chosen career field. This provides students with a valuable opportunity to receive guidance and advice from experienced professionals and gain insight into their chosen career path. -Experiences with iMentor are incorporated as learning objectives and outcomes in AP Computer Science at the 11th grade level. In iMentor, students are paired with industry professionals who serve as mentors and guide them through the ins and outs of the industry. Students have assignments in AP CSP in which they reflect on how they are developing technical skills, building industry knowledge, and improving communication and teamwork abilities through their individual relationships with industry professionals. Mentors have encouraged students' interest and performance in data visualization, app design, game design, and programming. Students have earned credit in AP CSP by reflecting and connecting their work based experiences and AP CSP content.</p> | <p>-As we continue to develop our Pathway program, we recognize that integrating work-based learning (WBL) opportunities is an area of growth for Unity. To achieve this goal, we must organize and streamline our various programs and initiatives into a fully developed WBL Continuum that provides students with a comprehensive and cohesive learning experience. -To ensure that our WBL programs align with current industry standards and trends, we need committed long-term industry partners who can provide guidance and knowledge support to our Pathway curriculum design. These partnerships will be essential in helping us to prepare our students for success in their future careers. -Furthermore, we must prioritize the hiring of an Internship Coordinator who can oversee and manage our WBL programs, connecting students with relevant internship opportunities and ensuring that they receive a valuable learning experience. -Develop a WBL master growth plan to suit the specific needs of our Unity Pathway and graduates</p> | <p>-Resume tech fair in Spring 2024 -Reach out to industry partners to judge tech fair - this builds student excitement AND industry partnerships -Internship coordinator position will manage production and promotion of tech fair -By 2026 we have an additional active club (in addition to Unity Tech) with > 10 active students, that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys). -Expand Yearbook class into "Unity Live," a WBL class which publishes the Yearbook, as well as maintains the school's social media presence. -An industry partner will commit to a semester-long partnership to collaborate with a Pathway teacher to infuse real-world PBL into a unit.</p> |

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| <p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p> | <p>-Strong school culture supports the success of all students. -Wellness, COST, and Advisory structures provide assistance to students with both academic and non-academic struggles. -Activity and ASB Director maintains engaging campus climate through a diverse menu of extra-curricular club and activity offerings. -Study Center tutoring team offers in-class, small group, and one-on-one support to struggling students - 1 Mentor program provides 1-1 mentorship to all 11th and 12th grade students</p> | <p>We still see below-average outcomes for our vulnerable student groups, especially our LTEL students.</p> | <p>College and Career Preparation and Support: 2022-2023 has an extremely strong mentorship program where >85% of 11th and 12th-grade students are matched with professionals in the tech industry who can offer guidance and advice. Social-Emotional Skill Development: The 21st-century skill of collaboration is emphasized heavily in Computer Science Principles. The curriculum includes collaboration as an explicit part of the software development process. The course also includes an emphasis on group projects, pair programming, and extensive peer feedback. Individual student supports: The culture and vision of the pathway will be integrated into the program of student-led conferences, offering regular feedback to students and parents. This will also help parents be part of individualized intervention and support. Student input and validation: The tech fair will provide opportunities for students to showcase their work and receive recognition for their achievements.</p> |
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

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

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| <p>Goal #1: By 2026</p> | <p>By 2027, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.</p> |
| <p>Goal #2: By 2026</p> | <p>By 2027 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2027, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.</p> |
| <p>Goal #3: By 2026</p> | <p>By 2027 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.</p> |

Pathway Strategic Actions

Strategic Actions for 2023-24

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

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| <p>Strategic Actions for Goal #1</p> | <ul style="list-style-type: none"> - Work with Pathway team to develop a WBL master plan built around Unity needs and graduate outcomes by Fall 2023 - Continue to partner with I-Mentor to provide robust professional mentorship and WBL for 100% of 12th grade students. - Hire an internship coordinator by Fall 2023 to establish a Unity Internship Program - Resume tech fair in Spring 2024 and reach out to industry partners to judge tech fair, to encourage industry partnerships and focus for pathway-related WBL at Unity - Begin developing plans for an additional active club focused around WBL (in addition to Unity Tech) that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys) |
| <p>Strategic Actions for Goal #2</p> | <ul style="list-style-type: none"> - Reimburse pathway teachers for credential-related education - Offer stipends for mentor teachers for those pathway teachers pursuing a credential - Finalize curriculum alignment and benchmark exams for 10th grade - Evaluate student performance on AP exam in 2023 and establish baseline and goals |
| <p>Strategic Actions for Goal #3</p> | <ul style="list-style-type: none"> - Finalize a title and syllabus for capstone class by Summer 2023 - Finalize prerequisite requirements and target students for capstone class by Spring 2024 - Enroll students in class for school year 2024/25 - Refine and revisit class offering for school year 2025/26 |

