

2020-2021 MEASURE N BUDGET

School:

OAKLAND HIGH SCHOOL

Site #:

304

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$1,380,400.00	\$1,380,400.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
304-1	Fund 5 Case Managers (1.00 FTE per Pathway). At OHS each pathway is assigned a casemanager to support students with navigating academic and emotional support systems.	\$508,338.00		Enter object code at left.	Case Manager	5.00 FTE	1 per pathway
304-2	Fund 1.30 FTE salary for Assistant Principals to bring our total allocation up to 5 Assistant Principals (to be able to fund 1 per Pathway) is an integral part of each pathways teacher supervision, SPSA plan monitoring, and student support system.	\$195,063.00		Enter object code at left.	Assistant Principal	1.30 FTE	To be able to have one per pathway
304-3	Fund .50 FTE salary for the Pathway coach is responsible for the continued development of all six pathways. Her responsibilities include partnering with pathway directors to implement their MN and CPA plans, by creating agendas, facilitating meetings, providing PD, connecting staff to external opportunities, supporting all MN and CPA documentation.	\$35,604.00		Enter object code at left.	Pathway Coach	.50 FTE	All
304-4	Fund 1.00 FTE salary for the Work Based Learning Liaison is responsible with connecting all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships.	\$95,040.00		Enter object code at left.	WBLL	1.00 FTE	All
304-5	Fund 1.00 FTE salary for the Admin 1 Bilingual to make sure we are compliant with the vast amount of MN paperwork and compliance measures	\$77,763.00		Enter object code at left.	Admin 1	1.00 FTE	All
304-6	Fund 1.00 FTE salary for a Counselor to align to pathways (1 Counselor per Pathway) to support our POD structure that aligns a counselor with each pathway and family	\$83,053.00		Enter object code at left.	Counselor	1.00 FTE	To be able to have one per pathway
304-7	Fund 1.20 FTE salary total (.20 FTE per TSA x 6 positions) TSA - Academy Director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	\$57,000.00		Enter object code at left.	TSA	1.20 FTE	0.2 x 6

Oakland High_2020-2021 Measure N Education Improvement Plan

304-8	Fund 1.00 FTE salary for Dinwiddie - Additional Teacher to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives.	\$75,715.00		Enter object code at left.	Teacher	1.00 FTE	RISE
304-9	Fund .70 FTE salary for Fields - Additional Teacher to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives.	\$53,105.00			Teacher	.70 FTE	ESA
304-10	Fund .66 FTE salary for Girvan - Additional Teacher to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives.	42,370			Teacher	.66 FTE	LSJ
304-11	Fund 1.00 FTE salary for a STIP Sub to cover pathway director and teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, collaborate with teachers to plan integrated curriculum and discuss students	\$58,735.00		Enter object code at left.	STIP Sub	1.00 FTE	All
304-12	Extended Contracts for pathway senior seminar teachers in all pathways to meet throughout the year to develop a new senior capstone experience. Additional meetings throughout the year to meet collaboratively to calibrate, score, and facilitate group scoring sessions.	\$13,614.00	1120	Stipends			
304-13	Allocation to VAAMP for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			VAAMP
304-14	Allocation to ESA for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			ESA
304-15	Allocation to PHA for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			PHA
304-16	Allocation to PLTW for Pathway Development to develop 4 pillars within the pathway. (\$25,500)		4399	Surplus			PLTW
304-17	Allocation to LSJ for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			LSJ

Oakland High_2020-2021 Measure N Education Improvement Plan

304-18	Allocation to RISE for Pathway Development to develop 4 pillars within the pathway. (\$25,500)		4399	Surplus			RISE
304-19	Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			Law, Social Justice
304-20	Transportation Costs for field trips (charter buses, ACTransit and BART tickets, etc.) - To pay vendors for transportation - To provide student opportunities for college and career readiness	\$4,000.00	5826 / 4310	Enter object code at left.			Law, Social Justice
304-21	Teacher Substitutes: substitute coverage for teachers on field trips and planning release days - To facilitate student experiences on field trips - To allow teachers full release days to attend workshops, and develop CTE related curriculum and integrated projects	\$2,000.00	1150	Certificated Teachers: Substitutes			Law, Social Justice
304-22	Teacher Salary Stipends: Extended Contracts for project/curriculum planning - To allow teachers after-school and weekend planning time to develop CTE related curriculum and integrated projects	\$2,100.00	1120	Certificated Teachers' Salaries: Stipends			Law, Social Justice
304-23	Transportation Costs and Admission Fees for college study tours. -This expenditure is aligned with our goal to a) improve student access to 2 and 4 year colleges and b) improve student success when in college. - The need that this addresses is our desire to improve college readiness.	\$2,500.00	5826 / 5829	Enter object code at left.			ESA
304-24	Transportation Costs and Admission Fees for WBL study tours. -This expenditure is aligned with our efforts to build WBL curriculum and embed it in our PBL units of study. -The need that this addresses is that we are still figuring out and helping our students figure out both direct and indirect connections between ESA and industry.	\$2,500.00	5826 / 5829	Enter object code at left.			ESA

Oakland High_2020-2021 Measure N Education Improvement Plan

304-25	Facility Rental for summer retreat for teacher team to work on curriculum development, plan interventions and support for students of concern -This expenditure is aligned with our desire to have a sustainable, shared-leadership, equitable, and collaborative teacher team which works efficiently to build curriculum and pathway structures and strategies to improve student outcomes. -The need that this addresses is allowing us time to work together in a deep and sustained way with minimal distractions.	\$3,100.00	5624	Rentals: Facility			ESA
304-26	Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			ESA
304-27	Consultant Contract: Mam Class and Mam Student Case Management for 2020-21 school year: 1) This expenditure is for the stipend/salary of our Mam teacher who will teach Mam reading, writing, and culture. He will also case manage the Mayan families, and work closely with our social worker to provide legal, immigration help and resources to the families. 2)This expenditure is aligned with our goals to increase comprehensive student support for the Mam students who are at-risk students for a variety of reasons including but not limited to being SIFE, language barrier 3) This expenditure will help with the overall retention rate of our at-risk Mayan students, support with engaging and connecting with families, support with increase graduation for this population and overall and increase in case-management for our Mam students. Having a Mam teacher who knows a variety of Mayan languages is critical to understanding our students needs and supporting our students as members of our community.	\$12,210.00	5825	Consultants			RISE
304-28	Admission Fees and Transportation Costs: 1) This expenditure is to cover the cost of admission, transportation for college/WBL/PBL fieldtrips 2)This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning 3) This expenditure will help with engagement within the pathway and exposing students to services available	\$5,000.00	5829 / 5826	Enter object code at left.			RISE

