



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Oakland Technical High School
CDS Code: 1612590136051
Principal: Staci Ross-Morrison
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: Staci Ross-Morrison

Position: Principal

Address: 4351 Broadway
Oakland, CA 94611

Telephone: 510-450-5400

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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 Technical High School

Site Number: 305

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| ☒ Title I Schoolwide Program | ☒ Local Control Funding Formula (LCFF) Base Grant | |
| ☒ Title I Targeted Assistance Program | ☒ LCFF Supplemental Grant | ☒ 21st Century |
| ☐ After School Education & Safety Program (ASES) | ☒ 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:

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| ☐ Fliers in students' home languages | ☐ Announcement at a public meeting | ☐ Other (Notices and Media Announcements, etc.) |
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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 Technical High School

Site Number: 305

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSC. 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:

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

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

ABOUT THIS SCHOOL

School Description

Oakland Technical High School, located at 4351 Broadway, is one of three comprehensive high schools in the Oakland Unified School District in Oakland, California. The school adjoins the economically and racially diverse Temescal and Rockridge neighborhoods of Oakland and is less than a mile from the Piedmont border. The attendance area also includes north Oakland and downtown Oakland, with additional students coming from the neighborhoods to the west on the Oakland-Emeryville border and Martin Luther King Jr., as well as Lake Merritt, and Montclair. However, with the school's popular school-to-career academies and the district's OPTIONS program of open enrollment, Oakland Tech draws students from all parts of the city and from both private and public schools. The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school.

School Mission and Vision

All members of the Oakland Tech community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided enriching curriculum and support.

All students at Oakland Tech will strive to meet high expectations of character and academics.

As a result of these commitments, all Tech students will graduate:

- With the academic and social skills to pursue their future goals with confidence, through college, career training/apprenticeship programs, or immediate meaningful employment.
- Feeling empowered and ready to be responsible citizens within their communities.

School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	50.8%	49.2%		5.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		12.1%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	33.3%	0.3%	18.7%	18.2%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	1.4%	0.4%	23.4%	3.1%

SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Graduation rate for AA males increased 4 percentage points from 2013 to 2014. Students in pathways are graduating at a rate of 91.5% and non pathway students are graduation at a percentage rate of 68%. 97% of Latino females graduated in 2013. in 2014, 86% of students receiving free and reduced lunch graduated with their cohort. Graduation rates for ELLs has improved, but remainns over 30 percentage points below that of redesignated students.	Graduation rates for Latino males and females declined in 2013. Drop out rates for ELLs and Latino males are the highest for all student subgroups, 32% and 23% respectively, although they have declined from 2012 to 2014. The drop out rate for AA males improved by 6 percentage points from 2013 to 2014, but is 11 percentage points higher that that of Asian males, who have the strongest graduaton rate of all male students. Graduation rates for English language learners are roughly 30 percentage points below redesignated students. Drop out rate for male English Learners is greater than 30%. The drop out rate for foster youth has doubled between 2012 and 2014 and is currently 50%. Cohort graduation rates for SPED students is 63%, which is 26 percentage points below their non SPED counterparts.	Graduation rtes for Latino and ELL students were impacted by the CAHSEE, although this is not a current measure used to determine graduation. Many students fail classes early in their educational career and there are not many options to recover credits. Many students are entering high school without the needed prerequisite skills. Latino students and ELLs are not engaged. Are ELLs in classes where they are getting time and attention. ELLs have greater language needs that are not being addressed consistently across all graded and subjects. Greater structures are needed by ELLs and English language learners. Students may not be getting the same high expectations from adults inside and outside of school. Students are not working hard and will settle for an alternative education diploma. Large class sizes Some students are experiencing economic pressures that require them to work outside of school, which impacts their ability to access tutoring and meet with teachers. Legal issues with citizenship may be causig stress or adding difficulties to

