



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Oakland High School  
**CDS Code:** 1612590135905  
**Principal:** Matin Abdul-qawi  
**Date of this revision:** 6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Matin Abdul-qawi

**Position:** Principal

**Address:** 1023 MacArthur Blvd.  
Oakland, CA 94610

**Telephone:** 510-874-3676

**Email:** [matin.abdel-qawi@ousd.org](mailto:matin.abdel-qawi@ousd.org)

*The District Governing Board approved this revision of the SPSA on:*

6/29/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

## 2016-2017 Single Plan for Student Achievement Recommendations and Assurances

**School Site:** Oakland High School

**Site Number:** 304

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program          | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |  |
| <input checked="" type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |  |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: \_\_\_\_\_

6. The public was alerted about the meeting(s) through one of the following:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|--|

### Signatures:

\_\_\_\_\_  
Print name of School Principal

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC Chairperson

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of Network Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ruth Alahydoian, Chief Financial Officer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

**School Site:** Oakland High School

**Site Number: 304**

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

[illegible]

**2016-2017 Final Budget****Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>		TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>		TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>		TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>		TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>		TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Founded in 1869, Oakland High School is the second oldest high school in the San Francisco Bay Area. The school has a long and proud tradition of academic achievement, student leadership, and alumni support. Oakland High offers a solid college preparatory program and routinely send graduates to notable public and private universities. Staff places a premium on making the high school experience a positive one for all students. Students are members of 50 active clubs and service organizations. The school also offers a wide variety of interscholastic sports (more than 20 teams) and school wide activities are open to all students.

### School Mission and Vision

The vision for each Oakland HS graduate is to be successful in college, career, and community. Our graduates are academic achievers, effective communicators, self directed citizens who make positive contributions to their community.

### School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	52.5%	47.5%		24.7%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		11.7%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	32.4%	0.2%	35.3%	26.8%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	1.7%	0.6%	1.8%	0.3%

## SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
-----------------------	------------------------	-------------

74.4% of Asian students graduated in 13-14. 81.4% of Asian female students graduated. 72.9% of all female students graduated.	From the 11-12 school year to the 13-14 school year the graduation rate went from 69.7% to 76.7% to 66.1%. During the same three periods AA graduation rate dropped 8.1% and the Asian rate dropped 6%. During the same three years the Latino graduation rate increased 9.8%. 166 or 10.6% of all students failed math and english the 2nd marking period another 16.7% failed english or math. Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit.	Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit. Our graduation rate in 11-12 was 69.7%, in 12-13 it was 76.7%, and in 13-14 it was 66.1%. The three year average was 70%. Currently 95 or 30.2% of our current seniors are off track, 181 or 47.7% of juniors, and 184 or 43.19% of sophomores.
---	---	--

#### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
28% of the 13-14 graduates graduated having met A-G requirements	The number of seniors having met the A-G requirements has decreased 8.9 % from 50.2% to 41.3% from the 11-12 to 13-14 school years. Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college. Many of our scholars also lack the SE skills to be successful in unfamiliar social settings. Additionally, many scholars lack the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings.	Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college. Many of our scholars also lack the SE skills to be successful in unfamiliar social settings. Additionally, many scholars lack the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings.

#### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
96% of our students have not been suspended.	48.6% of our students agree or strongly agree that O High is a supportive and inviting place for students to learn. 26.9% agree or strongly agree that 26.9% feel that O High is safe. 59.6% of students agree or strongly agree that O High informs students what would happen if they break school rules.	Currently too many of our scholars are not in pathways. As we transition to wall to wall pathways all of our scholars will be in a pathway that by design will provide for them the supportive relationships we value.

#### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
-----------------------	------------------------	-------------

42.5% of our students scored proficient on SBAC (ELA). 32.6% of our seniors had a GPA of 3.5 or higher	Between 11-12 and 14-15 an average of 29.8% of students were enrolled in 1 or more AP classes.	We are struggling with the relationship between the role of advanced classes like AP and our pathway model.
--	--	---

## SCHOOL GOALS, TARGETS & THEORY OF ACTION

### Schoolwide WASC Multi-Year Goals

- Increase Student Lexile Level (Related to LCAP Goal 3: Students are reading at or above grade level.)
- Increase Graduation Rate (Related to LCAP Goal 1: Graduates are college and career ready.)
- Reduce Out of School Suspension (Related to LCAP Goal 5: Students are engaged in school everyday.)
- Increase Algebra I & Math Success (Related to LCAP Goal 2: Students are proficient in state academic standards.)
- Decrease Absenteeism (Related to LCAP Goal 5: Students are engaged in school everyday.)

### Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	GOAL	Related LCAP Goal	Related WASC Goal
<b>Post-Secondary Readiness:</b>	Increase graduation rate of ALL students to 70% of the senior class that is enrolled at OHS at the end of the 16-17 school year.	1: Graduates are college and career ready.	Increase graduation rate
<b>Climate and Culture:</b>	70% of ALL students graduate having met A-G requirements.	2: Students are proficient in state academic standards.	Increase graduation rate
<b>Rigorous Academics:</b>	70% of ALL students will indicate that they feel safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measure by the CHKS	5: Students are engaged in school everyday.	Decrease absenteeism

### Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Related SPF Indicator #1	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Post-Secondary Readiness:</b>	Graduation Rate	Low- Income Students	61%	65%	70%	Graduation Rate

<b>Climate and Culture:</b>	A-G Completion	Low- Income Students	41.3% (13-14)	55%	70%	A-G Completion
<b>Rigorous Academics:</b>	Culture/Climate: Student	Low- Income Students	NA	60%	70%	Culture/Climate: Student

### School Theory of Action

This is a narrative section in which you describe the link between your school goals, Linked Learning implementation, and student performance outcomes. For example: "If we focus on these areas, then we will see these improvements and students will achieve these results." This is your elevator pitch about what you are doing next year to improve outcomes for your students.

### SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Instructional Improvement Strategy:</b>		School Goal	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Culture &amp; Climate Improvement Strategy:</b>	Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instructional time	Increase graduation rate of ALL students to 70% of the senior class that is enrolled at OHS at the end of the 16-17 school year.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Pathway Development/ Implementation Strategy:</b>	New and improved Tardy Reduction Policy (16-17)	Increase graduation rate of ALL students to 70% of the senior class that is enrolled at OHS at the end of the 16-17 school year.	Personalized Student Support	Equity/Access/ Achievement
<b>New or Emerging Design Feature #1:</b>		School Goal	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>New or Emerging Design Feature #2:</b>	8 Period A/B Block Schedule	Increase graduation rate of ALL students to 70% of the senior class that is enrolled at OHS at the end of the 16-17 school year.	Program of Study & Master Scheduling	Equity/Access/ Achievement
<b>New or Emerging Design Feature #3:</b>	Administrative pods (AP, counselor, case manager) to support pathways.	70% of ALL students will indicate that they feel safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measure by the CHKS	School Leadership & School Vision	Equity/Access/ Achievement



<b>Established Signature Element #1:</b>		School Goal	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Established Signature Element #2:</b>	Life Long Learning PD starting with a four day retreat in June focused on effective strategies for teaching in a block.	70% of ALL students graduate having met A-G requirements.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Established Signature Element #3:</b>	PROPS	70% of ALL students will indicate that they feel safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measure by the CHKS	Personalized Student Support	Equity/Access/Achievement

## PATHWAYS AT OAKLAND HIGH SCHOOL

Oakland High School is home to six pathways:

- Environmental Science
- Khepera
- Public Health
- PLTW
- Social Justice & Reform
- Visual Arts & Academics Magnet

## About the Environmental Science Pathway

### Pathway Description

ESA is an experiential, hands-on science academy with a focus on environmental justice and stewardship in our real world. We use outdoor adventure education to motivate students to take on rigorous academics. Students engage in authentic research, conduct industry and service projects, and share with regional and local community. Students work in groups on projects in all classes, especially CTE courses. ESA has a mature community support network and works closely with representatives from diverse areas of the industry sector. ESA students develop advocacy skills for issues they are passionate about. All CTE classes incorporate STEM, as do extracurricular internships and projects. Students learn by doing, and success is not limited to the highest academic achievers.

### Pathway Mission and Vision

The mission of ESA is to prepare each student to succeed in the workplace, college, and career as an informed and responsible citizen of Planet Earth. Through rigorous academics, multicultural understanding, respect for diverse points of view, and applied demonstrations of learning, ESA shapes students to conserve and nurture our biodiversity and wild places, respect basic research and the nature of science, seek environmental justice for all people, and advocate powerfully for these goals.

ESA's vision is to be a rigorous supportive environment for all students to develop the knowledge base, self discipline, ecosystem values, communication, and critical thinking skills to advocate effectively for themselves as workers and citizens, for environmental justice for people locally and globally, and for the conservation of our endangered Earth.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	52.0%	48.0%		4.9%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		2.0%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	19.3%	0.4%	58.2%	17.2%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	1.2%	0.4%	2.0%	0.4%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
ESA students graduate at a higher rate and with higher GPAs than the OHS average. They are more likely to have access to AP classes.	Not all our students graduate; many of our students graduate without meeting A-G requirements. Over all, we have seen a slight increase in the percentage of students who do not meet the graduation requirements.	In the past, the majority of students entering ESA had very high GPA's their 9th grade year. Over the last few years, as the culture of the school and the approach to pathways has shifted, the average GPA of students entering ESA has decreased. ESA teachers are adjusting to the shift in student demographics and skill levels, but have not been as successful as needed when it comes to reaching out to and assisting students who are not as academically prepared as their peers. As the school continues to create more equity in the pathway process, ESA teachers will need to utilize more strategies to help struggling students. Scheduling has been a factor that limits students' ability to make up classes or to take all of the courses that they want or need.

**Post-Secondary Readiness:**

Performance Strengths	Performance Challenges	Root Causes
See above. Many of our students have taken multiple AP courses before graduating. Many students have participated in internships and other career readiness activities (mock interviews, career exploration visits, resume building, etc).	See above. Most of our study tours are centered around academics, not career. Students who are not planning on attending college after graduation are not always equipped with career skills.	The SBAC's format and use of common core approaches (mostly in Math) challenges many of our students. In addition, a number of ESA students are English Language Learners.