Oakland High_2020-2021 Measure N Education Improvement Plan

304-29	Facility Rental and Meeting Refreshments for end of the year exhibition night for seniors to share their accomplishments and for teachers to connect with families: 1) This expenditure support with payment of venue and food for parent-student night 2) This expenditure will support students in showcasing work they have done during the year and will serve as last community event prior to graduation.	\$1,000.00	5624 / 4311	Enter object code at left.			RISE
304-30	Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school -The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways. -We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.	\$1,900.00	1120	Certificated Teachers' Salaries: Stipends			RISE
304-31	Teacher pay for weekly collaboration meetings 1) This expenditure is to pay teachers for meeting time after school hours 2) This expenditure is aligned with our goals to increase shared practices, techniques and develop an integrated projects across content-area classes and ELD 3) This expenditure will help with community building amongst teachers, collaboration and increase the amount of shared, best practices.	\$5,390.00	1120	Certificated Teachers' Salaries: Stipends			RISE
304-32	Teacher Salary Stipends: extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			VAAMP
304-33	Teacher Salary Stipends: Extended Contracts to Pay... -Extended contracts and/or stipends for a variety of work that happens during after school hours, including developing/grading Senior Project/Senior Seminar, developing CTE course curriculum, debriefing class observations, and attending PBL PD -All of this work is connected to goals and strategic actions listed above	\$4,000.00	1120	Certificated Teachers' Salaries: Stipends			VAAMP
304-34	Teacher Salary Stipends: Extended Contracts to Pay... -After school hours teacher collaboration between specific content teachers and Special Ed teachers to co-plan/design curriculum for implementing a push-in co teaching model -This ensures all students can access curriculum and receive any necessary accommodations	\$2,400.00	1120	Certificated Teachers' Salaries: Stipends			VAAMP

Oakland High_2020-2021 Measure N Education Improvement Plan

304-35	Supplies and Materials for the Senior Project Art Piece -Materials and supplies associated with producing art for the senior project -Since all students produce an art piece, they need access to appropriate materials to be successful	\$1,700.00	4310	School Office Supplies			VAAMP
304-36	Team and Grade Level Retreats Facility rental, plus food and materials cost for up to 2 full-team offsite retreat/work days and grade-level offsite work days to continue work on curriculum, project, and/or pathway development. This addresses the need for longer periods of planning time with the full pathway team that weekly team meetings cannot provide. Materials will include necessary supplies for team members to do engineering design challenges and/or create models of products that they will expect students to do in integrated or thematic curriculum.	\$1,500.00	5624 / 4311 / 4310	Enter object code at left.			PLTW
304-37	Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school -The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways. -We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.	\$1,900.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
304-38	Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
304-39	Teacher Salary Stipends: Extended Contracts to Pay... -Stipend for teacher who manages the Graduate Capstone project -The management and implementation of the research paper and action project and/or prototype development requires additional after school work time for this teacher for providing feedback to students, reaching out to partners for support, event planning, managing the ordering of necessary supplies and materials, etc.	\$1,500.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
304-40	Teacher Substitutes -Pay for substitutes for when teachers are participating in off site full-team and grade-level team meetings and WBL events -It is necessary for teachers to participate in these. meetings and events since they are usually part of the curriculum and therefore substitutes are needed for the teachers' other classes that don't participate in these events	\$1,550.00	1150	Certificated Teachers: Substitutes			PLTW

Oakland High_2020-2021 Measure N Education Improvement Plan

304-41	Teacher Salary Stipends: Extended Contracts to Pay... -Time card hours or stipend for teachers involved in recruitment event planning and participation for females in STEM events -There continues to be a lack of interest in PLTW/STEM by female students so a group of teachers is going to work on developing more intentional recruitment and outreach events	\$500.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
304-42	Pathway Student Development -Admission fees for grade level events and activities to reinforce learning and practicing of pathway student learning outcomes -Each grade level is in the process of developing hallmark events that connect to pathway theme and bring students together with teachers -Since PLTW has the highest percentage of students who did not choose this pathway as #1, these events are important to help students feel connected and excited	\$5,000.00	5829	Admission Fees			PLTW
304-43	Student Exhibition Events -Facility Rental, supplies or materials, and meeting refreshments for an evening family event for student work exhibition and awards -A major component of PBL is exhibiting work to authentic audiences and in order to do that, there are costs associated with organizing and hosting these types of events	\$650.00	5624 / 4310 / 4311	Enter object code at left.			PLTW
304-44	Transportation Costs -Charter buses, BART and/or AC Transit tickets for various WBL, college, and community building events -Enables us to implement our WBL scope and sequence	\$4,000.00	5826 / 4310	Enter object code at left.			PLTW
304-45	WBL Events -Admission costs for various WBL events and trips -Enables us to implement our WBL scope and sequence	\$500.00	5829	Admission Fees			PLTW
304-46	Consultant Contract ECCCO summer internship stipends for students	\$3,000.00	5825	Consultants			PLTW
304-47	Teacher Salary Stipends: Extended Contracts to Pay Stipends or time card hours for after school meetings to work on curriculum development, students of concern, WBL planning, etc.	\$5,000.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
304-48	Transportation Costs (charter buses, BART and/or AC Transit tickets) for college exploration visits, specific to public health and biological science, and WBL and student-skill building events.	\$3,000.00	5826 / 4310	Enter object code at left.			Public Health
304-49	Meeting Refreshments for the Fall welcome event for students and staff, including work or college-based speakers. This is a way of expanding our traditional fall welcome event, and aligning it with our pathway theme. There will be an after school assembly followed by a reception, on campus. Expenses include refreshments for guests and participants.	\$1,000.00	4311	Meeting Refreshments			Public Health