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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In 2014, 89% of white students graduated having met A-G requirements compared to 63% of the senior class. 100% of all foster youth graduated meeting A-G requirements in 2013 and 2014. Latino females are graduating meeting A-G requirements at 58%. in 2014, 71% of redesignated students graduated meeting A-G requirements. Enrollment in AP classes has remained constant when looking at the entire student body. As students progress on average the numbers enrolling in AP classes increase. in the 2014- 2015 school year, 60% of white students were enrolled in at least 1 AP class. Number of low income students in AP courses increased from 117 to 153 from 2012 to 2014 (2.2 percentage points). The number of seniors who have a 3.5 GPA or higher increased 4 percentage points.	In 2014, ELLs and AA students graduated meeting the A-G requirements at lower rates of comparable subgroups, 22% and 44% respectively. 53 % of Latino students graduated in 2014 having met the A-G requirements. The numbers of SPED students who graduated meeting the A-G requirements declined from 2012 to 2014, and 97% of students with IEPs did not graduate meeting A-G requirements. Female students meet A-G Graduation requirement at a larger percentage compared to male students. 36 % of AA senior males met A-G requirements. During the 2015 school year, AA and foster youth were the largest subgroup of students not enrolled in AP classes at 92% and 91% respectively.	Many students fail classes early in their educational career and there are not many options to recover credits. Many students are entering high school without the needed prerequisite skills. More education is needed around A-G for all. Students have experienced much trauma. Some teachers lack cultural competencies to address the behavioral issues of the students and or the cultural knowledge to engage all students. Strong learning partnerships between students and teachers are not being formed. throughout the school, although they do exist. Teachers lack of strategies to address behavioral issues or time to address on the spot. African American students feel less trust in their teachers. Not enough adults on campus to support students behavioral choices. Students have many needs that need to be addressed. Low self esteem.
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
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218 students were referred to cost in the 2014-2015 school year. Number of students with chronic absence problems has declined from 3.3% to 2.2% from 2014 to 2015, but is the second most reason students were referred to COST. AA students are being served by the Restorative Justice program at much greater numbers than any other ethnic subgroup. The absence rate for 9th grades students are the lowest of all grades and lower than the school average. Number of African American males who have not recieved a suspension increased from 2014 to 2015. Number of foster youth who have not recieved a suspension increased from 2014 to 2015.	Attendance rates for AA, Latino, PI ELLs and EOs are the students with absence rates greater than the school average. Foster youth are absent at a rate double the student body and are averaging 7% the current school year. Absence rates for low income students as improved from 2012 to 2016 but are greater than the school average. SPED students' absence rates have inproved from 2012 to 2016 but continue to be almost twice the schools average at 7.2%. African American and Sped students are suspended more than any other group of students. Students are being suspended for violent incidents more than any other reason. SPED students make up 30% of the students suspended for violent acts. Low income students are suspended for violent incidents at a rate of 65%. Defiance is the second greatest reason students are suspended. 64% of students suspended were suspended for defiance. Of that, 37% were acts committed by SPED students.	Students have experienced much trauma. Some teachers lack cultural competencies to address the behavioral issues of the students. TGDS will be used by all administrators to provide teachers with effective feedback to improve instruction for all students. Through the use of TGDS, teachers will gain a knowledge of effective strategies Strong learning partnerships between students and teachers are not being formed. Lack of strategies to address behavioral issues. AA Students feel less trust in their teachers Not enough adults on campus to support students behavioral choices. Students have many needs that need to be addressed. Low self esteem. Sped students need more support around responding properly, making choices and supports in classrooms so that they do not become overwhelmed with the challenging curriculum
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Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Asian students taking 2 or more AP classes increased by 5 percentage points between 2012 and 2014. English Language learners participation in AP classes increased by 5 percentage points from 2012 to 2014. ELL reclassification rates increased by 23 percentage points. Long term ELL eclassification rates increased by 27 percentage rates. 63% of all students are meeting A-G requirements.	Percentage of Latino students taking AP classes decreased by 2 percentage points from 2011 to 2014. A-G completion rates for African American sudents are 20 percentage points below the student average. A-G completion rates for ELLs are 40 percentage points below the student average.	Students have not been provided the academic interventions in middle school and enter high school behind. Students and families do not understand the A-G requirements. ELD courses are not A-G, Students are not receiving the instruction needed to learn because they must first understand the language then the learning. Harder for ELLs to understand language cues in classes. ELLs do not always seek assistance when they do not understand. Teachers need strategies to instruct ELLs. ELLs need more time to deal with the language. TGDS will be used by administrators to systematically provide feedback to teachers abot their instruction to improve outcomes for all students.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Please forward your WASC report to Joanna.Vazquez@ousd.org and she will populate it. (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase graduation rates for ELL students by 10 percentage points.	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Increase the A-G completion rates of African American students by 7 percentage points.	1: Graduates are college and career ready.	
Climate and Culture:	Decrease the number of referrals, suspensions, tardies each SPED student receives by 5 percentage points.	5: Students are engaged in school everyday.	
Rigorous Academics:	Increase the number of low income students graduating A-G ready by 10%.	1: Graduates are college and career ready.	

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	Latino Students	59.5%	63.9%	69.5%	On Track to Graduate
Post-Secondary Readiness:	A-G Completion	African- American Students	43.60%	46.5%	50.6%	Number of Students Enrolling in Two-Year Colleges
Climate and Culture:	Attendance Rate	All Students	23.5%	22.2%	20.0%	
Rigorous Academics:	AP Course Performance	All Students	52.5%	55%	62.5%	Number of Students Enrolling in Four-Year Colleges

School Theory of Action

If we encourage students to become members of a pathway that best supports their educational interest and career goals and offer students a broader array of opportunities while providing support then graduation rates will increase as a result of students taking ownership in their learning. If teachers are able to provide instruction that engages, allows greater access to the curriculum, more students will graduate meeting UC and CSU standards. Teacher collaboration time will afford teachers the opportunities to plan themed curriculum that integrates multiple subjects. Collaboration time will also allow teachers to confer about students and plan instructional interventions, activities,

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing by increasing teachers' capacity to differentiate to meet learning needs of students.	Increase graduation rates for Latino students	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Culture & Climate Improvement Strategy:	An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely and assigned academic interventions.		Equity/Access/Achievement	School Leadership & School Vision
Pathway Development/Implementation Strategy:	Pathway cohorts will grow and demonstrate the diversity of the school population. Students not in a pathway will be taught by teachers who will collaborate to increase student achievement through participating in cycles of inquiry while developing cross curricular lessons and conferring about best instructional strategies to support students.	Increase graduation rates for Latino students	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #1:	Increase in the number of dual enrollment classes available to serve students	Increase graduation rates for Latino students	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Design Feature #2:	Pilot 9th grade Computer Science class. Cultural competency training for staff.		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

New or Emerging Design Feature #3:	Creating a Culture and Attendance team that proactively engages students and families in efforts to improve attendance and school performance, while implementing effective systems to prevent students from slipping through the cracks.	Increase the A-G completion rates of African American students by 7 percentage points	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #1:	9th grade families		Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
Established Signature Element #2:	Summer Bridge Summer program for Incoming 9th grade students to support culture development	Increased graduation rates	School Leadership & School Vision	Equity/Access/Achievement
Established Signature Element #3:	Non-pathway cohort and all other pathways, supported by min 2 lead teachers with paid collaboration time, an administrator, student support provider, a counselor and a set of individualized student supports	Increase the A-G completion rates of African American students by 7 percentage points	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Student Conditions

PATHWAYS AT OAKLAND TECHNICAL HIGH SCHOOL

Oakland Technical High School is home to five pathways, in addition to the ninth grade program:

- 9th Grade
- Computer
- Fashion, Arts & Design
- Health
- Engineering
- Biotech

About the 9th Grade Pathway

Pathway Description

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

Incoming first time freshmen are assigned to a house of 140 - 160 students. (A house is an organizational arrangement that assigns students and teachers to teams in a set of rooms). Self-contained special education students will continue with the same level of support. Mainstreamed students, supported by special education instructors, will be assigned to a house with the same team expectations.