**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
Very low suspension numbers. Students participate in several community building activities and trips. Many ESA scholars are also involved in Link Crew, Student Leadership and other organizations which contribute to school-wide culture.	Academy demographics do not reflect the demographics of the larger school. We want to build more of a family atmosphere within the program.	National trends regarding science (male and Asian disproportionately represented) might be a factor! In addition, family histories in the program tend to influence who opts for ESA. For a number of years we have had more male teachers than female teachers.

**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
A high percentage complete A through G requirements and graduate with more than the required credits. A high percentage of students take Honors and AP courses during their 11th and 12th grade years. The program of study requires students to take at least 60 credits in the sciences.	Many students do not pass AP exams or the EAP portion of the SBAC.	Students enter the class with out many of the skills necessary for the coursework. Teachers are not equipped with the teaching strategies to allow the students to build the necessary skills and content knowledge. AP Exams are extremely challenging.

**PATHWAY GOALS, TARGETS & THEORY OF ACTION****Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Improve student A-G completion with a grade of C or better	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	For students that attempt AP courses an improvement in exam pass rate.	1: Graduates are college and career ready.	

<b>Climate and Culture:</b>	Reduce chronic absences	5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	Improve student reading proficiency scores	3: Students are reading at or above grade level.	

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	A-G Completion	All Students	57.1% (13-14)	60%	65%	Graduation Rate
<b>Post-Secondary Readiness:</b>	AP Course Performance	All Students	10%	15%	20%	Number of Students Enrolling in Four-Year Colleges
<b>Climate and Culture:</b>	Chronic Absence	All Students				Pathway Participation
<b>Rigorous Academics:</b>	SRI	All Students	1155	1200	1255	On Track to Graduate

### Pathway Theory of Action

Next year, ESA will focus on improving in many areas. Three key areas are a) improving interdisciplinary practices by implementing cross-curriculum grade level units in multiple subjects, and b) improving the work-based learning and career readiness aspect of our program and c) improving student community and fellowship. With regards to A, teachers will work together to craft start of the year units focusing on environmental issues. For example, during the 11th grade year, students will start the year by investigating the unit question: do humans have the right to alter the earth? This question will be analyzed in history, English, and science classes. By increasing the amount of cross-curricular units, ESA scholars will have a richer and more nuanced understanding of complex problems. In addition, ESA teachers will build professional relationships through co-planning and lesson study. With regards to A, current ESA study tours will be adapted to emphasize the work-based learning aspect of the trip. This year, many students have participated in internships, but the work is not integrated with our curriculum or our course of study. Moving forward, we plan on being more systematic in our approach to building career-readiness. We will work more closely with the Linked Learning Office to implement the relevant ECCCO lessons and increase the number of students participating in internships during the year and during the summer. By doing this, we hope that our students are better prepared to enter the work force in the future and that they are more informed about employment opportunities which are consistent with ESA values. With regards to C, ESA will shift from focusing on academic and career exploration study tours to some community building activities. Working with the school administration, ESA will have a population which is more representative of the school. With the increased diversity comes a greater commitment to building community and fellowship between students. Early in the year, teachers will set up activities and at least one study tour which focus on building positive relationships between ESA scholars and between ESA scholars and ESA teachers.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	We will develop cross curricular content to connect study tours and class instruction. Included in this content will be academic discourse, checking for understanding, and literacy skills (marking the text)	70% of ALL students graduate having met A-G requirements.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #1:</b>	Release period for student intervention (Emerging--began in 2015 - 2016)		Personalized Student Support	Equity/Access/ Achievement
<b>New or Emerging Pathway Design Feature #2:</b>	Senior Seminar class to support students in college and career planning, including applications, and the Senior Project / Graduate Capstone project (New)		Personalized Student Support	Program of Study & Master Scheduling
<b>New or Emerging Pathway Design Feature #3:</b>	Teacher retreats during summer (Emerging--began in 2015 - 2016)		Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Established Pathway Signature Element #1:</b>	Rigorous core of science and environmental science courses (Biology, Chemistry, Environmental Science 1, Advanced Biology, Environmental Engineering, AP Environmental Science, and optional other science courses, including APs)		Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
<b>Established Pathway Signature Element #2:</b>	Study tours and other hands-on learning throughout grades 10 - 12 (including weekly work at Lake Merritt during grade 10, various habitat-restoration projects, workplace visits, college visits, and outdoor adventure trips)		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
<b>Established Pathway Signature Element #3:</b>	Environmental stewardship and advocacy within our school and community (including school recycling program, lunchtime waste bin monitoring, restoration projects, and work with organizations like Earth Team and Solar Suitcase)		Work-Based Learning	School Leadership & School Vision

## About the Khepera Pathway

### Pathway Description

The Khepera Pathway equips students with the problem solving skills that are needed to run a business of any size in the 21st century and play critical leadership roles in any organization. Students learn to solve community problems and operate social enterprises during their high school years.

Within the Khepera Pathway students learn the importance of taking on the responsibility for what happens in their communities, cities, and the world at large. Students learn not to allow their fate (politically, economically, or otherwise) to be decided by others. Students learn that civic engagement is a necessary strategy for improving their lives and should be everyone's duty.