Oakland High_2020-2021 Measure N Education Improvement Plan

304-50	Facility Rental for the Staff planning and work retreat time, off-site. One day-long retreat and a possible half-day retreat at the beginning of the year to revise and strengthen our pathway's response to the district's mandated senior project. This is for facility and/or space rental.	\$3,000.00	5624	Rentals: Facility			Public Health
304-51	Supplies and Materials for training students in critical work-readiness essential skills, including backward planning and project management.	\$750.00	4310	School Office Supplies			Public Health
304-52	Facility Rental for meeting space for 12th grade school day retreat in fall to build critical work and college readiness skills that they will practice in their senior year.	\$750.00	5624	Rentals: Facility			Public Health

School:	OAKLAND HIGH SCHOOL						School ID:	304	
School Description									
Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.									
Incoming freshman are welcomed into our “9th grade families” structure, where groups of students share the same core academic teachers and benefit from that supportive teacher team working closely with an assistant principal, counselor and case manager. In 10th grade, students join one of six career-themed pathways where that same supportive team structure continues and they have opportunities for work-based learning, internships and integrated curriculum. All students also have access to various AP, Honors and Community College Dual Enrollment courses offered on campus. Additionally, we have a unique Newcomer Program to support the needs of newly arrived students.									
Beginning in the 2016-17 school year, we will have an 8-period block schedule. Students will take a total of 8 classes but will only have four 90-minute classes each day. As a result, class sizes will be smaller, students will have the opportunity to take more courses and earn more credits and the longer periods will increase quality instructional time. At Oakland High, students can express their school spirit through participation in student government and leadership classes, 50 active clubs and service organizations, and 20+ interscholastic sports teams.									
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	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	53.8%	46.2%	97.8%		25.6%	8.6%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	23.1%	0.2%	32.8%	36.1%	1.1%	0.6%	2.5%	2.1%	12.5%
Target Student Population	Which student population will you focus on in order to reduce disparities?					All African American students.			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	82.2%	Not Available	90.0%						
Four-Year Cohort Dropout Rate	9.7%	Not Available	6.0%						
A-G Completion	57.4%	Not Available	65.0%						
On Track to Graduate- 9th Grade	61.5%	Not Available	70.0%						
Percentage of students who participated in at least 1 Work-Based Learning activity	N/A	14.2%	20.0%						
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	N/A	90.0%						
Percentage of students in Linked Learning pathways	88.7%	97.5%	99.0%						
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		

Oakland High_2020-2021 Measure N Education Improvement Plan

Four-Year Cohort Graduation Rate	89.0%	Not Available	80.0%				
Four-Year Cohort Dropout Rate	3.7%	Not Available	8.0%				
A-G Completion	26.2%	Not Available	40.0%				
On Track to Graduate - 9th Grade	40.8%	Not Available	50.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	57.9%	14.1%	65.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	N/A	10% more than what it is currently				
Percentage of students in Linked Learning pathways	78.0%	94.8%	95.0%				

ROOT CAUSE ANALYSIS

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	For three school years starting in 16-17 we've had continued increase 72.4%, 81%, 82.2% respectively with African American showing the most substantial increase over that time 77.1%, 89.9%, and 89% respectively	Latino graduation rates continue to lag behind other ethnicities 57.4%, 64%, and 66.7% respectively. As our new comer Latino population continues to grow we need to develop the necessary interventions and supports to improve their graduation rates.	Many of our new comer latino students come to us without the formal education in their primary language in addition to not being able to speak, read, or write in English. The better we can at helping them acquire basic English skills the more likely they will be successful in school and ultimately graduate.
Four-Year Cohort Dropout Rate	Our graduation rate has decreased steadily for three years starting in 16-17; 15.2%, 11.6%, and 9.7% respectively.	Our biggest challenge is keeping our latino students from dropping out. Many of them are new comer students. The Latino drop out rate is over 6 times the drop out rate of African American students.	Many of the Latino New Comer students have serious challenges getting the financial, legal, and medical support they need to be fully engaged in school. Oakland High needs to continue to develop the network of resources to support this population of students.
A-G Completion	Our A-G completion rate has increased slightly since the 16-17 school year; 48.4%, 54.7%, and 57.4% respectively.	Our male students continue to trail their female counterparts. The 16-17 A-G completing rate for female students was 53.8% compared to 43.6% for males. In 17-18 it was 59.4% to 48.8% and in 18-19 it was 59.1% to 55.2%.	Because we live in a country that vilifies black boys. Nearly everyone that comes to this country is told negative things about black boys. The media portrays black boys as criminal and dumb. Police hunt black boys as if they weren't human. All of this and much more gets internalized into the psyche of all Americans including Black Boys themselves. Most don't have a learning disability. They are oppressed and maligned from the first day they step into a classroom and the manifestation of that hatred towards them shows up as a learning disability as measured by Eurocentric standards.

On Track to Graduate - 9th Grade	At the end of the 19-20 school year 66.8% of 9th graders were on track to graduate. The 9th grade families which consists of a small group of teachers supporting a small group of students work closely to meet the needs of each student. Each 9th grade family is also supported by an admi team that consists of an AP, counselor, and case manager that work together with the teachers to make sure all students get the support they need.	Second to GPA math is the number one reason 9th graders are off track. 24.1% or 90 students had not passed two semesters of math with a c or better. If we can get our math support class to target and teach the skills students did not enter into the 9th grade with and support students with mastering those skills more student would be successful with Algebra.	We need to continue developing the curriculum for the Algebra Support class. We also need to provide the teachers with more opportunities to learn how to structure the class.
Percentage of students who participated in at least 1 Work-Based Learning activity	During the 18-19 school 607 students participated in career Awareness, 819 students participated in Career Exploration, 93 students participated in Career Preparation, and 274 students participated in Other Career Readiness.	Our biggest challenge here is with data collection. I don't think we have a good system in place to consistently and accurately capture all of the work based learning activities.	Without accurate data it's difficult to say what the baseline is.
Percentage of students who have passed dual enrollment courses with a C- or better	As you can see from the following data points over 80% of our students enrolled in a DE class pass with a C or better. F 17-18 82.8, S17-18 84%, F18-19 87.8%, S18-19 74.3%, F 19-20 86.8%	Currently this is not an area we have a challenge in.	Since we currently don't have a challege in this area this box is left blank.
Percentage of students in Linked Learning pathways	During the 19-20 school year 97.5% of our students were in a pathway.	It's blank because there isn't a challenge.	If there isn't a challenge there isn't a root cause.