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION

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

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

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

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

| COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
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| Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field. | \$47,470.00 | 2100 | Salary | Exploring Computer Science Teacher | 100% | Technology & Digital Media |
| Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields. | \$76,792.00 | 1100 | Salary | AP Computer Science Teacher | 100% | Technology & Digital Media |
| Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture. | \$65,650.00 | 1100 | Salary | Digital Media Art Teacher | 100% | Technology & Digital Media |
| Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program. | \$23,579.00 | 1100 | Salary | Comp-TIA Instructor and Portable Repair Lab Lead | 25% | Technology & Digital Media |
| Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. | \$10,759.00 | 3101-3602 | Benefits | Exploring Computer Science Teacher | 100% | Technology & Digital Media |
| Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence. | \$26,743.00 | 3101-3602 | Benefits | AP Computer Science Teacher | 100% | Technology & Digital Media |
| Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. | \$22,594.00 | 3101-3602 | Benefits | Digital Media Art Teacher | 100% | Technology & Digital Media |
| Staff benefits for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program. | \$13,063.00 | 3101-3602 | Benefits | Comp-TIA Instructor and Portable Repair Lab Lead | 25% | Technology & Digital Media |
| Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture. | \$1,500.00 | 5200 | Travel and Conferences | | | Technology & Digital Media |

2024-2025: YEAR TWO

| Pathway Strategic Goals | |
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| Pathway Quality Strategic 3 Year Goal | Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year? |
| By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships. | We are in excellent shape developing our WBL curriculum, including a WBL master plan for grades 9-12 culminating in the Career Preparation & Internship Course, a 9-week internship experience, and an Internship Presentation of Learning for seniors. 25% of seniors successfully completed an internship this year, with a total of 13 new internship partners. We developed and implemented a robust internship partner onboarding process including an internship learning plan, onboarding checklist, evaluation system, and virtual orientation which has led to substantive internship experiences. We have received a verbal commitment to continue to support internships from all of our in-person internship partners in the 2025-2026 school year. This year, we rolled out an advisory career exploration curriculum through MajorClarity, reaching 100% of students in grades 9-11. We also began partnerships with MissionBit and Team, Inc. to bring additional data analytics workshops to our 11th-grade students and to bring a careers in technology panel to all students. We partnered with IGNITE Worldwide, Airbnb, and Clif Bar to offer career exploration field trip opportunities to students, including a mock interview experience. We are hosting a Career Fair for 11th and 12th-grade students this spring, with over 30 confirmed professionals from a range of industries. 11th-grade and 12th-grade advisories will participate in career readiness curriculum to prepare for the career fair, including lessons in networking and professional communication. Our internship program is making enormous progress - the internship class, development of partnerships, and master plan are making such good progress that we are on track for our 2026 goals. One challenge that has hindered our progress has been the post-pandemic nature of technology work. Many companies have not returned to working in the office, which limits the availability of on-site internships and even career exploration field trips. The new internship coordinator has been key in supporting our progress toward our goal this year. |
| By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors. | We have attracted phenomenal talent hiring an outstanding internship coordinator and a brilliant computer science teacher. Pilot cross-curriculum integration is in development with 11th grade Pathway computer science (Introduction to Systems Programming and AP Computer Science Principles), 11th grade Pre-Calculus, and 11th grade English. The 10th grade introductory course, and the 11th grade concentrator in Systems Programming, vertically align to provide progressive challenges in the vast majority (>80%) of Pathway Information and Communication Technology Pathway standards in the Software and Systems Development Pathway. We find that our focal group, Long Term English Learners, are by and large performing well in their Pathway classes. Computer Science is analytic and task-oriented, and this gives our LTEL's opportunities to deploy academic strengths and become engaged in the content. Mastering specific academic vocabulary can be a challenge, however we leverage our bilingual students and staff to provide in-class support. |

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| By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science. | We have a draft scope, sequence, and example assignments for a new capstone data science class. Students will learn the basic principles and techniques of machine learning and AI, and explore their real-world applications using Python programming language. Students will be introduced to abstraction levels, programming fundamentals, object-oriented programming, algorithms and data structures, and the software development life cycle in Python. Additionally, students will explore the major areas of intelligent computing, including machine learning, models of intelligent behavior, and artificial intelligence methods. Our AP Computer Science is under the second year of robust instruction by our Pathway Lead. We are reflecting on 22-23 AP Exam Performance and calibrating our goals for student achievement as we design our capstone course, an Advanced Seminar on Systems Programming. We are building towards this goal quickly, however, we are working on an instructional project that has no precedent in being taught at a high school level, and therefore we are storming and norming at the same time. |
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Pathway Strategic Actions Reflection