### Pathway Mission and Vision

The mission of the Khepera Career Academy is to provide a comprehensive education in entrepreneurship, social innovation, and civic engagement which will enable students to be college, career, and community ready.

The vision of our academy is designed to help African American male students learn how to better navigate high school, get academic, emotional, and social support, prepare themselves for college while attending Oakland High. In addition, part of our vision includes getting parents involved on a more engaging level, helping students and staff relations on campus, and building the community of and around the campus. Furthermore, having a better understanding of the effects and aspects of education in their future of how to use their education to their advantage in being successful, and being able to share their knowledge to someone of a lower age range so they can have a better chance at being successful in the future.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	100.0%	0.0%		
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	100.0%			
	Filipino	Pacific/Islander	Caucasian	Multiracial

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Weekly college advisory and students' interest in attending college have risen. Realistic post-secondary options have been explored. Greater focus on intermediate steps towards a 4-year degree.	Many students entered the program with reading and writing skills at least one year below grade level, with a significant number of students more than one year below grade level	Transition from middle school to high school. Lack of prior academic preparation. Importance of academics might not be stressed at home.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Students own the culture and climate and they check in with their peers often to keep them on track	Sustaining the culture established when new students enter the pathway/school. Sustaining self-directed academic rigor and focus.	Personal or family trauma, PTSD in some extreme cases, prevents students from being able to focus during class time.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Course of study is established with specific English, social science, CTE, and electives that speaks to the needs of the student population, their interests, and desires	Students in developing stages of identifying a career focus. Need for more care awareness opportunities before focusing on a specific area.	Not exposed to a variety of careers and the different expectations/skills/requirements of various careers

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Improvement in content-area literacy	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Reactivate student engagement during longer block periods	5: Students are engaged in school everyday.	

<b>Climate and Culture:</b>	Increase lexile scores by 75 points	2: Students are proficient in state academic standards.	
<b>Rigorous Academics:</b>			

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	A-G Completion	African- American Males	Baseline will be determined from 15-16 school year			Number of Students Enrolling in Four-Year Colleges
<b>Post-Secondary Readiness:</b>	Culture/Climate: Staff	African- American Males	Baseline will be determined from 15-16 school year			Culture/Climate: Student
<b>Climate and Culture:</b>	SRI	African- American Males	baseline will be determined from 15-16 school year			A-G Completion
<b>Rigorous Academics:</b>						

### Pathway Theory of Action

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instructional time	Increase graduation rate of ALL students to 70% of the senior class that is enrolled at OHS at the end of the 16-17 school year.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>New or Emerging Pathway Design Feature #1:</b>	CTE classes for our 10th and 11th graders		Program of Study & Master Scheduling	Work-Based Learning



<b>New or Emerging Pathway Design Feature #2:</b>	Creating a more robust student support team consisting of a designated administrator, counselor, case manager, teaching team	Increase individual and average GPAs	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>New or Emerging Pathway Design Feature #3:</b>				
<b>Established Pathway Signature Element #1:</b>	Culturally relevant curriculum		Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
<b>Established Pathway Signature Element #2:</b>	Mentoring by Industry experts		Personalized Student Support	Work-Based Learning
<b>Established Pathway Signature Element #3:</b>				

## About the Public Health Pathway

### Pathway Description

The Public Health Academy is one of the newer pathways at Oakland High, graduating it's third class in 2016. Distinguishing characteristics of the pathway are an emphasis on integrating pathway-themed literature and history topics, health preparatory science classes, and a strong emphasis on helping students develop personal character and a sense of empathy.

### Pathway Mission and Vision

Oakland High School's Public Health Academy educates and prepares students to promote health equity in the communities they will serve.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	39.6%	60.4%		11.2%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		12.3%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino

	46.0%	0.0%	29.9%	15.0%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	4.3%	2.1%	1.6%	1.1%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
As the academy is maturing (6th year), we are seeing a higher percentage of seniors graduate.	A lack of parent involvement in student school life may contribute to reduced academic expectations, reduced attendance, an increase in tardiness, behavioral concerns, and lack of fitness to graduate.	In addressing this issue, we have to acknowledge economic, community, and cultural issues that are factors. Increased outreach to parents by the pathway may increase parent involvement, but the pathway team should develop a variety of personal support and intervention resources for students in the event parent involvement proves to be insufficient.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
All students currently participate in College and financial presentations conducted in either Gov/Econ or English classes. We understand that this will be transferred to the Senior seminar class.	Students will have a college and career plan, based on WBL experiences including college and career exploration visits. Create individual plan for all students and follow strategies to insure students are meeting their college and career goals.	As the pathway grows, we are also increasing the number of student opportunities for WBL and all the collateral experiences. This is happening through the ECCCCO program and other partnerships. Teachers in non-CTE classes should be encouraged to find ways of creating students experiences that will help them explore career and educational goals.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
To center students and have them learning focused. All PHA teachers for the 2015-16 school year have agreed to conduct Mindfulness within the first 12 minutes of class. Grade level 2 day retreat to build relationships among students and teachers. Yoga for 10th grade students and open to 11th and 12th who can work ito into their schedule during 4th period. Several of our teachers are trained in Restorative Justice practices.	Many of our students have experienced trauma and have triggers that disrupt their learning and may be the root cause of disruptive behavior.	Community safety, relationship, and economic issues indicate a need for a student learning environment that is sensitive to tramua.