2020-2021: YEAR ONE ANALYSIS

Strategic Actions

Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
Hire additional teachers to support the 8 period day.	An 8 period day provides students with many more opportunities to take classes that are A-G, dual enrollment, art, enrichment, and remedial. The more of these classes that students take they are able to graduate on time college and career ready. The evidence we will look at will be graduation rate, A_G completion rate, number of students taking and passing DE classes, and GPA.
Hire support staff (case managers, counselors, APs) to provide support to students, teachers, and parents.	Case managers, counselors, and APs are an essential part of the pathway support system. Their efforts should reduce conflicts and improve attendance, make sure teachers have the support they need, make sure students are taking and passing the proper courses. The evidence we will look for will be in the CHKS connected to feeling connected to a caring adult on campu and teachers indicating that they feel supported.
Each pathway is given an allocation based on the size of the pathway and if the pathway has any other funding sources.	Each pathway is allocated MN funds to support with the purchase of materials and supplies and for the cost associated with field trips above the normal school allocation. The evidence we will look for are high qualith PBL units and related field trips.

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Oakland High_2020-2021 Measure N Education Improvement Plan

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund 5 Case Managers (1.00 FTE per Pathway). At OHS each pathway is assigned a casemanager to support students with navigating academic and emitional support systems.	\$508,338.00		Enter object code at left.	Case Manager	5.00 FTE	1 per pathway
Fund 1.30 FTE salary for Assistant Principals to bring our total allocation up to 5 Assitant Prinicipals (to be able to fund 1 per Pathway) is an integral part of each pathways teacher supervision, SPSA plan monitoring, and student support system.	\$195,063.00		Enter object code at left.	Assistant Principal	1.30 FTE	To be able to have one per pathway
Fund .50 FTE salary for the Pathway coach is responsible for the continued development of all six pathways. Her responsibilities include partnering with pathway directors to implement their MN and CPA plans, by creating agendas, facilitatng meetings, providing PD, connecting staff to external opportunities, supporting all MN and CPA documentation.	\$35,604.00		Enter object code at left.	Pathway Coach	.50 FTE	All
Fund 1.00 FTE salary for the Work Based Learning Liasion is responsible with connecting all of our students in pathways with opportunities tyo learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships.	\$95,040.00		Enter object code at left.	WBLL	1.00 FTE	All
Fund 1.00 FTE salary for the Admin 1 Bilingual to make sure we are compliant with the vast amount of MN paperwork and compliance measures	\$77,763.00		Enter object code at left.	Admin 1	1.00 FTE	All
Fund 1.00 FTE salary for a Counselor to align to pathways (1 Counselor per Pathway) to support our POD structure that aligns a counselor with each pathway and family	\$83,053.00		Enter object code at left.	Counselor	1.00 FTE	To be able to have one per pathway
Fund 1.20 FTE salary total (.20 FTE per TSA x 6 positions) TSA - Academy Director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	\$57,000.00		Enter object code at left.	TSA	1.20 FTE	0.2 x 6
Fund 1.00 FTE salary for Dinwiddie - Additional Teacher to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives.	\$75,715.00		Enter object code at left.	Teacher	1.00 FTE	RISE
Fund .70 FTE salary for Fields - Additional Teacher to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives.	\$53,105.00			Teacher	.70 FTE	ESA

Oakland High_2020-2021 Measure N Education Improvement Plan

Fund .66 FTE salary for Girvan - Additional Teacher to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives.	42,370			Teacher	.66 FTE	LSJ
Fund 1.00 FTE salary for a STIP Sub to cover pathway director and teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, collaborate with teachers to plan integrated curriculum and discuss students	\$58,735.00		Enter object code at left.	STIP Sub	1.00 FTE	All
Extended Contracts for pathway senior seminar teachers in all pathways to meet throughout the year to develop a new senior capstone experience. Additional meetings throughout the year to meet collaboratively to calibrate, score, and facilitate group scoring sessions.	\$13,614.00	1120	Stipends			
Allocation to VAAMP for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			VAAMP
Allocation to ESA for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			ESA
Allocation to PHA for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			PHA
Allocation to PLTW for Pathway Development to develop 4 pillars within the pathway. (\$25,500)		4399	Surplus			PLTW
Allocation to LSJ for Pathway Development to develop 4 pillars within the pathway. (\$8,500)		4399	Surplus			LSJ
Allocation to RISE for Pathway Development to develop 4 pillars within the pathway. (\$25,500)		4399	Surplus			RISE

ENVIRONMENTAL SCIENCE ACADEMY

Mission and Vision	<p>The mission of ESA is to prepare each student to succeed in the workplace, college, and career as an informed and responsible citizen of Planet Earth. Through rigorous academics, multicultural understanding, respect for diverse points of view, and applied demonstrations of learning, ESA shapes students to conserve and nurture our biodiversity and wild places, respect basic research and the nature of science, seek environmental justice for all people, and advocate powerfully for these goals.</p> <p>ESA's vision is to be a rigorous supportive environment for all students to develop the knowledge base, self discipline, ecosystem values, communication, and critical thinking skills to advocate effectively for themselves as workers and citizens, for environmental justice for people locally and globally, and for the conservation of our endangered Earth.</p>
---------------------------	---