Each House
consists of cross-curricular teams of English, science, and social studies teachers with one member serving as a team coordinator (Lead Teacher)(stipend should be provided due to involvement in school ILT),
has a common planning period for staff to meet.
Students remain with the teachers in their houses the entire year.
Engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skills to address real world projects and problems
Academically rigorous education that maintains high expectations for each student
Careful monitoring of student performance and attendance
Data -driven decision making
Modified Block Schedule
Intensive literacy instruction delivered to students who are two grades or more below 9th grade level
Frequent contact between school and parents
Academic Literacy infusion into all content areas
Ongoing recognition of accomplishments
Freshman course "Freshman Seminar"

Pathway Mission and Vision

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

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

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
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Student Population by Race/Ethnicity	46.2%	53.8%		2.6%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		7.7%		
	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	20.5%	0.0%	28.2%	15.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	2.6%	0.0%	23.1%	5.1%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Oakland Tech has a 86% graduation rate, compared to a 60% average district-wide	After first semester of freshman year, only 78.3% of students are on track to graduate. Schoolwide, graduation rates for English language learners are roughly 30% below other demographics. INSERT DATA about disproportionate graduate outcomes across race & class	School assessments fail to take into account multiple knowledges and skills that students bring to school. Our pedagogy privileges certain students over others. As a result, we have a racial and class inequity in the grade breakdown. And because students don't have opportunities to make up a class that they failed in 9th grade, many students leave 9th grade not on track to graduate. Additionally, because students don't have opportunities to make up a class that they failed in 9th grade, many students leave 9th grade not on track to graduate.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Our goal for the year 2020 was to have 80% of students enrolled in a career-aligned pathway. We were able to meet that goal in the 2015-2016 school year and place 70% of our students in academies, showing that our outreach and exposure strategies were successful.	While the number of tenth graders who are in career-aligned pathways will increase, 30% of them will not be entering an academy, meaning that those students are going into tenth grade without any formal college support. Most of these non-academy students are African American.	In our existing curriculum, we have no built-in structures or routines for discussing post-secondary options with students. This raises concern for our first generation college students because their families do not have the cultural and academic capital necessary to navigate the college process, so our school should step in to provide that support. While we try to expose all of our ninth graders to the career-aligned academies available at Tech, we want to reach more of our struggling students and their families.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
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Students report feeling supported by adults at the school, especially the dedicated 9th grade counselor. 9th grade house structure has created some alignment and allowed teachers to meet regularly. Some shared practices exist.	Operational differences between classrooms (different passes, different HW systems, grading, tardy) create challenges. Social capital - if students are in a social group in which there is a "success in school culture," they are supported. Those who do not have that are being pulled down by their social group. Not many opportunities for those students to build self-esteem or get connected to sources of support other than those peers. Identity - some students have internalized a culture of failure (exacerbated by the lack of consistency between classes).	The greatest challenges that students face with respect to culture and climate have dimensions that exist primarily in the operational social space of the classroom, the emotional social space of their friend groups, as well as in their internalization of themselves as learners. Over the course of a single day every student will pass through six different classrooms. Of course each classroom has different content to interface with, and this means different skills and unique practices to access that content. This is known to teachers, admin, parents, and to some extent to students. What is often left unclear are the differences in protocols between classrooms. These are latent social rules that can greatly effect how students can be successful; everything from how to get materials, to when to get out of one's seat, to how to interact with a classmate. Every teacher will be using different participatant structures, they will have different homework policies, and students may not be able to parse out the differences in a timely manner. Beyond the opertional social space of the classroom, every student will be heavily immersed in the emotional social space of their friend groups. The challenge for some is that a group of friends may not have to shared social capital to support each other's learning goals. In other words, some friend groups may not share experiences that are beneficial for the academic success of the consituent members of the group. If a student's friend group build their rapport and emotional bonds over studying together and helping each other succeed, this will create a vastly different set of outcomes for that friend group versus a group that build connection over a different set of practices. In other words, some groups of students use their social existence as a way to integrate into the lifestyle of success in high school, while others have a social existence that detracts from a lifestyle of success -- forcing students to choose between friends, and school. These two dimensions of challenge for students are woven deeply into the third; namely, the internalization of student's perceptions of themselves as students and as friends. When a student does get lost in the bureaucratic noise of six classes and forgets to turn things in, there is a possibility that they will take those oversights to heart. Over time, these missteps could bud into an identity of failure. This would mean that students not only expect to fail, but that they definitely will because they are failures. They did not fail; they are failures. Similarly, if students have a friend group that does not integrate easily into the practices of success in this high school, they can come to view themselves as they perceive their friends to see them. They could percevie themselves more as a friend, comedian, user, gamer, than as an academic or successful student.
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Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students are maintaining their level of performance from 8th to 9th grade in ELA and, in many cases, are increasing their reading level as measured by the SRI.	Certain population of students, usually students of color, coming from certain OUSD middle schools (e.g. Westlake, Roosevelt, Bret Harte) arrive at least 1 to 2 years below grade level as measured by the SRI. Additionally, students coming from smaller charter middle schools arrive reading on grade level or above, but still struggle to keep pace in a large high school with 30 plus student classes.	Because students have vastly different middle school experiences, students are not fully prepared for rigorous academics. The different expectations for grades, late work, etc, across their classes compounds this learning curve.

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

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Have a grade distribution that does not simply reflect or reproduce incoming racial/class/gender inequities. Reflect and revise assessments and pedagogy to move towards more equitable grade outcomes Provide opportunities for students to make up classes that is not punitive and does not require them to wait until junior year		
Post-Secondary Readiness:	In ninth grade, we should be broadening students' understandings of college and career options.		
Climate and Culture:	We will align classroom practices: possibilities include -- white board configuration, hall passes, late work, grading, detention (we already have the progressive discipline policy but some might not follow it), notebooks/binders, rubrics, questioning practices (3 before me etc.), calling home practices, and any other high leverage practices. We will increase positive social bonding practices in student groups. We will help students to identify as successful people. We will help them to gain self esteem from the experience of high school academic endeavors.		