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| 2023-2024 Strategic Actions | Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
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| <p>23-24 Strategic Actions for Goal #1</p> <ul style="list-style-type: none"> - Work with Pathway team to develop a WBL master plan built around Unity needs and graduate outcomes by Fall 2023 - Continue to partner with I-Mentor to provide robust professional mentorship and WBL for 100% of 12th grade students. - Hire an internship coordinator by Fall 2023 to establish a Unity Internship Program - Resume tech fair in Spring 2024 and reach out to industry partners to judge tech fair, to encourage industry partnerships and focus for pathway-related WBL at Unity - Begin developing plans for an additional active club focused around WBL (in addition to Unity Tech) that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys) | <p>The WBL master plan, including the internship program overview document, has been approved, adopted, and implemented. The master plan includes defined program goals and student learning objectives that will be measured by students demonstrating these skills in their internships and their final internship Presentation of Learning. The master plan also includes career exploration through MajorClarity in grades 9-11, in which students complete a personality and learning assessment, engage with career interviews, and complete simulated career activities, all leading to creating an individualized career plan. In 12th-grade, students in the Career Preparation & Internship Course meet with over 15 professional guest speakers, write a Personal Career Philosophy, and complete a Career Exploration Profile and Post-Secondary Plan. The curriculum includes specific supports for LTELs including a focus on professional communication and vocabulary. Our partnership with I-Mentor is ongoing, with all 12th grade students in their second year of mentor matches, and mentor meet ups being held once a month at Unity Campus. The Internship Coordinator is hired, and very successful. Unity Internship Program has been established with a cohort of 25% of the senior class participating in internships with 13 industry partners, culminating in a Presentation of Learning and supported through the Career Prep & Internship Course. 5 LTEL students are participating in internships, and 30% of our internship mentors are bilingual in Spanish, which serves as a support for students. Tech fair is on the calendar for May 8, 2024. The Tech Fair will showcase interface design, proficient programming, and physical computing. Corporate partners who will serve as judges include Google, Hewlett Packard, and Pixar. We have de-prioritized creating an additional club because the current Unity Technology Club is thriving and the new capstone course will serve advanced programming needs.</p> |
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| <p>23-24 Strategic Actions for Goal #2</p> <ul style="list-style-type: none"> - Reimburse pathway teachers for credential-related education - Offer stipends for mentor teachers for those pathway teachers pursuing a credential - Finalize curriculum alignment and benchmark exams for 10th grade - Evaluate student performance on AP exam in 2023 and establish baseline and goals | <p>3 of 5 pathway teachers received reimbursements for credential-related education in 23-24, and are en route to clear credentials. An additional 2 of 5 teachers are already credentialed. Benchmark exam for 10th grade (which will be used as a diagnostic exam at the start of 11th grade) is well in development - skills tested include variables, data types, lists, loops, conditionals, functions, and events. 4 students in Spring of 2023 earned passing scores on the AP Computer Science Principles exam, which will serve as a baseline for improvement.</p> |
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| <p>23-24 Strategic Actions for Goal #3</p> <ul style="list-style-type: none"> - Finalize a title and syllabus for capstone class by Summer 2023 - Finalize prerequisite requirements and target students for capstone class by Spring 2024 - Enroll students in class for school year 2024/25 - Refine and revisit class offering for school year 2025/26 | <p>The capstone course is called "Software Development and Intelligent Computing in Python", or "Advanced Systems Programming (Capstone)". It is designed for students interested in gaining knowledge and practical experience in the field of machine learning and artificial intelligence (AI). Students will learn the basic principles and techniques of machine learning and AI, and explore their real-world applications using Python programming language. Students will be introduced to abstraction levels, programming fundamentals, object-oriented programming, algorithms and data structures, and the software development life cycle in Python. Additionally, students will explore the major areas of intelligent computing, including machine learning, models of intelligent behavior, and artificial intelligence methods.</p> |
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Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

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| <p>Goal #1: By 2026</p> <p>By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.</p> | <p>New or Revised Strategic Actions for Goal #1</p> <ul style="list-style-type: none"> Double student participation in the Internship Program to 50% of all seniors by adding an additional section of Career Prep & Internship Experience in 2024-2025 school year. Onboard an additional 7-10 industry partners as internship mentors and retain current partners, totalling 15-20 industry partners in 2025. Recruit an additional member for Unity's Technology Pathway Advisory Board who has experience working at a top Bay Area technology company by 2025. Expand student participation in Spring Career Fair to grades 9-12 by 2025. |
| <p>Goal #2: By 2026</p> <p>By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.</p> | <p>New or Revised Strategic Actions for Goal #2</p> <ul style="list-style-type: none"> Continue vertical alignment on CTE standards for the Systems Programming concentration in information and communications technology Administer exit exam for 10th grade in Spring 24, entrance diagnostic in Fall 24, exit exam in Spring 25 AP teacher will be trained by College Board for AP exam scoring in summer '24, and will gain expertise in AP Exam performance |
| <p>Goal #3: By 2026</p> <p>By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.</p> | <p>New or Revised Strategic Actions for Goal #3</p> <ul style="list-style-type: none"> Start delivering new "Advanced Systems Programming" capstone class in 24-25 Finalize scope and sequence Gather student interest and requirements Assess industry trends and workplace development needs |

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

| <p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | <p>Fully Approved (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p> | <p>Conditionally Approved (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p> |
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| <p>Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.</p> | \$47,470.00 | 2100 | Salary | Exploring Computer Science Teacher | 100% | Technology & Digital Media | Conditionally Approved | |
| <p>Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.</p> | \$76,792.00 | 1100 | Salary | AP Computer Science Teacher | 100% | Technology & Digital Media | Conditionally Approved | |
| <p>Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.</p> | \$65,650.00 | Salary | | Digital Media Art Teacher | 100% | Technology & Digital Media | Conditionally Approved | |
| <p>Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMP TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.</p> | \$23,679.00 | 1100 | Salary | Comp-TIA Instructor and Portable Repair Lab Lead | 25% | Technology & Digital Media | Conditionally Approved | |
| <p>Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.</p> | \$10,759.00 | 3101-3602 | Benefits | Exploring Computer Science Teacher | 100% | Technology & Digital Media | Conditionally Approved | |
| <p>Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.</p> | \$22,594.00 | 3101-3602 | Benefits | Digital Media Art Teacher | 100% | Technology & Digital Media | Conditionally Approved | |
| <p>Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.</p> | \$606.00 | 5200 | Travel and Conferences | | | Technology & Digital Media | Conditionally Approved | |
| 2025-2026: YEAR THREE | | | | | | | | |
| Pathway Strategic Goals | | | | | | | | |
| <p>Pathway Quality Strategic 3 Year Goal</p> | <p>Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p> | | | | | | | |
| <p>By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.</p> | <p>We are in excellent shape developing our WBL curriculum, including a WBL master plan for grades 9-12 culminating in the Career Preparation & Internship Course, a 9-week internship experience, and an Internship Presentation of Learning for seniors. 25% of seniors successfully completed an internship this year, with a total of 13 new internship partners. We developed and implemented a robust internship partner onboarding process including an internship learning plan, onboarding checklist, evaluation system, and virtual orientation which has led to substantive internship experiences. We have received a verbal commitment to continue to support internships from all of our in-person internship partners in the 2025-2026 school year. This year, we rolled out an advisory career exploration curriculum through MajorClarity, reaching 100% of students in grades 9-11. We also began partnerships with MissionBit and Team, Inc. to bring additional data analytics workshops to our 11th-grade students and to bring a careers in technology panel to all students. We partnered with IGNITE Worldwide, Airbnb, and Clif Bar to offer career exploration field trip opportunities to students, including a mock interview experience. We hosted a Career Fair for 11th and 12th-grade students spring 2024, with over 30 professionals from a range of industries. 11th-grade and 12th-grade advisories participated in career readiness</p> | | | | | | | |