**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
Joint project between 10th grade English and History teacher for fall semester. Teachers do share lessons, resources, and best practices to improve their instructional practice. Use agreed school-wide AVID strategies. Two teachers require portfolios as a culminating end of the year project.	Increase joint projects between 3 teachers per grade level 2x a year, incorporating public health themes.	Cross-curricular projects are an opportunity to increase the breadth and depth of student learning.

**PATHWAY GOALS, TARGETS & THEORY OF ACTION****Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Have all our students (not in SpecEd or SDS) meet the A-G requirements with a 2.0 or better, maintain 80% attendance and a 2.0 GPA.	2: Students are proficient in state academic standards.	
<b>Post-Secondary Readiness:</b>	All students will have a college and career plan with three post-graduation options.	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	Increase staff training in SEL and identify one to two strategies that will be used by all PHA teachers.	5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	All students will have the opportunity to participate in one cross-curricular project, involving 2-3 content areas, at least once a year.	5: Students are engaged in school everyday.	

**Pathway Annual Targets**

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	A-G Completion	All Students	34.4% (13-14)	70%	80%	Graduation Rate
<b>Post-Secondary Readiness:</b>	On Track to Graduate	All Students	NA	Determined after 14-15 baseline data is available	Reasonable increase after baseline 14-15 data is available	Graduation Rate

<b>Climate and Culture:</b>	Social Emotional Learning	All Students	Implement Mindfulness in the classroom	6 of 7 teachers use Mindfulness in the classroom 80% of the time	6 of 7 teachers using Mindfulness in the classroom 90% of the time	Culture/Climate: Student
<b>Rigorous Academics:</b>	Pathway Participation	All Students	Curriculum sometimes overlaps across content areas but doesn't always include use of common assessments and rubrics	Students participate in one cross-curricular project and/or content area curriculum focusing on pathway theme	Students participate in two cross-curricular projects and/or content area curriculum focusing on pathway theme	Social Emotional Learning

### Pathway Theory of Action

If we place an emphasis on climate and culture in our classrooms and continue to build project- and work-based learning strategies, then we will see engagement improve and students will more likely to be on track to graduate.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Team members will develop an interdisciplinary project each semester for each grade level, involving a minimum of two disciplines with connections to pathway themes.		Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #1:</b>	Interdisciplinary projects	All students will have the opportunity to participate in one cross-curricular project, involving 2-3 content areas, at least once a year.	Building a Rigorous Academic Core: Teacher Conditions	Work-Based Learning
<b>New or Emerging Pathway Design Feature #2:</b>	Increase pathway distributive leadership		School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions
<b>New or Emerging Pathway Design Feature #3:</b>	Build a sequence of work-based learning experiences at each grade level	All students will have a college and career plan with three post-graduation options.	Work-Based Learning	Equity/Access/Achievement

<b>Established Pathway Signature Element #1:</b>	Social Emotional Learning and Mindfulness Practices, including trauma-sensitive yoga		Equity/Access/Achievement	Personalized Student Support
<b>Established Pathway Signature Element #2:</b>	Pathway content in academic coursework		Personalized Student Support	School Leadership & School Vision
<b>Established Pathway Signature Element #3:</b>	Grade-level retreats		Personalized Student Support	Equity/Access/Achievement

## About the Project Lead the Way (PLTW) Pathway

### Pathway Description

Project Lead the Way Engineering courses such as Intro to Eng and Principles of Eng (POE) and Civil Engineering & Arch (CEA) were offered as advance electives 4 years before being included in a Pathway. Many students from ESA and other acadmies enjoyed the rigous curriculum and project based learning. 2015-16 was the first year we officially became a pathway with 9th & 10th grade cohorts.

### Pathway Mission and Vision

Our academy vision is to engage student interest in engineering, technology and computer science through an emphasis on college and career ready skills including problem solving, critical thinking and scholarship.  
Apply Leadership skills and professional readiness through establishign a portfolio of STEM experiences.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	72.4%	27.6%		31.0%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		17.2%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	27.6%	0.0%	44.8%	24.1%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	3.4%	0.0%	0.0%	0.0%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
84% 9th graders have above 2.0 GPA; 72% 10th graders have above 2.0	16% of 9th graders and 28% 10th graders earned at least one or more D or F in Semester 1. 37% 9th graders earned D or F in ENG 1. 31% 10th graders earned D or F in Geometry. 21% of 10th graders taking Physics earned D or F.	Many of our scholars are adjusting to high school and the rigorous application of knowledge in their math and science courses. What they learn in the CTE courses helps them to develop better problem solving skills as they continue on taking the courses.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Through college themed guest speakers, 9th and 10th graders have been exposed to college themes and been shown pathways to get there.	It has been challenging to partner with industry partners in engineering field and getting them certified, getting our students A-G requirements met, and our teachers having ample time to do fieldwork to create curriculum, find community partnerships and implement 21st century technology into the classroom.	Lack of exposure to STEM Careers and role models

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Students participate in several community building activities and field trips. Weekly team meetings are attended by all academy teachers	Students are learning the sense of community and family and how to collaborate	It is a paradigm shift for our scholars to work together to problem solve because of what they have been taught in school. They are also accustomed to being provided formula and the answer. In our classes we don't tell answers we discover them thru trial and error and team work. They're not used to working like this but we work with them until they begin developing those skills through project based learning (PBL).