Rigorous Academics:	After 9th grade, every student reading below grade level will have grown one grade level on the SRI (or other better reading assessment). After 9th grade, every student will demonstrate proficiency with an organizational tool. Teachers will share and analyze their grading practices to come to consensus on the specific student habits that lead to failure or success Every 9th grader will take Computer Science Principles (Exploration of Computer Science)		
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Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	On Track to Graduate	English Learners				
Post-Secondary Readiness:	A-G awareness/ college readiness awareness	Low Income				
Climate and Culture:	Student/ Parent/ Community Satisfaction	All Students				
Rigorous Academics:	SRI	English Learners				

Pathway Theory of Action

Inquire into the present causes of our inequitable outcomes
 Survey/focus groups with past/present students to determine more equitable grading/teaching practices and curriculum
 Provide time, support, and access to find, read, digest, interpret, apply, and reflect on current educational research
 Identify successful practices to address inequitable outcomes
 Visit other schools and conferences to observe and learn about best practices
 Lesson study to trial new curriculum and assessment strategies. Cycle of study, inquiry, and reflection. Provide time, support, and access to find, read, digest, interpret, apply, and reflect on current educational research, i.e., engage in cycles of praxis (action and reflection)
 Identify teachers whose grading outcomes do not conform to incoming racial/class/gender inequities and identify successful practices
 Hire Young Whan to run all PDs at Tech Advisory class where students are introduced to different postsecondary options. In advisory, students will also be exposed to guest speakers from different careers/educations
 Case manager that checks in with non-academy students. We will engage in a cycle of inquiry in order to align practices before the next school year.
 We will engage in a cycle of inquiry in order to construct signature practices.
 We will construct a peer mentoring program.
 Modify the current peer tutoring (IWE) system to be more supportive. Perhaps the new advisory teachers could train them.
 Leadership should connect with disenfranchised students to help create cultural events at the school. This could include a leadership class.
 House events should be a regular fixture at Tech. Students need to see their teachers outside of class. Teachers need to see their students outside of class. Teachers and students will be happier if we can bond in a different social setting.
 Heterogenous class grouping, while they include students at the same variety of levels as are entering the school, provide the ability for the best evening of the playing field and growth for students who arrive with skills below grade level.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	EL instruction - alignment of strategies. Engagement in ongoing cycle of inquiry/ lesson study		Personalized Student Supports	Rigorous Academics
New or Emerging Pathway Design Feature #1:	Align expectations across classrooms of key systems (as determined by student input)		Equity/ Access/ Achievement	Rigorous Academic Core - Student Conditions
New or Emerging Pathway Design Feature #2:	Pilot case manager position and peer mentoring program		Personalized Student Supports	Equity/ Access/ Achievement
New or Emerging Pathway Design Feature #3:	Freshman Seminar/ Advisory class embedded in Exploring CS Principles class		Personalized Student Supports	Program of Study

Established Pathway Signature Element #1:	House collaboration meetings (move to weekly)		Pathway Leadership	Personalized Student Supports
Established Pathway Signature Element #2:	Heterogeneous classes - California Studies - continue to develop curriculum and align expectations and practices		Building a Rigorous Academic Core	Equity/ Access/ Achievement
Established Pathway Signature Element #3:	House events - build out (ie. add fall trip for community building)		Program of Study	Equity/ Access/ Achievement



About the Computer Pathway

Pathway Description

The Computer Academy is for students who enjoy using computers and want to learn more about them. The academy program will develop for students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. They also spend some time learning about robotics, PC systems and how to build troubleshoot computers all of which offer students a hand-on learning experience.

Key Skills and Features

Computer organization and architecture, multimedia, word processing, spreadsheet and database applications; Repair computers; Computer programming, graphics and editing, Internet/web pages design and HTML, designing & maintaining networks

Pathway Mission and Vision

The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. 2015: DRAFT: Vision/ Mission:

Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
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Student Population by Race/Ethnicity	80.0%	20.0%		3.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		8.5%		
	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	25.4%	0.8%	33.1%	16.2%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	1.5%	0.8%	16.9%	4.6%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
85% graduation rate in the academy, which is higher than district average. A-G Completion above school average for African American students.	Special Ed drop out rate high. 50% of English Learners meeting A-G requirements.	English language literacy challenges impede access to curriculum. The curriculum is not sufficiently culturally relevant. Teachers are not equally trained in second language instructional strategies, so students have to navigate inconsistent practices between classes.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
83% of students are going to college straight out of Computer Academy	Only 20% are going to 4 year colleges/ only 10% of African American students are gaining access to AP classes (lower than district average)	There is a college-going culture within the academy, but students are not prepared in terms of grades and minimum college requirements (# of classes completed A-G - languages, math, science, AP). We do little around helping students prepare for college entrance exams, applications, scholarships, financial aid, etc. We lack a plan that begins in 10th grade for students to plan and prepare for college applications in a significant way.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
low suspension rate (3.1%)	more high needs students are being admitted, then leave the CA. How do we support them?	Wider outreach to 9th graders to ensure those needing engagement and support were encouraged to apply. Computer academy is growing a lot and more students with academic needs are being admitted. Up to 50% of students admitted are labeled "at risk" and have socio-emotional issues that inhibit learning and success in the classroom.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
75% of Computer Academy Students are at or above grade level on SRI.	25% are 1 or more years below grade level on SRI	ELs are not being specially supported to gain literacy skills. They represent a number of the students who are below grade level. 50% of students in school are below math benchmark (based on SBAC data)

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	1. Academy team will develop and implement common instructional strategies and supports for English Learners to support literacy development. We will participate in professional development across content areas to learn additional strategies as well as the theoretical basis for second language development. We will include a specific focus on EL student academic achievement in our student intervention program. Goal: 75-80% of ELs are meeting A-G requirements by end of 2018.	4: English learners are reaching English fluency.	
Post-Secondary Readiness:	1. All academy students must complete at least 1 college visit and 1 career visit each year. 2. Starting in 10th grade, we will have at least one guest speaker every month with a common theme running thorough all, focusing on teaching SEL skills, and exposing students to college/industry experience. 3. There will be at least 3 Computer academy sponsored College-prep workshops (SAT, Financial Aid Workshops, Mock Interviews, Summer program opportunities) Goal: 40% of students will be applying to 4 year colleges by end of 2017... 30% admission.	1: Graduates are college and career ready.	