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| By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors. | We are proud to announce significant milestones in our tech pathway development. All pathway teachers now hold preliminary or clear credentials, ensuring a strong foundation for delivering industry-leading content. We have successfully retained our talented new computer science teacher and internship coordinator, strengthening our program's continuity and growth. With these achievements, we are well on track for our 2026 goals. Our tech pathway teachers are not only gaining experience in delivering cutting-edge content—ranging from data science and machine learning to hardware support and digital media—but are also fostering interdisciplinary collaboration and serving as ambassadors for our program. AP Computer Science Principles passage rates between Spring 2023 and Spring 2024 more than doubled, as both an absolute number of students and percentage of test-takers, showing enormous progress in student preparation in computer science. |
| By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science. | We are proud to have successfully delivered our capstone course, Advanced Systems Programming (Capstone), providing students with a deep dive into complex software development and system architecture. This marks a major achievement in our pathway progression, ensuring that students gain hands-on experience with industry-relevant skills. However, course selection data indicates that there is currently little to no student interest in a third year of systems programming. As we look ahead, we remain committed to expanding our capstone offerings and will focus on developing a new advanced course in software development or data science to align with student interests and industry demand by 2026. |

Pathway Strategic Actions Reflection

| 2024-2025 Strategic Actions | | Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
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| 24-25 Strategic Actions for Goal #1 | Double student participation in the Internship Program to 50% of all seniors by adding an additional section of Career Prep & Internship Experience in 2024-2025 school year. | We are on track to achieving the Goal #1-aligned strategic actions. Our successes include: 1. Doubling Student Participation in the Internship Program: We are on track to meet the goal of doubling student participation in the Internship Program, aiming for 50% of all seniors to participate. Currently, 25% of our senior class is engaged in internships with 13 industry partners, supported by the newly hired and highly successful Internship Coordinator. This program has culminated in a well-received Presentation of Learning for participating students, showcasing their professional development and achievements. In addition, we have expanded the Career Preparation & Internship Course to accommodate this growing interest, ensuring that students are adequately supported in their internships. With the return of our internship coordinator from maternity leave, we anticipate improved momentum on this goal. 2. Onboarding Additional Industry Partners: While our goal of onboarding 15-20 industry partners by 2025 is still in progress, we have successfully onboarded 13 partners. The expansion of our industry network remains a priority, and efforts to recruit new partners continue. Notably, 30% of our internship mentors are bilingual in Spanish, which has greatly benefited our students, particularly those in the LTEL (Long-Term English Learner) group, ensuring their success through mentorship and support. With the return of our internship coordinator from maternity leave, we anticipate improved momentum on this goal. 3. Recruiting a New Advisory Board Member: Although this goal has not yet been fully realized, we are actively working to recruit an experienced professional from a top Bay Area technology company to join Unity's Technology Pathway Advisory Board. This addition will help us strengthen industry connections and better align our pathway with current technological trends and needs. We anticipate success in this area by Fall 2025. With the return of our internship coordinator from maternity leave, we anticipate improved momentum on this goal. 4. Expanding Student Participation in the Spring Career Fair: We are expanding student participation in the Spring Career Fair to include grades 9-12. The Tech Fair, scheduled for May 2025, serves as a key opportunity to engage students across all grade levels, showcasing their skills in areas such as interface design, programming, and physical computing. Corporate partners, including Google, Hewlett Packard, and Pixar, will participate as judges, providing students with valuable exposure to industry professionals. This event is a major milestone in expanding career exploration for students in all grades. |
| | Onboard an additional 7-10 industry partners as internship mentors and retain current partners, totalling 15-20 industry partners in 2025. | |
| | Recruit an additional member for Unity's Technology Pathway Advisory Board who has experience working at a top Bay Area technology company by 2025. | |
| | Expand student participation in Spring Career Fair to grades 9-12 by 2025. | |
| 24-25 Strategic Actions for Goal #2 | Continue vertical alignment on CTE standards for the Systems Programming concentration in information and communications technology | I am pleased to announce the successful completion of our strategic actions to support Goal #2. Through continued vertical alignment of CTE standards, we have increased curriculum cohesion significantly. The administration of the 10th-grade exit exam in Spring 2024 and the entrance diagnostic for 11th graders in Fall 2024 provided valuable insights into student readiness, and help both computer science teachers align on standards progress and expectations. These assessments will continue to support data-driven instruction and student growth. Furthermore, the AP Computer Science teacher's service in the College Board's AP exam scoring during Summer 2024 has deepened her expertise in AP Exam performance. This professional development not only benefits our students by refining instructional strategies but also strengthens our overall AP program. |
| | Administer exit exam for 10th grade in Spring 24, entrance diagnostic in Fall 24, exit exam in Spring 25 | |
| | AP teacher will be trained by College Board for AP exam scoring in summer '24, and will gain expertise in AP Exam performance | |
| 24-25 Strategic Actions for Goal #3 | Start delivering new "Advanced Systems Programming" capstone class in 24-25 | *Advanced Systems Programming (Capstone) was offered for the first year 2024-2025. It is designated as both a CTE course and a fully-approved A-G course. Some aspects of this course are highly successful - frequent field trips are an exciting introduction to the vibrant Bay Area tech scene, and the curriculum includes room for exciting sensor programming and AI. A major drawback was the lack of student interest - the Unity class of 2025 included ~50% of students who had already completed 3 years of computer science (due to a half-time computer science teacher who taught half of the cohort in 10th grade). ""Selling"" challenging content is draining, and the WBL opportunities in the internship class and Tiger News really support student interest, choice, and engagement." |
| | Finalize scope and sequence | |
| | Gather student interest and requirements | |
| | Assess industry trends and workplace development needs | |