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
-----------------------	------------------------	-------------

Course of study is established with specific science with engineering content, social science, CTE, and electives that speaks to the needs of the student population, their interests, and desires	Students in developing stages of identifying a career focus. Need to raise awareness or opportunities before focusing on a specific area. PLTW curriculum is equivalent to Advance Placement courses and requires students to brainstorm, collaborate and problem solve through project based learning.	The CTE courses are equivalent to Advance Placement courses due to the rigorous content and application of knowledge to complete each project. Some of our students don't have impressive math scores and they enter our courses at various levels of success. Through team work and collaboration and application of mathematical concepts via projects, they improve their math skills and reasoning skills.
--	---	--

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Increase A-G completion	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	Exposure to various STEM curriculum and careers	6: Parents and families are engaged in school activities.	
<b>Climate and Culture:</b>	Students increase in collaboration skills	5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	Non-CTE teachers learn about engineering concepts and bring into their curriculum and design of integrated projects	2: Students are proficient in state academic standards.	

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Graduation Rate	All Students	NA	90% on track to graduate	100% on track to graduate	
<b>Post-Secondary Readiness:</b>	Pathway Participation	All Students	NA	100%	100%	
<b>Climate and Culture:</b>	Social Emotional Learning	All Students	Current students have entered classes with no collaboration skills	100% of teachers provide opportunities for student collaboration in class at least once each week	100% of teachers provide opportunities for student collaboration in class at least twice each week	

<b>Rigorous Academics:</b>	Pathway Participation	All Students	NA	90%	100%	
----------------------------	-----------------------	--------------	----	-----	------	--

### Pathway Theory of Action

If we focus on differentiation, PBL, and WBL we will see our students more engaged in and prepared for Computer Science, Engineering, and Technology careers, then more students will be graduation ready and college ready.

### PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Differentiation/Project Based Learning	Improve student reading proficiency scores	Personalized Student Support	Equity/Access/Achievement
<b>New or Emerging Pathway Design Feature #1:</b>	Annual participation in design challenge contest against other schools		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	WBL internships		Work-Based Learning	School Leadership & School Vision
<b>New or Emerging Pathway Design Feature #3:</b>	Certifications in Autodesk		Personalized Student Support	Work-Based Learning
<b>Established Pathway Signature Element #1:</b>	Exposure and mastery of technology (app development, design process, 3D printer, tablets)		Program of Study & Master Scheduling	Equity/Access/Achievement
<b>Established Pathway Signature Element #2:</b>	Guest speakers from industry/careers		Work-Based Learning	Personalized Student Support
<b>Established Pathway Signature Element #3:</b>	Field trips to Google and colleges		Equity/Access/Achievement	Program of Study & Master Scheduling



## About the Social Justice & Reform Pathway

### Pathway Description

The Social Justice and Reform Pathway will inform and prepare students for careers in education, law, and community organizations with a social justice lens. All SJR's teachers are AVID-trained and feel strongly about adhering to its cornerstone principals known as WICOR: Writing, Inquiry, Collaboration, Organization, and Reading.

All SJR pathway students are taught collaboration and inquiry through "tutorial", in which students work together in small groups to solve questions presented in their class/homework. Organization is fostered through routine use and maintenance of a binder which contains organized sections for each student's classes. Reading and writing is emphasized through special assignments in which students read, discuss and reflect (written) on what they have read. Academic discourse is strongly promoted through the regular use of formal debate, classroom and small-group presentations, Socratic Seminars and Philosophical Chairs.

Furthermore, SJR students will have the opportunity to immerse themselves in current social issues and participate in field trips, community service, and internship opportunities that will expose them to the wide-ranging number of job fields in the legal, education and social work sectors.

### Pathway Mission and Vision

SJR's mission is to close the achievement gap by preparing all our students for college and career readiness and by engaging them to become educated, responsible participants and leaders in a democratic society in the 21st Century.

Students enrolled in the SJR pathway will:

- succeed in rigorous curriculum
- complete a college preparatory path
- engage in service learning activities and projects that address pressing social issues in their community
- become active advocates for change in their community

Using AVID's systemic academic approach, SJR supports students and educators as they increase schoolwide/districtwide learning and performance.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino

	34.0%	0.0%	34.0%	24.0%
	Filipino	Pacific/Islander	Caucasian	Multiracial
		2.0%	3.7%	