Climate and Culture:	Increase number of academy teachers and the intensity of student intervention through the increase information intake from students to better assess (intake survey). Engage in a yearly goal-setting protocol to track students' progress. Increase number of field trips to CS related events. Goal: academy survey will reveal 80% of students feel supported academically and socially-emotionally by the academy team and have made progress towards their own goals by end of 2018.		
Rigorous Academics:	1. To support the continued development of rigorous academies, we will focus on creating collaboratively-developed, culturally-relevant lessons and standards based units across content areas. This will also ensure we align our expectations for rigor across grade level as well as to vertically align our curriculum and progression of skills. We will agree on shared practices and assessments and engage ongoing cycle of reflection to ensure students are progressing. We will integrate Computer Science curriculum w/ all core classes (for this year and for the future). Core classes will complete a scope and sequence curriculum calendar, identify skill and knowledge overlap, and modify lessons/ units to intentionally bridge core subjects. 2. Increase number of mathematics teachers in the academy and collaborate with them to build mathematical skills and thinking across the curriculum. Create more after school support for students (Maths, Literacy, Robotics, Coding, Cybersecurity, Senior Project, etc). Goal: increase math performance to 70% proficiency within the academy.		

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	English Learners	50% EL's meeting A-G	60% of EL's will meet A-G	70% of EL's will meet A-G	On Track to Graduate
Post-Secondary Readiness:	A-G Completion	All Students	20% of students applying to 4 year colleges	30% of students will be applying to 4 year colleges	40% of students will be applying to 4 year colleges	On Track to Graduate
Climate and Culture:	Graduation Rate	All Students				

Rigorous Academics:	On Track to Graduate					
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Pathway Theory of Action

If we expand exposure to Computer Science through the 9th grade Exploring CS Principles pilot, more students (especially girls) will feel confident entering the academy and will have the prerequisite skills and knowledge to be successful. If we target our English Learners by developing common instructional strategies and building culturally relevant curriculum across disciplines we will improve our EL outcomes and more will pass their A-G requirements. If we increase the level of exposure and preparation to college and career (ie. college visits, test prep, career visits, internships, etc.) more students will apply and be accepted to 4 year colleges. If we gather more information about our incoming students and their needs through surveys and if we set goals with them which teachers support through tracking, intervention, and reflection, more students will feel identified with and supported by the academy. If we build a shared identity as a teacher team, build interdisciplinary curriculum which builds on the theme of technology and the skills of computational thinking, and our build identity as a Computer Academy through shared events we will better be able to support Computer Academy students.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Select set of EL instruction strategies to align, pilot, refine across all classes.		Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/Achievement
New or Emerging Pathway Design Feature #1:	Integrating Soft Skills Learning Progression across all classes: Project Management. Pilot and develop common rubrics/ protocols. Engage ongoing cycle of inquiry to improve practice. Use guest speakers to help reinforce these skills.		Equity/Access/Achievement	Personalized Student Support
New or Emerging Pathway Design Feature #2:	Implementation of new 12th grade CS curriculum/ DE. Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes.		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning

New or Emerging Pathway Design Feature #3:	Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals.		Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Established Pathway Signature Element #1:	WBL: Internships/ Academy Events - CS week/ hackathons/ career speakers/ Award & Project night)		Work-Based Learning	Personalized Student Support
Established Pathway Signature Element #2:	Teacher collaboration weekly - to do interventions		Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions
Established Pathway Signature Element #3:	Expand College and Career exposure and enrichment: Extra Curricular activities: Robotics, Girls Who Code		Work-Based Learning	Personalized Student Support

About the Fashion, Arts & Design Pathway

Pathway Description

Pathway teachers and administration are proud of the ongoing work and continued development of integrated curriculum, embedding fashion and art related topics into an all core subjects. This inclusive approach engages learning and support in reading, writing, math, technology and other core skills.

Our students represent a diverse population of talent in Oakland. Our instructional program ensures that all students experience fashion, arts and a rigorous college bound curriculum.

The academy has a long term relationship with California College of the Arts (CCA) and has worked closely together to develop and implement CCA Exhibition and Performance Events that features academy student's creative body of work. The CCA – "ENGAGE" program utilizes teaching artists and mentors. ENGAGE provides academy students a venue for arts students to use their expertise in real-world projects. (The program's motto: "The Field as an Extension of the Studio.") Entire classes partner with community organizations and outside experts in creative endeavors.

Pathway Mission and Vision

Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world experience in a post-secondary path in the fields of fashion, art, and design.

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	40.6%	59.4%		5.2%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		25.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	46.9%	1.0%	15.6%	18.8%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.0%	0.0%	13.5%	2.1%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Graduation rates far above the district average.	increase in outcomes and definite need to increase numbers??? 75% of students go onto college, but only 20% to 4 year colleges Senior project/ civic engagement/ work based learning scholarships for students	Students may not be aware of opportunities for impactful community engagement that is long-lasting and meaningful with post-secondary benefits; students may not know about the SAT and ACT or have proper supports belief systems about what it takes to go to college/ beliefs that it is too hard outside challenges: financial constraints, family obligations

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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Students have access to ECCO internships, career speakers, industry experiences, career exploration visits. Students receive ECCO curriculum through their CTE course. College readiness dual enrollment course. High AP access rate.	senior project presentation lacks the impact and inspiration that was present at conception (presentations lack argumentation, analysis, use of data, ability to graph) Rhynes/ Clark class takes up an elective, students can leave early - this means they can't return for 7th 23% of all students are gaining access to AP courses, but only 13% of African-American students are. Only 40% of students enrolled in AP courses are passing them	academy not aligned with the structures and thinking that we want our students to be able to do - frameworks, etc. across content areas but across grades not enough support from a large group of advisors not enough time/ money
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Students report great satisfaction with their fashion/ art courses as well as their content courses. student engagement classroom vibe - interesting lessons/ caring teachers. systems of support - great support staff. not too many students out of class. diversity of positive social and academic student interactions. lots of friendly interactions observed.	observations of discord many students (especially girls) struggling with depression, feelings of lack of self-worth, low confidence lack of staff interaction	lack of staff interaction no structures set up to collaborate (time/ space/ money) early childhood trauma and family issues that haven't been addressed outside of school/ lack of strong female role models (especially people who look like them and have similar life experiences)