Pathway Strategic Actions 2025-2026

| 2025-2026 Strategic Actions <i>Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?</i> | |
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| By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th | By Summer 2026, there will be an additional CTE Internship Seminar course offered in Summer, to increase opportunity and participation am |

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| <p>Goal #1: By 2026</p> | <p>defining an arc of learning grades 9 to 12, culminating in a tech fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.</p> | <p>New or Revised Strategic Actions for Goal #1</p> | <p>By Fall 2026, revise Master Schedule to better accommodate student internships so that students miss fewer academic classes in order to attend internships.</p> <p>Double student participation in the Internship Program to 50% of all seniors by adding an additional section of Career Prep & Internship Experience in 2025-2026 school year.</p> <p>Expand the number of interns hosted by at least 5 of our internship partners in Spring 2026.</p> <p>Convene Unity Technology Pathway Advisory Board twice in the 25/26 school year.</p> |
| <p>Goal #2: By 2026</p> | <p>By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.</p> | <p>New or Revised Strategic Actions for Goal #2</p> | <p>Exams developed in Spring '24, and administered Spring 24, will continue to be developed and administered for measurable progress</p> <p>By 2026, AP Computer Science teacher will serve as an AP reader for College Board for the second year, to continue to improve opportunities for early college credit.</p> <p>Tech pathway teachers will continue to pursue professional development opportunities to remain current in offering the best curricula and tech skills</p> |
| <p>Goal #3: By 2026</p> | <p>By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.</p> | <p>New or Revised Strategic Actions for Goal #3</p> | <p>Survey students for interest in the second year of Advanced Systems Programming (Capstone), to be offered for its second year in 25-26</p> <p>Revise scope and sequence of Advanced Systems Programming from observation and feedback of the first capstone class cohort.</p> <p>Continue to offer the Bootstrap Data Science curriculum in Advanced Systems Programming</p> <p>Continue to offer microprocessor programming with Circuit Playground in Advanced Systems Programming, following student interest</p> |

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

2025-2026 Pathway Budget

| <p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p> | <p>COST</p> | <p>OBJECT CODE</p> | <p>OBJECT CODE DESCRIPTION</p> | <p>POSITION TITLE</p> | <p>FTE</p> | <p>PATHWAY NAME (if applicable)</p> | <p>Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i></p> | <p>Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i></p> |
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| <p>Hire a 0.80 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Introduction to Systems Programming to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.</p> | <p>\$65,500.00</p> | <p>1100</p> | <p>Salary</p> | <p>Exploring Computer Science Teacher</p> | <p>80%</p> | <p>Technology & Digital Media</p> | | <p>Conditionally Approved</p> |

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| Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles and Intermediate Systems Programming to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields. | \$87,145.00 | 1100 | Salary | AP Computer Science Teacher | 100% | Technology & Digital Media | Approved |
| Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Introduction to Systems Programming to all 10th graders as Year One of our three year CTE sequence. | \$41,561.00 | 3101-3602 | Benefits | Exploring Computer Science Teacher | 80% | Technology & Digital Media | Conditionally Approved |
| Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles and Intermediate Systems Programming to all 11th graders as the second year in our three year CTE sequence. | \$47,194.00 | 3101-3602 | Benefits | AP Computer Science Teacher | 100% | Technology & Digital Media | Approved |

2026-2027: YEAR FOUR

Pathway Strategic Goals

By 2027, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.

By 2027 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2027, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.

By 2027 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.