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
With cohort members who stayed at Oakland High, there have been NO student drop outs since its inception in the fall of 2008, with 100% high school diploma completion in each cohort.	We have had approximately 20% of our students who fell off track to graduate within a 4-yr plan and ended up going to Dewey to finish in the spring of their senior year.	These were all students who came into our AVID program with multiple Ds and Fs earned in their freshman year. Because we are trying to get them A-G ready, they are repeating these classes where they earned Ds and Fs (including in summer school), and we run out of time for them to complete all classes with a C or better.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Approximately 60% of AVID students graduate 100% A-G ready and go on to enroll in 4-year colleges. Another 30% are enrolled in community college or trade programs immediately following graduation. Approximately 10% postpone post-secondary education.	Our biggest problem with A-G readiness is the ability to make up D's. F grades get priority, for both graduation and GPA purposes. More opportunity in their 8-period day schedules would allow for more D's to be repaired.	Students who receive Ds and Fs in 9th and 10th grade do not have enough room in their schedules to retake classes in addition to their other required classes for that year.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Through cohort team building activities - and the AVID elective class - a strong sense of "family" is created. We also hold parent events, part celebratory, part educational.	We would like to be able to provide more off-campus team building experiences, like the ropes course pilot we offered our 10th graders this year. This type of event seems to bolster the sense of community and support more rapidly than just classroom and on-site events do.	In the past we had limited funding for field trips and used what we had for college campus visits.  We have limited funds for and time to coordinate - parent events and often have to combine informational events with celebratory events.

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Because we carefully promote and schedule each student into classes that stretches their individual academic potential, we have a strong track record in this area.	Within the limitations of the 6-period day, we were unable to manage both credit recovery and placing some students in advanced honors or AP classes.	The 6-period day schedule has not allowed for students to take credit recovery classes AND advanced, honors, or AP classes.

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Improve graduation rate by 10% in 2016-2017 and 20% beyond	6: Parents and families are engaged in school activities.	
<b>Post-Secondary Readiness:</b>	Improve 4-year acceptance by 20%.	3: Students are reading at or above grade level.	
<b>Climate and Culture:</b>	Expand college and career exposure opportunities through the development of a series of field trips, guest speakers and a mentor program.	1: Graduates are college and career ready.	
<b>Rigorous Academics:</b>	Develop and pilot two new CTE classes for 2016-2017 schoolyear : Forensic Science (10th grade Biology-based Sceince elective) And Introduction to Human Services (10th grade, CTE elective)  Increase AP & Honors course enrollment by 1+ course per student in 11th and 12th grades  Create and implement cross-curricular projects at 10th, 11th, and 12th grade levels.	5: Students are engaged in school everyday.	

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	On Track to Graduate	All Students	Baseline will be determined after 15-16 school year	Will be determined after baseline data is available	10% increase over 15-16 baseline	Graduation Rate

<b>Post-Secondary Readiness:</b>	A-G Completion	All Students	Baseline will be determined after 15-16 school year	Will be determined after baseline data is available	20% increase over the 15-16 baseline	Number of Students Enrolling in Four-Year Colleges
<b>Climate and Culture:</b>	Culture/Climate: Student	All Students	Baseline will be determined after 15-16 school year	Will be determined after baseline data is available	Increase in access and participation for all students	Percent of Students Leaving
<b>Rigorous Academics:</b>	AP Course Performance	All Students	Baseline will be determined after 15-16 school year	Will be determined after baseline data is available	Increase in access and participation for all students	A-G Completion

## Pathway Theory of Action

With the expansion of the AVID pathway into a full-fledged CTE-oriented pathway, the possibilities for growth are tremendous next year. We have set three major goals:

If we focus on developing and implementing two new 10th grade CTE courses with curriculum integrated across content-areas (including English), we expect attendance will improve and Ds and Fs will decrease thus putting students in a better position to complete A-G requirements.

Furthermore, by broadening our students' base of college and career exposure through the development of a series of workplace visits, guest speakers and college campus tours, we hope to see an increase in student engagement and participation resulting in better attendance and improved grades - also leading to greater A-G completion.

Finally, we want to vastly improve the communication with - and education of - the parents of our students. It is very important that they support our mission and understand what it takes to graduate from high school and be in a position to succeed at the college level.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Beginning with 10th grade teacher team (English, Forensic Science and Intro to Human Services) members will develop an interdisciplinary project each semester for each grade level, with connections to pathway themes.	70% of ALL students graduate having met A-G requirements.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

<b>New or Emerging Pathway Design Feature #1:</b>	New CTE courses: Forensic Science (10th grade Biology-based Science elective) Intro to Human Services (10th grade CTE elective)	Develop and pilot new CTE classes	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	Implementation of career-oriented study trips	Expand college & career exposure opportunities through the development of a series of field trips, guest speakers and a mentor program	Work-Based Learning	Equity/Access/Achievement
<b>New or Emerging Pathway Design Feature #3:</b>	Common prep periods	Develop & pilot cross-curricular 10th grade projects  Expand college & career exposure opportunities by planning field trips & guest speaker series  Provide student intervention & support	Building a Rigorous Academic Core: Teacher Conditions	Program of Study & Master Scheduling
<b>Established Pathway Signature Element #1:</b>	Cornell notes/Binder	Improve graduation rate by 10% in 2016-2017 and 20% beyond	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Established Pathway Signature Element #2:</b>	Tutorial / Academic Discourse strategies	Provide support for increased AP & Honors course enrollment by 1+ course per student in 11th and 12th grades	Personalized Student Support	Equity/Access/Achievement
<b>Established Pathway Signature Element #3:</b>	College tours	Expand college and career exposure opportunities through the development of a series of field trips, guest speakers and a mentor program.	Equity/Access/Achievement	Personalized Student Support

## About the Visual Arts & Academics Magnet Pathway

### Pathway Description

The Visual Arts Academy (VAAMP) is a Career Partnership Academy, and we are the oldest academy at Oakland High School. VAAMP is in a transition of leadership, as the last of our academy founders retired last year and we are working to redefine our vision. One of our top priorities is to align our academy to industry standards more successfully.