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Individual teachers have strong curriculum. AP English class added this year.	not enough students A-G ready (38% meet A-G requirements at C or better/ 53% complete A-G) 40% of students are 2 or more grade levels below on the SRI a lack of differentiation in classrooms teachers too isolated testing culture interrupts engaging curriculum for students; not enough time to dive into engaging instruction	teachers lack a common understanding of what grade-level academic rigor looks like need to grow our honors and AP programs not enough time and money for training and PD around differentiation/ modification no PLC system (PD cycle on-going) there is a need for integrating literacy into other content areas to strengthen SRI outcomes

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Academy Graduation rate will match the schoolwide graduation rate.		
Post-Secondary Readiness:	Support every student to develop a college and career plan.		
Climate and Culture:	Develop a culture of teacher team collaboration - consistently. Build common practices around shared values		
Rigorous Academics:	75% of 11th graders will be reading at 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
Graduate Outcomes:	Graduation Rate	Low- Income Students	91.3%			
Post-Secondary Readiness:	AP Course Performance	African- American Students	7.7% participation in A			
Climate and Culture:	Culture/Climate: Student	All Students		survey students		
Rigorous Academics:	SRI	English Learners				

Pathway Theory of Action

Relevance, Rigor, and Re-establishing Identity: If we further develop a shared identity as an academy (brand, logo, website, business cards, etc.) and engage in shared, academy relevant activities, more students and teachers will feel a part of FADA and will be inspired to contribute their skills and expertise to the program. If we engage in more community partnerships (ie. advisory board, parent groups, and ancillary programs [performing arts]), we will be supported in ensuring our program is relevant and that the work our students do is visible within the community and subject to input and constant improvement (build internal and external visibility and accountability). If we define and determine how to establish and uphold clear and consistent academic rigor across departments and grades, our students will increasingly be post-secondary ready, will exhibit improved AP scores, and will complete more A-G requirements. If we integrate literacy into other content areas, our students will have more opportunities for strengthening their reading comprehension/increasing SRI scores. If we create more partnerships between students, families, and institutions to support students 4-year postsecondary goals, desires, and opportunities, more students will feel confident entering 4 year universities. If we build an academy scholarship strategy that provides student support and builds public awareness of and investment in our students we will be able to support more students in gaining access to 4 year colleges. If we spend more dedicated time on college readiness/preparedness within the CTE classes with the intention of breaking down some of the myths about college and some of the negative belief systems students carry, we will be supporting more students to have confidence to access college. If we provide more access to mentors and community members who look like students and can share their life experiences more students will be better able to navigate the college process and the obstacles that might present themselves. If we align our academy structures and thinking around common frameworks and work them across content areas, students will show more progress and be more successful. If we have a common focus on skills like argumentation, and analysis, and if we embody the fact that we're all teachers of literacy and take that as our responsibility, students will be far better supported to show what they've learned and have it be meaningful. If we create an AP designation for the Advanced Art course, student will have more opportunities for post-secondary readiness skill development in an area of strength. If we provide personalized experiences for our most struggling young women to build connection with one another and with strong adult role models, they will be better able to engage in school and build the confidence necessary to be successful.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Identify and implement research-based literacy instructional practice, develop common rubrics and assessment, assess progress		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
New or Emerging Pathway Design Feature #1:	A-G credit offered for Fashion Course Sequence/ AP Art option	Academy Graduation rate will match the schoolwide graduation rate.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #2:	Soft-skill learning progression across classes and grades around the Harvard Project Zero - Teach for Understanding model		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

New or Emerging Pathway Design Feature #3:	Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team	Support every student to develop a college and career plan.	Personalized Student Support	Equity/Access/Achievement
Established Pathway Signature Element #1:	WBL experiences: Visual Arts Showcase/ Fashion and Graphic Design Collaboration with Performing Arts Programs to develop performance productions		Work-Based Learning	Personalized Student Support
Established Pathway Signature Element #2:	Post-Secondary Readiness Support - Visiting Artists, Job Shadows, Career Speakers, College Visits, Lifeskills workshops		Work-Based Learning	Personalized Student Support
Established Pathway Signature Element #3:	Civic Engagement (100 hrs) & Internships		Work-Based Learning	Personalized Student Support

About the Health Pathway

Pathway Description

The Oakland Tech Health Academy has been helping students prepare for college and careers in health since 1984. We have active partnerships with local hospitals, health service organizations, local colleges and professional schools that provide opportunities for field trips, guest speakers, an after-school Pre-EMT Club, internships, and health-related service projects. Our focus is on clinical and emergency medicine- from both science and personal caretaking aspects of health care.

In tenth grade, students will learn about human anatomy and physiology, take vital signs and conduct a health survey.

In eleventh grades, students will take Chemistry and Medical Chemistry learning about the chemicals and reactions of the human body, how medicines work. Students will become certified in First Aid and CPR. Our Health Academy English and Social Classes will integrate health topics in their curriculum.