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	<ul style="list-style-type: none"> -Students have a comprehensive sequence of WBL experiences -Students take 5 science classes during their three years in the pathway -Student average GPA and graduation rates outpace district averages -Pathway teachers consistently receive positive evaluations from administrators. 	<ul style="list-style-type: none"> * Passing rate of AP Environmental Science remains low. * 10th grade average GPA lower than 11th and 12th grade. 	Redesigning our AP Environmental Science course to be based more in Environmental activism. We are unsure how this will impact student passing rates, but believe it will have significant positive impacts to increase student buy-in and will also help us reach our pathway outcomes of increasing student empowerment.
CTE (pages 3,4,5 of rubric)	<ul style="list-style-type: none"> -Professional Learning Committee of our CTE classes continue to work on scaffolding our 10th, 11th, and 12th grade CTE classes so that the curriculum for all three years builds logically and comprehensively -Partnership with Youth vs Apocalypse to adjust our 12th Grade CTE class to foster activism and environmental stewardship -All pathway students participate in the CTE course sequence -All pathway teachers share a common planning period 	<ul style="list-style-type: none"> * Continuing to backwards plan our 3 CTE classes with an emphasis on PBL and embedding WBL into the curriculum. 	Significant portion of summer teacher retreat devoted to CTE curriculum development.
WBL (page 6 of rubric)	<ul style="list-style-type: none"> -Students learn hands-on and theoretical work skills in their CTE classes -Every student has access to WBL opportunities through the ECCCO program -WBL liaison communicates with teachers and students to offer and monitor students' internships. -Study tours include trips to EBMUD and other industries which related to environmental careers -Each CTE class features multiple industry guest speakers. 	<ul style="list-style-type: none"> *Formalize process to ensure that every student is actually engaged in WBL outside of the classroom *More closely monitor job availability in our area 	<p>Work with our WBL liaison to create not just more internships, but to embed more WBL curriculum into all pathway classes.</p> <p>Identify team members within our pathway group that will develop a community that will continue to develop and engage advisory board.</p>

Comprehensive Student Supports (page 7 of rubric)	<ul style="list-style-type: none"> -Pathway team meets regularly to review student achievement data to and academic interventions. -Student support staff includes academic school counselor, case manager, special education specialist, education and assistant principal -Support team collaborates to provide regular academic and social support interventions. 	<ul style="list-style-type: none"> *Not very much communication with families. *Still too many students becoming credit deficient by the end of their 11th grade year. 	<ul style="list-style-type: none"> Create one or two family friendly events per year. Work with our support staff to identify and intervene earlier with at-risk students.
Pathway Student Outcomes (page 2 of rubric)	<ul style="list-style-type: none"> -All students have access to same opportunities/experiences. -The opportunities include collaborating with government and non-profit programs in PBL. -The students are not tracked and all students are required to follow the same sequence of courses. -The demographics reflect the overall demographics of school. -Student surveys reflect positive student feelings for the pathway. -Student graduation rate and entrance into 2 or 4 years colleges outpaces district averages. 	<ul style="list-style-type: none"> *African American students have a lower average GPA than Latino and Asian students. *Pathway continues to lose students to continuation schools during the summer between 11th and 12th grade and the fall of 12th grade year. *While students reflect a commitment to environmentalism, many do not see it as a viable career option. 	<ul style="list-style-type: none"> As industries around global climate change proliferate, work to improve our course of study with industry needs.

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Develop at least one formal system and format for 10th grade student interventions and student/teacher meetings to see an increase in student retention and 10th grade GPAs	<ul style="list-style-type: none"> - An AP who has experience with and ideas for how to lead this type of work - Inclusion of more adult mentors to support 10th grade teaching team.
Redesign APES curriculum to have more of an environmental activism foundation in order to increase student buy-in and achieve pathway student outcomes of increasing student empowerment.	<ul style="list-style-type: none"> - APES teacher in conjunction with ES1, ES2, and community partners will create one new unit in the fall and one new unit in the spring which focuses on student activism. - Fewer students will request to opt out of APES.
Increase integration of WBL experiences into curriculum (across content areas) and design a project at each grade level that focuses on building students' soft skills in the context of WBL and Environmental Activism	<ul style="list-style-type: none"> - Each semester at every grade level will incorporate at least one WBL study tour and one WBL unit of study. - ESA will continue to develop partnerships with EBMUD and PG&E and look to expand our work with Sunpower, Metrolinks, and other local employers to create meaningful industry links.

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
Content area collaboration to develop units or projects that are vertically aligned across grade levels in each content area	<ul style="list-style-type: none"> -ESA will continue with interdisciplinary and PBL unit building. -In addition, content area teachers across grade levels (e.g. English, 2, English 3, and English 4 teachers) will create one project which directly links to a project in either the preceding or subsequent year or both.
Revise culture building strategies for 10th and 11th grades for the first month of school	<ul style="list-style-type: none"> -Increased retention of students -More student engagement and participation

Oakland High_2020-2021 Measure N Education Improvement Plan

Research and develop possible systems for student interventions, including identifying more mentors for at-risk students through Youth vs Apocalypse and other partners	-Team meeting agendas that show regular use of new system -Increased GPAs and on-track status for students who are included in the intervention system					
Develop our "activism" curriculum across disciplines	-Each pathway teacher will devote a minimum of one unit per year to the topic of activism as it pertains to their content area.					
Develop our WBL curriculum across disciplines	-Each pathway teacher will devote a minimum of 3 lessons to integrating WBL (ie soft skills) into their content area instruction.					
Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Transportation Costs and Admission Fees for college study tours. -This expenditure is aligned with our goal to a) improve student access to 2 and 4 year colleges and b) improve student success when in college. - The need that this addresses is our desire to improve college readiness.	\$2,500.00	5826 / 5829	Enter object code at left.			ESA
Transportation Costs and Admission Fees for WBL study tours. -This expenditure is aligned with our efforts to build WBL curriculum and embed it in our PBL units of study. -The need that this addresses is that we are still figuring out and helping our students figure out both direct and indirect connections between ESA and industry.	\$2,500.00	5826 / 5829	Enter object code at left.			ESA
Facility Rental for summer retreat for teacher team to work on curriculum development, plan interventions and support for students of concern -This expenditure is aligned with our desire to have a sustainable, shared-leadership, equitable, and collaborative teacher team which works efficiently to build curriculum and pathway structures and strategies to improve student outcomes. -The need that this addresses is allowing us time to work together in a deep and sustained way with minimal distractions.	\$3,100.00	5624	Rentals: Facility			ESA
Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			ESA