Budget Expenditures
Effective July 1, 2026 - June 30, 2027

| 2026-27 Pathway Budget | | | | | | | |
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| BUDGET JUSTIFICATION | | | | | | | |
| For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . | | | | | | | |
| What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. | | | | | | | |
| We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility. | | | | | | | |
| **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form. | | | | | | | |
| COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Approval (protected cells below are to be completed by MN/H staff only) | |

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| Hire a 0.85 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Introduction to Systems Programming to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field. | \$71,682.00 | 1100 | Salary | Exploring Computer Science Teacher | 85% | Technology & Digital Media | Approved |
| Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles and Intermediate Systems Programming to all 11th graders as the second year in our three year CTE sequence. The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields. | \$89,759.00 | 1100 | Salary | AP Computer Science Teacher | 100% | Technology & Digital Media | Approved |
| Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Introduction to Systems Programming to all 10th graders as Year One of our three year CTE sequence. | \$43,560.00 | 3101-3602 | Benefits | Exploring Computer Science Teacher | 85% | Technology & Digital Media | Approved |
| Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles and Intermediate Systems Programming to all 11th graders as the second year in our three year CTE sequence. | \$44,899.00 | 3101-3602 | Benefits | AP Computer Science Teacher | 100% | Technology & Digital Media | Approved |
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9129 Unity High -Information Technology and Digital Media Pathway Program of Study 10-12

Program of Study

Industry Sector: Information and Communication Technology

Industry Partners: Airbnb, Arup, The MADE, Tech Exchange, The Olive Street Agency, Vituity, ABC7

Post-Secondary Partners: UC Berkeley, Laney College

Community-Based Partners: OMCA, East Oakland Collective, Girls Inc, Frick Middle School, Unity Middle School, The Unity Council, Waterside Workshops, Sprouts Chef Training

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| Pathway Vision | Our mission is for Oakland Unity students to become empowered, 21st-century professionals who can problem solve, advocate for themselves, and enrich their community. The Unity Pathway of Information Technology and Digital Media will offer technical training on digital literacy, computer coding, and digital arts and design, with technical certification opportunities upon completion of sequence. The pathway also offers field trips to leading technology companies and Bay Area universities, internship opportunities and more. | | | |
| Pathway COP Meeting Time: | 10th Grade Program | 11th Grade Program | 12th Grade Program | Pathway Student Learning Outcomes |
| <p>Academic Core Student Cohort Integrity <i>Course all students take</i></p> <p>(Replace with course names linked to course descriptions)</p> | English 10: Hsu Advisory | English 11: Brennan Physics: Frank Advisory | English 12: Ohayon Advisory | <p>Use structured problem-solving strategies (algorithms, decomposition) to design solutions.</p> <p>Demonstrate responsible digital citizenship, including ethical use of code and intellectual property.</p> |
| <p>Technical Core/Theme (CTE Sequence) CTE Course Resources</p> | Introduction to Systems Programming: Kimel | Intermediate Systems Programming/ AP Computer Science Principles: Ahern | Film: Stern Senior Transition: Diaz | Collaborate effectively in teams to complete programming tasks and reflect on group contributions. |
| <p>Integration Types (include description) <i>What will be true across the pathway cohort classes?</i></p> <ul style="list-style-type: none"> - Practice - Skills - Projects (see row below) - Events (WBL) | <p>Tech Fair Career Fair</p> <p>English 10/Introduction to System Programming Thematic Unit on Digital Rights - Students employ critical thinking and writing skills, crafting a nuanced argument on the balance between innovation, regulation, and individual rights in the digital age. Students engage with readings, videos, and hand on activities in their coding classes to explore how data privacy is essential in their everyday lives, as well as how easily people can access information from social media sites. They will then synthesize information to address the ethical, social, and legal implications of AI-driven algorithms and data collection practices on user privacy and content moderation.</p> | <p>Tech Fair Unity Mentor Career Fair</p> <p>Building a Physics Library - Libraries let you build functions that you and others can use to help build more powerful apps in lots of situations. As the designer of a library you not only need to know how to program, you also need to think about the many different kinds of programs other people might build.</p> <p>For this project you will design and build a library of functions around physics calculations.</p> <p>Project Internet Dilemmas policy recommendation with assessment in AP Computer Science/Systems Programming</p> | <p>Senior Defense Digital Portfolio</p> <p>TedX at OUHS TED conferences, under the slogan “Ideas Worth Spreading,” host talks from a diverse panel of thinkers that present on a wide range of topics often through the art of storytelling. As an inspirational and engaging mode in which to communicate, TED Talks have served as the inspiration for this unit. Over the span of the quarter, students will produce their very own TED Talk by engaging and informing a curious audience about a topic on which they are passionate. Students will tell a story that highlights an idea or pursues a question that they want to share with the world.</p> | <p>Analyze user needs and translate them into software requirements and technical specifications.</p> <p>Test, debug, and refine programs using iterative problem-solving strategies.</p> <p>Lead and manage software development projects, demonstrating adaptability, accountability, and professional work habits.</p> <p>Create and present a professional portfolio showcasing technical projects, research, and career readiness skills.</p> |

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| | | and English 11. In this project, students explore a dilemma at the intersection of the Internet and society: Net Neutrality, Internet Censorship, or the Digital Divide. Students apply their knowledge of how the Internet works to address the core question related to their chosen dilemma. This project addresses the "so what" question - why is it important to learn about how the Internet works? | | |
| Dual Enrollment | Advisory presentations on Peralta dual enrollment 1 College Course required (taken in 10, 11, or 12) | Advisory presentations on Peralta dual enrollment 1 College Course required (taken in 10, 11, or 12) | Advisory presentations on Peralta dual enrollment 1 College Course required (taken in 10, 11, or 12) | |
| Integrated Projects/ Common Performance Assessments | None | Project Internet Dilemmas | Senior Defense | |
| Defenses or Capstones | None | Junior Defense Internship Presentation of Learning | Senior Defense | |
| Other Courses / Electives | Modern World History: Pickford Chemistry: Woods Math: Sami/Kelleghan PE: Smith Spanish: Diaz English: Hsu | AP US History, US History: Marston Physics: Frank Math: Dittmer/McIntosh/Sami Spanish: Vargas | Gov/Econ: Olvera Science: Harold Math: McIntosh/Sami/Benjamin Art: Olvera | |
| Other Student Experiences (post-session, intersession, rituals, class trips, assemblies) | None | None | None | |
| Work Based Learning [reference documents: WBL Continuum | Unity WBL Plan | Unity WBL Plan | Unity WBL Plan | Certifications |