Pathway Mission and Vision

All Oakland Tech students interested in health and/or health careers

- Will learn about clinical medicine, emergency medicine and public health
- Will acquire skills in first aid, health education and basic clinical skills
- Will learn about and be exposed to a variety of health care careers
- Will contribute to our community's health
- Will become a supportive community for each other

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	32.1%	67.9%		3.0%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		5.1%	1.6%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	35.0%	0.0%	15.4%	20.1%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	1.7%	0.4%	23.9%	2.6%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
The academy high school grad rate is far higher than the district average. The academy also has 73% of students meeting A-G requirements with a C or better. English Learners and African American students in Health Academy complete A-G requirements at higher rates than the schoolwide average.	27% of students are behind on A-G requirements. 3% not graduating. English Learners (50%) and African American (63%) students are further behind in A-G completion than their classmates.	The students not meeting A-G requirements could be reduced with more personal support and follow up.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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AP pass-rate of pathway students far exceed the district average. Reading scores, as evidenced by the SRI are 10% higher than schoolwide average and 30% above the district.	Only 4 seniors are enrolled this year in community college classes	We think the strongest preparation for our students for post-secondary readiness would be enrollment in a non-high-school-based Community College class with community college students. We have tried to work with Peralta and OUSD to create opportunities
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
The Health Academy students form a collaborative, open learning diverse community of learners. Group projects encourage students to learn to work together and communicate effectively in different modalities. Community service events and career exploration visits bring students together to meet health professionals and to support community health efforts.	Participation in career field trips related to health profession is limited.	Some teachers outside of Health Academy are not supportive of our program's field trips. We need to promote to students the reasons they need to participate in WBL, and we may need to require participation as a condition of being in the Academy.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Our science classes are well-integrated with Academy lab classes.	Integration of science and with English and History exists, but is not yet extensive as it could be. Integration of soft skills and medical interpret and EMS skills into all of our classes.	There is not enough common planning time for teachers to develop integrated curriculum.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	At-risk students need more timely intervention with personal and academic difficulties	1: Graduates are college and career ready.	
Post-Secondary Readiness:	More seniors take CC classes	1: Graduates are college and career ready.	
Climate and Culture:	Higher percent go on WBL trips	1: Graduates are college and career ready.	

Rigorous Academics:	Integrate EMS and Medical Interpreting skills into academy courses	1: Graduates are college and career ready.	
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Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	up to one-month turnaround for student-in-distress-and-needs-support through COST	Student referrals will get response within one school day. Students identified as in academic difficulties will have a check-in with Academy staff at least once a month	same	Concurrent Enrollment
Post-Secondary Readiness:	Pathway Participation	All Students	4	20	35	
Climate and Culture:						
Rigorous Academics:		English Learners				

Pathway Theory of Action

If we develop new leadership from within and work to distribute the work of running the academy, the academy will be more sustainable for the long term. If we partner with a case manager and a work-based learning coordinator, we'll be better able to connect our students to the many opportunities we'd like them to have - including internships, academic supports, job shadows, and socio-emotional supports. If we develop curriculum that is cross-curricular at each grade level, we will be better able to provide cohesive and relevant learning experiences for our students. New elements starting fall 2016: (Additional teacher release period) If we have additional teacher time we will be able to train new teachers to the elements of the director role, and will have more sustainable workloads for the directors. (Half-time WBL position) If we have someone with time to research and organize more WBL experiences, we can improve the quantity and quality of our students WBL. (Half-time student support position) If we have someone available for student support who is not tied to a classroom, we will be able to support students with issues both personal and academic in a far more timely manner than either academy teachers or school support services can, reducing the disruption to student learning. (Curriculum integration, EMS) By continuing to integrate EMS content and skills into our program, we can prepare students for these careers and increase the number of males choosing our pathway. (Curriculum Integration, Medical Interpreter) By beginning to learn about and integrate medical interpreter skills and content, we will make our EL students see the ways in which they are ahead of other students, make all students see that being fluent in a language other than English is a valuable skill in health, and that the soft skills relating to patients are important for all health care professionals.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Soft-skills learning progression. Cross-curricular integration of Emergency Medicine. Conveying the relevance and necessity of career exploration visits to the students.		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
New or Emerging Pathway Design Feature #1:	Case Manager position/ WBL Coordinator position	Higher percent go on WBL trips	Personalized Student Support	Work-Based Learning
New or Emerging Pathway Design Feature #2:	Develop Integrated curriculum units		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Pathway Design Feature #3:	3rd teacher lead...	Make duties transparent and identify faculty willing to share administrative duties	School Leadership & School Vision	Personalized Student Support
Established Pathway Signature Element #1:	CTE/Science integration		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Established Pathway Signature Element #2:	Work-based learning - Health Fair/ participation in annual Health events/ job shadows/ internships		Work-Based Learning	Equity/Access/ Achievement
Established Pathway Signature Element #3:	Personalized student supports - teacher collaboration and ongoing inquiry to connect students to the right resources		Personalized Student Support	School Leadership & School Vision

About the Engineering Pathway

Pathway Description

Curriculum:

Traditional and Computer-Aided Drafting; Design a house and build a model for the Oakland Rotary Club Annual Design Contest; Use advanced CAD software to construct 3-D models; College level statics and dynamics

The Engineering Academy is a rigorous academy that focuses on mechanical engineering. Starting in 10th grade, the students in this academy study engineering, physics (focused on mechanics), drafting, etc.

Pathway Mission and Vision

To successfully teach students physics mechanics through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in civil and mechanical engineering.

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	55.1%	44.9%		0.0%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		0.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	2.6%	0.0%	26.9%	7.7%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.6%	0.0%	54.5%	3.8%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES**Graduate Outcomes:**

Performance Strengths	Performance Challenges	Root Causes
100% graduation rates	struggling students drop out or don't enter	

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
AP course access much higher than schoolwide rate. SRI performance much higher than schoolwide rate.	13% of students not reading at grade level according to SRI	

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Students report loving the program and feeling very well prepared.	Students of color report feeling marginalized and unsupported in the program/ unwelcome.	

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students outperform students in the rest of the school. The program is widely regarded as one of the most rigorous in the district.	struggling students or students below grade level in math do not have access to the program and, if admitted students struggle, there isn't in-school support provided them.	