LAW & SOCIAL JUSTICE PATHWAY

Mission and Vision	The Law and Social Justice (LSJ) pathway informs and prepares students for careers in law, education and community organizations with a focus on social justice and current events. Through experiential learning opportunities, exposure to a variety of careers, and structured academic support, students become active participants in advocating change for their community.
---------------------------	---

PATHWAY QUALITY ASSESSMENT

[Using the Measure N Self Assessment Rubric, assess the following:](#)

	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	-Project Based Learning is being implemented in all pathway classes, and some grade levels are conducting integrated projects between core classes. -Teachers frequently collaborate for planning purposes to implement career-oriented performance tasks and skills that are in line with our pathway themes.	*We look forward to having more stability amongst our pathway teaching staff. Many of our current teachers are in their second or third year of teaching and are still building out their curriculum in support of pathway themes.	Encourage teacher participation in the summer PBL Institute. Host a retreat for new and returning teachers to share and learn about teaching pathway themes in each of our curricula.
CTE (pages 3,4,5 of rubric)	-We continue to refine our pathway themes in the CTE course sequence in collaboration with our newly formed advisory board. -All pathway students participate in the CTE course sequence. All pathway teachers share a common planning period.	*Expand existing project based learning experiences into the core academic classes for a more authentic and relevant CTE experience for students across disciplines.	Dedicate planning time to build and implement integrated projects at each grade level. Encourage teacher participation in the summer PBL Institute.
WBL (page 6 of rubric)	-Every student has opportunity to participate in sequence of events with opportunities for personalization within the existing sequence of experiences. -We have a strategic WBL plan, including guest speakers, field trips, and project-based learning that integrates academic and experiential learning. -We consistently evaluate our WBL experiences and identify changes and improvements, within the school year and for future years.	*Finding more authentic and interactive experiences for students that allow them to be more hands-on with their career exploration and exposure.	Focus on building out a job shadow experience at one grade level.
Comprehensive Student Supports (page 7 of rubric)	-We have established structures and processes to support individual students through our admin support team that includes AP, counselor, and case manager. -We regularly collaborate with our WBL Liaison to target students for internships and specialized programs. -At each grade level, we invite counselors from the Future Center to talk about college and career plans, and to introduce them to post-secondary options.	*Build more parent/family involvement with pathway events and activities to support students in a more holistic way.	Host family engagement events at least once per year, but ideally twice eventually (fall and spring) to exhibit student work and share other student and pathway successes.

Pathway Student Outcomes (page 2 of rubric)	-All WBL, field trip, and guest speaker opportunities are open to all students. -Student exhibitions are held at each grade level with authentic audiences for students to showcase their work to and get feedback from industry professionals. -We have a dedicated special ed case carrier who supports those students in our pathway and pushes into some pathway classes.	*TBD until pathway student achievement data is available (there are some issues with the dashboards and tracking student data as this pathway became a CPA and coding changed in Aeries)	Analyze student data to determine if any particular subgroup is underperforming compared to others (once data is available)				
2020-2021: YEAR ONE ANALYSIS							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?					
Project Based Learning: Integrated project implemented at each grade level (between at least 2 classes)		-Project plans and student exhibition work					
Student Academic Success: Plan and implement end of year student exhibition and family event		-Secured location -Agenda and sign-in sheets to show attendance					
Work-Based Learning: Increase authentic student work-based learning oppotrunities through job shadows, mentorships, field trips and internships		-Agendas, field trip plans, planning templates -Increase in sustained partnerships with host organizations -Increase in student participation in events; students are able to articulate connections between event participation and cla					
Pathway Strategic Actions							
Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?		What evidence will you look for to know you are successful?					
All pathway teachers take part in summer PBL Institute		-Attendance and project plans					
Pathway PD will focus on PBL strategies and sharing of best practices		-Agendas, project plans, student work -Schedule/timeline of when worktime will happen and what the sequence of topics will be -Teachers demonstration understanding of elements from the OUSD PBL Framework, as they show up in project plans					
Dedicated teacher worktime to plan integegrated projects		-Agendas and project plans					
Work with Advisory Board to plan and implement field trips that engage student interest and immerse them in authentic experiences		-Agendas, field trip plans, planning templates					
Pathway Budget Expenditures							
2020-2021 Pathway Budget							
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study		\$400.00	1120	Certificated Teachers' Salaries: Stipends			Law, Social Justice

Oakland High_2020-2021 Measure N Education Improvement Plan

Transportation Costs for field trips (charter buses, ACTransit and BART tickets, etc.) - To pay vendors for transportation - To provide student opportunities for college and career readiness	\$4,000.00	5826 / 4310	Enter object code at left.			Law,Social Justice
Teacher Substitutes: substitute coverage for teachers on field trips and planning release days - To facilitate student experiences on field trips - To allow teachers full release days to attend workshops, and develop CTE related curriculum and integrated projects	\$2,000.00	1150	Certificated Teachers: Substitutes			Law,Social Justice
Teacher Salary Stipends: Extended Contracts for project/curriculum planning - To allow teachers after-school and weekend planning time to develop CTE related curriculum and integrated projects	\$2,100.00	1120	Certificated Teachers' Salaries: Stipends			Law,Social Justice