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| Student Leadership, including CTSO | Tiger News Student Government Students in Action Student Clubs | Tiger News Student Government Students in Action Student Clubs | Tiger News Student Government Students in Action Student Clubs | |
| Summer Learning (Summer Bridge, summer learning, credit recovery) | Summer School Enrollment workshops to enroll in community college classes over summer term | Summer School Enrollment workshops to enroll in community college classes over summer term | Summer School Enrollment workshops to enroll in community college classes over summer term | |
| College Awareness & Exploration College and Career Readiness Classroom Framework | UC/CSU Field Trip College Workflow | UC/CSU Field Trip College Workflow | UC/CSU Field Trip College Workflow | |
| Community Building and Motivational Activities and Trips | Black College Expo Ignite Field Trip | Black College Expo Ignite Field Trip | Black College Expo Crucible Field Trip Conference of the Americas | |
| Advisory | Daily (Morning Check In, Lunch Advisory, silent reading time) | Daily (Morning Check In, Lunch Advisory, silent reading time) | 4 times/week (Lunch Advisory, silent reading time) | |
| Personalized Supports | 1)After-school and pull-out tutoring with UC Berkeley students 2)Embedded SpEd and EL supports to enable full access. 3)Wellness Services for Socioemotional Health 4)College Counseling Services 5)Period 7 Mandatory Office Hours | 1)After-school and pull-out tutoring with UC Berkeley students 2)Embedded SpEd and EL supports to enable full access. 3)Wellness Services for Socioemotional Health 4)College Counseling Services 5)Period 7 Mandatory Office Hours 6) Unity Mentor | 1)After-school and pull-out tutoring with UC Berkeley students 2)Embedded SpEd and EL supports to enable full access. 3)Wellness Services for Socioemotional Health 4)College Counseling Services 5)Period 7 Mandatory Office Hours 6) Unity Mentor | |
| Use of expanded learning time (before or after school) | After school study halls with UC Berkeley program Summer School Summer Academy | After school study halls with UC Berkeley program Summer School Summer Academy | After school study halls with UC Berkeley program Summer School Summer Academy | |

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Work-Based Learning Lead: Lynn Chammas Pathway Name: Unity High School Information Technology and Digital Media Pathway

Collaborators: William Nee, Katherine Ahern, Brenda Diaz

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Utilize success with 11th and 12th-grade programming to extend Career Awareness and Exploration opportunities to 9th and 10th grade students, so that 100% of students are prepared for internships by 11th grade.
2. Increase the integration between CTE Internship Seminar and Computer Science CTE courses so that at least 30% of internship students complete a project-based internship assignment within their Computer Science class, applying technical skills from coursework and documenting their learning through graded reflections and a Presentation of Learning.
3. Develop supported summer internship opportunities to ensure students in credit recovery or with scheduling conflicts can still fully participate in work-based learning, increasing overall internships by at least 30%.

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

| Grade | Career Awareness: Learning ABOUT work | Career Exploration: Learning ABOUT work | Career Preparation: Learning THROUGH work | Career Training: Learning FOR work |
|-------|--|--|--|---|
| 9th | <ul style="list-style-type: none"> Register for CA Careerzone and complete Personality Assessment (Advisory) Explore 3 Career Paths on CA Careerzone (Advisory) Career Fair (Whole School) Alumni panel (Whole School) | <ul style="list-style-type: none"> UC/CSU Field Trip | <ul style="list-style-type: none"> Networking skills workshop (Advisory) Professional dress guidelines in preparation for Student Led Conferences (Advisory) Google Suite Computer Literacy (Advisory) SMART Goal setting (Advisory) Composing professional emails (English) Community service requirement Tiger News Unity Tech Repair Club | <ul style="list-style-type: none"> Strategic summer planning to build a resume including Peralta enrollment (Advisory) |
| 10th | <ul style="list-style-type: none"> Revisit Career Assessment (Advisory) CA Careerzone jobs research Career Fair (Whole School) Alumni panel (Whole School) | <ul style="list-style-type: none"> UC/CSU Field Trip College of Alameda Field Trip Research and present on one career path of interest in Student Led Conferences Career Cluster Research & Presentations (Advisory) | <ul style="list-style-type: none"> Technology Fair showcasing CS projects to industry partners(Computer Science) ECUC Semester-Long Executive Functioning Workshop (Advisory) LinkedIn Profile development | <ul style="list-style-type: none"> Strategic summer planning to build a resume including Peralta enrollment (Advisory) |