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

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:			
Post-Secondary Readiness:			
Climate and Culture:			
Rigorous Academics:			

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:						
Post-Secondary Readiness:						
Climate and Culture:						
Rigorous Academics:						

Pathway Theory of Action

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:				
New or Emerging Pathway Design Feature #1:	Outreach plan to targeted students- more engagement and WBL opportunities for 9th graders		Work-Based Learning	
New or Emerging Pathway Design Feature #2:	Provide support to 9th grade classes to pilot/implement engineering unit		Equity/Access/Achievement	
New or Emerging Pathway Design Feature #3:	Create a mentoring system specifically designed for targeted students		Personalized Student Support	
Established Pathway Signature Element #1:	Program of study is academically rigorous		Building a Rigorous Academic Core: Student Conditions	
Established Pathway Signature Element #2:	Opportunities for students to participate in out of school activities i.e. robotics, engineering internships		Work-Based Learning	
Established Pathway Signature Element #3:				

About the Biotech Pathway

Pathway Description

The Biotech Academy helps youth successfully navigate the worlds of work, school, and life while specifically training them for technical positions in bioscience, a growth industry that offers well-paid jobs and opportunities for career advancement and continued education. There is an opportunity for a paid internship with a bay area tech company between junior and senior year.

Pathway Mission and Vision

The Biotech Academy seeks to build a science-loving community, to introduce students, especially students underrepresented in the field, to the exciting, growing Biotech field, to help students successfully navigate school, work, life. They provide specific training in lab skills, life skills and job skills and support students in applying to college. The provide paid internships to launch engaging future opportunities.

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	46.2%	53.8%		2.6%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		7.7%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	20.5%	0.0%	28.2%	15.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	2.6%	0.0%	23.1%	5.1%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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Currently only 11th-12th grade program, but 100 % graduation rate.	We don't have 10th graders currently in the pathway and can assume that we're selecting students who, by 11th grade, are already somewhat on track to graduate. We will have to work to support 10th graders as some are coming in behind next year. The small size has allowed us to provide ample individual support and attention which will be lessened as the pathway increases without increased support structures.	Biotech has previously been a "program" consisting only of 2 courses in the 11th and 12th grade. The decision was made to expand the course the 10th grade and into a full pathway over the next few years. Biotech partners has provided in-class tutors in the courses. They cannot provide enough to cover all the new sections, but the teachers want to maintain the integrity of the program and extend what has worked so well for 11th and 12th graders into their new 10th grade courses.
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Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
The % of biotech students who are accessing AP classes is twice the school percentage. African American AP access specifically is higher than the schoolwide average.	AP pass rate is lower than the schoolwide average.	The biotech program has not pushed students into AP. The teachers, however, have been committed to supporting students in all of their classes. The Biotech classes themselves are not AP classes. Students can take AP classes while in the program, but their science course is taken up with the Biotech courses and the 6 period day limits students' options. Biotech seeks to serve high needs student populations and students underrepresented in the sciences. When they enter the program in 11th grade, they are often already 2 or more years behind in math/ english. We have worked hard to get them on-track to graduate, but starting with them so late in their high school career has made it difficult. This is one of the additional reasons we hoped to open a 10th grade section.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
There's a strong of community within the classes and a strong sense of student support. No students within the pathway have been suspended.	With a large incoming group of 10th graders, creating motivation for participation and excellent attendance will be a challenge.	This will be our first year with 10th graders. In the past, 11th graders have selected this program after 2 years in high school, and have been very sure this was the program for them. Tenth graders have had less exposure to our program. We are also growing a new 10th grade course.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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Scientific ways of thinking and excellent science lab skills are strongly supported. Students set up their own labs - very high skills expectations (college level or better). Content: conceptual understanding and all science knowledge required.	Growing chemistry curriculum to be industry aligned by standards will be a challenge.	There is a strong chemistry teacher stepping up to develop and teach the Chemistry curriculum for the 10th grade year of Biotech. The teacher team is working to identify a chem course with biotech strand to adopt which incorporates industry-standard skill development and exposure to biotech chemistry principles.
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PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Maintain 100% graduation rate A-G ready.		
Post-Secondary Readiness:	100% of our students develop a post-secondary plan that they can follow.		
Climate and Culture:	Build professionalism, accountability, community, involvement with internships, and responsibility		
Rigorous Academics:	Align standards and assessments within the academy and vet those assessments with industry partners and with Health Academy/ Engineering to calibrate for rigor. Develop Chemistry 10th grade course curriculum.		

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	All Students				
Post-Secondary Readiness:	AP Course Performance	All Students				
Climate and Culture:	Culture/Climate: Student	All Students				
Rigorous Academics:	Course assessments	All Students				

Pathway Theory of Action

If we get A-G approval for our courses, add 10th grade Chemistry, and build in collaboration time as a team and with other teams in the district, we will be better able to improve outcomes for our students. If we increase the amount of individualized support available to match the increase in enrollment, and support every student in developing a personalized post-secondary plan, we will continue to see successful academic outcomes for our students and send them on to post-high school success. If we share more information with parents and the community and build our partnership with Biotech partners, we will be able to provide students more opportunities for relevant learning opportunities to prepare them for college and career. If we build our internship program by having seniors share their experiences with juniors more of our students will participate and will be more prepared for the field. If we add a Summer Bridge program between 10th and 11th grade for math and science support more students will enter 11th grade ready to succeed.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Aligning explicit instruction of experimentation skills across all biotech classes.			Work-Based Learning
New or Emerging Pathway Design Feature #1:	10th grade Chemistry added to sequence with a biotech lens supported by Biotech Partners		Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #2:	Summer Bridge Program (between 10th and 11th grade for math/ science support)		Personalized Student Support	Program of Study & Master Scheduling
New or Emerging Pathway Design Feature #3:	Regular meeting time		School Leadership & School Vision	Equity/Access/ Achievement
Established Pathway Signature Element #1:	academic supports - tutors for math/ science		Personalized Student Support	Equity/Access/ Achievement
Established Pathway Signature Element #2:	Career readiness support: getting jobs, building professional networks, representing one's self professionally, resume workshop, mock interviews, dress for success... resulting in individual post-secondary plans		Personalized Student Support	Equity/Access/ Achievement

Established Pathway Signature Element #3:	Summer internship - post 11th grade		Work-Based Learning	Personalized Student Support
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