PUBLIC HEALTH ACADEMY			
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 QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	We integrated academic and technical coursework at all grade levels. We have continued to grow and refine our interdisciplinary projects, including student authored books, podcasts, etc.	Our biggest need for growth has been clarity and rigor in the senior project area. This is difficult because the burden of the senior projects on teachers has caused the project to be switched among teachers several times (including outside our pathway), which has diluted the scientific content of the projects.	Next year, with the same team of teachers leading our senior seminar, we need to identify best practices specific to our team, so we can more effectively lead our seniors through independent, evidence-based research that reflects our commitment to graduating students prepared for STEM, public health, and medical careers.
CTE (pages 3,4,5 of rubric)	Opportunities to work with industry partners included UC-Berkeley's Department of Public Health, on student-led debates on significant public health issues. Our 11th grade published a book on cultural medical practices, and our 10th grade developed podcasts on social injustice.	We will be onboarding a new CTE teacher, as our current one is leaving her job. We need to expand the way we think about the culminating events for PBL projects, so that they include CTE-themed activities beyond presentation. (This to maximize resources, like buses.)	Staff to convene late summer, or in buy-back days, or during dedicated retreat time at beginning of year to begin to expand planning for culminating events.
WBL (page 6 of rubric)	A substantial percentage (90.3% in 18-19) of our students have participated in WBL activities, including workplace visits, summer and school year internships, and other activities.	We need to develop more specific college vists, aligned to our pathway theme (as opposed to generic college visits).	Backwards plan these college visits with our WBL Liaison and Future Center Director. Panel of public health employers visit senior classes to help inform their post-secondary plans. Increase student exposure to alternative or allied health careers.
Comprehensive Student Supports (page 7 of rubric)	Students not prepared to graduate have been to appropriate continuation programs quickly, thanks to a tight, experienced admin team that has been for several years now. We have not spent as much time on students of concern in our pathway meetings, but this is because the level of admin support has expedited this process, providing data and following up quickly. Our team has benefited from two SPED teachers both advising and pushing into classes. Seminar teachers have been working with RISE teachers to better understand how to support recently mainstreamed studnets on the graduate capstone.	Although we have integrated former RISE (newcomer) students into the pathway at all grade levels, it is apparent we could benefit from some structure in this area. Increase opportunities for seniors to work on academic life skills.	Guidance around impacted and available college majors when doing college applications. Purchase materials and schedule time for day-long workshop for early fall workshop for seniors.

Pathway Student Outcomes (page 2 of rubric)	Our pathway data shows that we are higher than school and district percentages for A-G completion and graduation rate,. Correspondingly our drop-out rate is less than half of the school or district rates.. We have seen a small increase in GPAs in the 10th and 11th grade, due to our pilot project "No D" policy, which slightly expanded the range for a C grade, but doesn't include Ds. This has had an interesting effect of raising GPAs in the A and B range as well.	We need to analyze available data to determine which classes are most problematic for students at each grade level, and possibly design interventions for non-pathway required classes.	Develop an elegant, simple, sustainable way to track student participation in WBL.
---	---	---	--

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
100% of PHA students who are not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	-We will use teacher feedback and grade and transcript data to identify individual students for intervention. -We are lucky to have a returning administration team with a dedicated vice-principal, counselor, and case manager to support us in our efforts.
90% students complete CTE Capstone with C or better	-There is a continuing upward trend in this area, in part due to the increased number of students applying to four-year colleges each year, which brings increased student awareness of the need to maintain grades in ALL areas, not just A-G and district-required. -As we see an increased number of EL students moving out the RISE program and into our pathway in the senior year, we realize that this goal necessitates not just standard classroom support, but also meeting the challenges faced by mainstreaming EL students.
Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	-We have had good luck with a few of the DE classes that have been offered on campus, with a few students not just taking classes, but finishing their EMT certification. However, there are still some classes that the pathway has identified (American Sign Language, medical interpretation, behavioral health classes) that we continue to find ways to offer to our students.

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
The pathway will continue to work on developing a grade-level demonstration of learning project.	This is a multi-year project. Unfortunately, our plan to try and roll this out in the spring of 2020 was cut off by the Coronavirus shelter-in-place movement to distance learning and the increased work load (for teachers) that came with it. We have laid a foundation for the project by defining it, and will convene to analyze plans to reintroduce the project as a new initiative in 20-21.
We will work more closely with colleges and universities to develop college visits that are less generic and more specific to public health, medicine, and biological sciences.	We will have two college visits in the 20-21 school year at the 10th and 11th grade levels that are specifically organized around public health, medicine, and biological sciences.
As a team, we will work to support our pathway teachers (and students) in developing senior project ideas that are more personalized, data driven, participatory, and scientific than the district guidelines. This includes developing individual team member responsibilities, and better guidance for students in developing areas of inquiry, and execution of research tools.	We will know we are successful when 75% of our senior projects in the 20-21 school year contain personalized activity, contacts, or data created through individual research, and when our team tracking records show that EVERY senior had the opportunity for consultation with a secondary staff advisor (in addition to their senior project teacher).

Pathway Budget Expenditures

2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Transportation Costs (charter buses, BART and/or AC Transit tickets) for college exploration visits, specific to public health and biological science, and WBL and student-skill building events.	\$3,000.00	5826 / 4310	Enter object code at left.			Public Health
Meeting Refreshments for the Fall welcome event for students and staff, including work or college-based speakers. This is a way of expanding our traditional fall welcome event, and aligning it with our pathway theme. There will be an after school assembly followed by a reception, on campus. Expenses include refreshments for guests and participants.	\$1,000.00	4311	Meeting Refreshments			Public Health
Facility Rental for the Staff planning and work retreat time, off-site. One day-long retreat and a possible half-day retreat at the beginning of the year to revise and strengthen our pathway's response to the district's mandated senior project. This is for facility and/or space rental.	\$3,000.00	5624	Rentals: Facility			Public Health
Supplies and Materials for training students in critical work-readiness essential skills, including backward planning and project management.	\$750.00	4310	School Office Supplies			Public Health
Facility Rental for meeting space for 12th grade school day retreat in fall to build critical work and college readiness skills that they will practice in their senior year.	\$750.00	5624	Rentals: Facility			Public Health

PROJECT LEAD THE WAY			
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 establishing a portfolio of STEM experiences.	
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Currently 11th and 12th grade students have opportunities to publicly defend their work with industry partners (10th grade PilotCity (APCS and IED), 11th grade Google machine projects, 12th grade Y-Plan city plan) All teachers have differentiated instructional supports Teachers collaborate weekly to work on curriculum, WBL, and student support systems and built a Leadership Team to increase distributive leadership this year. Integrated core curriculum aligns with grade-level content and CTE standards, and allows students access to fulfill A-G requirements. Cohort scheduling ensures that all students participate in the academic and technical courses and allows for nearly all teachers to have a common prep period.	Incorporating and assessing soft skills such as leadership, accountability, and conflict resolution. Attending PDs on how to assess data for student intervention. Increase thematic, industry aligned curriculum in the humanities classes so that there is relevance across content areas.	Looking at PDs for data driven student intervention. Implementing grade level integrated projects.
CTE (pages 3,4,5 of rubric)	Variety of at least four courses offered that are aligned with and frequently updated to reflect industry standards and use of industry materials and equipment. CTE courses use hands on activities, making correlations to the field of engineering, learning useful skills (math, coding, java etc.). In10th grade students learn CAD Students learn industry-standard CAD programming. Students learn RobotC (c++ variant) in the 11th grade.	Regular training and more teachers trained in PLTW curriculum. Non-CTE teachers learn more about CTE standards. Increase oppportunities for students to work with industry partners more frequently. Add in a prototype component of the Graduate Capstone project.	Add new course Engineering Essentials which is more hands on and introduce some of the units in 9th grade CS course. Training on new and updated IED course for 10th grade that offers a different design and approach to curriculum, allowing more hands-on work for students. Finish work with Agency by Design and other PD providers that can work with teachers to incorporate CTE into all content areas.