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| | | | <p>(Advisory)</p> <ul style="list-style-type: none"> ● Mock interview Day for 100% of students with corporate partners (Advisory) ● Job applications (Advisory) ● Resume overview & evaluating strong/weak resumes (Advisory) ● Community service requirement ● Tiger News ● Unity Tech Repair Club | |
| 11th | <ul style="list-style-type: none"> ● CA Careerzone jobs research ● Career Fair (Whole School) ● Alumni panel (Whole School) ● Industry workplace field trips to Airbnb, Arup, ABC7 (CTE Internship Seminar) ● Weekly guest speakers including from Google, JP Morgan, Meta, Toast, etc. (CTE Internship Seminar) ● College Research Presentation (Advisory) | <ul style="list-style-type: none"> ● UC/CSU Field Trip ● Research and present on one career path of interest in Student Led Conferences ● Informational Interview with professional in field of interest (CTE Internship Seminar) ● Career Philosophy Statement (CTE Internship Seminar) ● Dual Enrollment: Counseling 57- Career and Life Planning Overview | <ul style="list-style-type: none"> ● Networking skills workshop ● Technology Fair showcasing projects to industry partners (Computer Science) ● LinkedIn Profile update (CTE Internship Seminar) ● Professional mentorship through Unity Mentorship Program (Advisory) ● Everfi Financial Literacy Course (Advisory) ● Application portfolio: Resume, Cover Letter, LinkedIn profile, Mock Interview reviewed by industry partners (CTE Internship Seminar) ● Community service requirement ● Tiger News ● Unity Tech Repair Club | <ul style="list-style-type: none"> ● 8-week Internship (CTE Internship Seminar) and culminating Presentations of Learning ● Strategic summer planning to build a resume including Peralta enrollment (Advisory) |
| 12th | <ul style="list-style-type: none"> ● CA Careerzone jobs research ● Career Fair (Whole School) ● Laney College presentation on careers in the trades (Senior Transition) ● Alumni panel (Whole School) | <ul style="list-style-type: none"> ● Complete detailed Postsecondary 5-Year Plan and present in Student Led Conferences and Senior Defense of Learning (Senior Transition/English/Advisory) ● Dual Enrollment: Counseling 57- Career and Life Planning Overview | <ul style="list-style-type: none"> ● Professional mentorship through Unity Mentorship Program (Advisory) ● Update resume and LinkedIn Profile (Senior Transition) ● Community service requirement ● Unity Tech Repair Club ● Tiger News | <ul style="list-style-type: none"> ● Strategic summer planning to build a resume including Peralta enrollment (Advisory) |

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General Roles/Responsibilities:

| Person or Position | Responsibilities |
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| Principal | <ul style="list-style-type: none"> ● Provide leadership and oversight to ensure that Work-Based Learning is fully integrated into the Linked Learning pathway. ● Support implementation by allocating resources, fostering partnerships with industry and community organizations, and ensuring equitable access to meaningful work-based learning experiences that prepare students for college and career success. |
| Advisors | <ul style="list-style-type: none"> ● Administer Career Awareness, Exploration, and Planning curriculum during advisory ● Support students in summer planning, including helping with program applications ● Support 10th/11th students in researching a career path for their Student Led Conference presentations and 12th grade students in researching and creating their postsecondary plan for Senior Defense of Learning. |
| Director of Work-Based Learning | <ul style="list-style-type: none"> ● Teach CTE Internship Seminar which includes bringing in weekly guest speakers from a wide range of professions, planning industry field trips, teaching units on networking, informational interviewing, career philosophy, and application portfolio. ● Plan and coordinate industry field trips for all grade levels. ● Recruit and maintain industry partner relationships for mock interview day, Career Fair, informational interviews, industry workplace visits, internships, and mentorship. ● Secure internships, prepare students for internships, match students with internships, manage internship relationships/feedback loop and provide student support through Internship Seminar. ● Hold Internship Presentations of Learning. ● Track internship data. ● Collaborate with College and Career Counselor to develop and oversee implementation of Career Awareness, Exploration, and Planning advisory curriculum. |
| College and Career Counselor | <ul style="list-style-type: none"> ● Plan and execute UC/CSU field trips and community college/trade school field trips ● Collaborate with College and Career Counselor to develop and oversee implementation of Career Awareness, Exploration, and Planning advisory curriculum ● Teach Senior Transition course, which supports students through post-secondary planning and applications. ● Maintain dual enrollment relationships and support students in registering for and completing Peralta classes |
| Computer Science Teachers/Pathway Lead | <ul style="list-style-type: none"> ● Create and facilitate PBL project that culminates in Tech Fair presentation ● Plan and execute Tech Fair, including bringing on industry professional judges ● Manage WBL internships that require tech expertise (web development, data collection, data analysis, data visualization) |
| Unity Mentor Program Leader | <ul style="list-style-type: none"> ● Run Unity Mentor Program for 11th and 12th grade students including mentor recruiting, mentor matching, weekly career and college preparation curriculum and monthly mentor/mentee events |

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| Digital Media Teacher | <ul style="list-style-type: none"> ● Support students in running Tiger News, Unity’s student-run morning news show |
| Pathway Core Academic Teachers | <ul style="list-style-type: none"> ● Connect academic standards with real-world career experiences. ● Integrate our pathway theme, relevance, industry connections, and applied learning into academic curriculum. ● Help design interdisciplinary projects that include aspects of work-based learning. |

Next Steps in Plan Development / Implementation:

- Increase internship tracking/data keeping for all students including in programs outside of CTE Internship Seminar class
- Provide instructional support and professional development time to advisors for implementing Career Awareness/Exploration/Preparation lessons
- Deepen technology industry partnerships including onboard additional Advisory Board members and convening Advisory board 2x per year