### Pathway Mission and Vision

The mission of the Visual Arts Academy Magnet Program (VAAMP) is to provide a comprehensive education in the visual arts which will enable students to be college and career ready to succeed in and serve the diverse and continuously evolving global societies of the 21st century.

In 2016-17 our team plans to focus our attention on continuing to develop new courses, upgrading our equipment and course offerings to be current with today's industry standards and supporting students' academic readiness for A-G completion.

#### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	46.4%	53.6%		10.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		8.9%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	29.9%	0.0%	37.1%	25.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	3.6%	0.4%	0.9%	0.4%

#### PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

##### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
VAAMP graduation rate for the 2014-15 school year was 94.5%, Students average a 2.6 GPA as opposed to students having an average 2.4 GPA for non pathway students	Only 61.5% of VAAMP students were A-G ready in the 2014-15 school year.	Students are passing with Ds causing them not to be A-G ready.

##### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
-----------------------	------------------------	-------------

Classes offered to our students through Academy of Art University and with dual enrollment offerings in partnership with Peralta Colleges	It has been challenging to partner with major arts programs in the area such as The Crucible, getting our students A-G requirements met, and our teachers having ample time to do fieldwork to create curriculum, find community partnerships and implement 21st century technology into the classroom.	It has been challenging to partner with major arts programs in the area such as The Crucible, getting our students A-G requirements met, and our teachers having ample time to do fieldwork to create curriculum, find community partnerships and implement 21st century technology into the classroom.
---	---	---

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Students participate in several community building activities and field trips, organized community volunteer work and class competitions.	Students have loss the sense of community and family that was always a tradition in VAAMP.	Due to transition in the team leadership and new team members.

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students participate in the ECCO curriculum, a new client-based Senior Project, Portfolio building, and next year (2016-17) AP Studio Art, dual enrollment Photography and Web Design.	With a transition into block schedule, we are having to restructure a large part of our longheld logisitics.	The 6-period day has limited students' ability to take a variety of classes that more completely expose them to a variety of art topics and skills. The 8-period schedule will allow for more of this but we are also having to redesign how the team has worked due to the new schedule.

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Every student graduates VAAMP with: passing at least 4 VAAMP CTE classes, and passing at least one dual enrollment, college or AP class. 80% of graduates will satisfy A-G completion.	1: Graduates are college and career ready.	

<b>Post-Secondary Readiness:</b>	All graduates of VAAMP will complete at least one dual enrollment, AP, or other college course. All seniors complete FAFSA, apply to (4) four-year colleges, taken SAT and applied to (3) scholarships. They have visited at least one of each: UC, State college, community college and art college	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	With a sense of community students leave with an understanding of the art scene and culture in the Bay Area. Our students will leave as appreciators and advocates.	5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	All graduating students will graduate with 2.0 and passing (4) CTE/ art VAAMP courses	1: Graduates are college and career ready.	

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	A-G Completion	All Students	61.5%	70%	75%	Graduation Rate
<b>Post-Secondary Readiness:</b>	Graduation Rate	All Students	No current Data	75%	80%	A-G Completion
<b>Climate and Culture:</b>	Culture/Climate: Student	All Students	No current data			Pathway Participation
<b>Rigorous Academics:</b>	Graduation Rate		92.3%	94%	95%	On Track to Graduate

### Pathway Theory of Action

If we focus on bringing our CTE classroom equipment and bringing our academic classroom technology into a competitive 21st-century classroom, with more course offerings and opportunities, our students will develop a stronger core of 21st-century skills and will be better prepared for their pursuit of either career or college. It is a priority for us to continue to build academy culture and develop meaningful relationships with both teacher and students. With these changes, our students will be more college and career ready, more engaged in school, and will exit Oakland High with VAAMP increasing its graduation rate, and A-G completion rate.

### PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
---------------	----------	--------------------------------	--	--



<b>Pathway Instructional Improvement Strategy:</b>	Using 21st century technology in the classroom, college and career readiness, student academic support services, pathway culture and curriculum development, developing experiential learning experience.		Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support
<b>New or Emerging Pathway Design Feature #1:</b>	Upgrading CTE equipment to align with industry standards.		Work-Based Learning	School Leadership & School Vision
<b>New or Emerging Pathway Design Feature #2:</b>	Developing two new dual enrollment classes in cooperation of Peralta Colleges		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>New or Emerging Pathway Design Feature #3:</b>	VAAMP is transitioning one of our core academic classes from science to art-based math classes		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>Established Pathway Signature Element #1:</b>	Teacher collaboration retreats		Building a Rigorous Academic Core: Teacher Conditions	Program of Study & Master Scheduling
<b>Established Pathway Signature Element #2:</b>	Providing intervention specialist support		Personalized Student Support	Equity/Access/Achievement
<b>Established Pathway Signature Element #3:</b>	Team building field trip for all VAAMP students to build community and relationships with teachers.		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