WBL (page 6 of rubric)	Provides students with WBL experiences that align to coursework. All grade levels have access to WBL opportunities. Has a plan and timetable to implement WBL with coursework. 10th = PilotCity (autonomous cars, working with tech startup to develop coding skills) 11th = Google (Presentations, feedback, etc) 12th = Y- Plan	Redesign the sequence of WBL experiences so that there are "hallmark" events at each grade level that span the WBL continuum. Interdisciplinary experiences and learning outcomes in all grade levels (currently in 2 of 3). Developing a better connection with industries through regular workshops, presentations, and skill acquisition. Add in more opportunities to evaluate and assess effectiveness of WBL experiences.	Identify dedicated industry partner for each grade level. More hands on Skill Training for students and teachers. Conduct a year-end review to evaluate WBL experiences (from teacher and student perspectives)
Comprehensive Student Supports (page 7 of rubric)	Teachers know students well and monitor student progress. Teachers identify off-track students and make attempts to check in with students. Teachers and admin check in with students and families regularly	As a team, we need to figure out how to be more proactive with student interventions with an easier, more efficient system and creative ways to intervene.	Use the early warning and off-track dashboards to help identify students. Develop levels of intervention with clear roles around step.
Pathway Student Outcomes (page 2 of rubric)	Student subgroups are integrated and supported in all pathway development. Case manager, counselor, AP, and SpEd teachers are present and participate in student intervention meetings	Learn more about how different subgroups are performing	Look at data to identify areas of any possible inequities in achievement by different subgroups and plan/respond accordingly.

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
WBL: Develop strategic and consistent relationships with specific industry partners who have ongoing interactions with students and teachers at each grade level throughout the year.	Industry partners are interacting with students throughout the year at each grade level. These partners host events or field trips consistently (a certain number per semester). Students interact with these partners at least once per semester around a particular CTE or industry themed curriculum/pro
WBL: Identify hallmark experiences (WBL and community building) for each grade level and commit to implementing consistently for several years.	Updated scope and sequence of events and experiences by grade level. Students think PLTW is cool.
Rigorous Academics & CTE: Increase shared understanding of curriculum and course content/themes across all teachers in order to develop projects and thematic curriculum.	Core content area teachers are able to name and understand major ideas, skills, and knowledge from the related grade-level CTE/PLTW course curriculum and CTE teachers can name and understand main curriculum themes/standards in the core content areas for their grade level. Build on integrated projects started in 19-20 and continue for 20-21.
Student Supports: Create a pathway-wide system of tiered interventions for students that focuses on being proactive rather than reactive.	Students are aware of what the system is and know exactly what will happen in a given situation. Teachers and admin pod use the system consistently. Growth and improvement in student achievement data (specific numbers TBD)

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
---	--

WBL: Revisit grade level essential questions and themes in order to make sure the team members are aware of what they are and ensure alignment to the new IED curriculum.	Teachers use this information to plan projects, events, trips, etc.
Rigorous Academics & CTE: Ensure all team members understand the what and the why of Linked Learning through a sharing of materials, resources, and information. Assess and develop students' soft skills by learning from other pathways at our school.	Teachers can explain what Linked Learning is, how PLTW implements it, and why we use it as an education approach. Students are aware of their successes and areas of growth related to soft skills.
Student Supports: Find and participate in PD related to focus for improving student support system of intervention. Finish the "pathway syllabus" work of developing shared practices.	Students are aware of what the system is and know exactly what will happen in a given situation. Teachers and admin pod use the system consistently. Growth and improvement in student achievement data (specific numbers TBD)
Update pathway branding and image through student and teacher focus group	Students have pride in their pathway and we are recognized as a top notch, engaging pathway at OHS.

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Team and Grade Level Retreats Facility rental, plus food and materials cost for up to 2 full-team offsite retreat/work days and grade-level offsite work days to continue work on curriculum, project, and/or pathway development. This addresses the need for longer periods of planning time with the full pathway team that weekly team meetings cannot provide. Materials will include necessary supplies for team members to do engineering design challenges and/or create models of products that they will expect students to do in integrated or thematic curriculum.	\$1,500.00	5624 / 4311 / 4310	Enter object code at left.			PLTW
Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school -The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways. -We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.	\$1,900.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
Teacher Salary Stipends: Extended Contracts to Pay... -Stipend for teacher who manages the Graduate Capstone project -The management and implementation of the research paper and action project and/or prototype development requires additional after school work time for this teacher for providing feedback to students, reaching out to partners for support, event planning, managing the ordering of necessary supplies and materials, etc.	\$1,500.00	1120	Certificated Teachers' Salaries: Stipends			PLTW

Oakland High_2020-2021 Measure N Education Improvement Plan

Teacher Substitutes -Pay for substitutes for when teachers are participating in off site full-team and grade-level team meetings and WBL events -It is necessary for teachers to participate in these meetings and events since they are usually part of the curriculum and therefore substitutes are needed for the teachers' other classes that don't participate in these events	\$1,550.00	1150	Certificated Teachers: Substitutes			PLTW
Teacher Salary Stipends: Extended Contracts to Pay... -Time card hours or stipend for teachers involved in recruitment event planning and participation for females in STEM events -There continues to be a lack of interest in PLTW/STEM by female students so a group of teachers is going to work on developing more intentional recruitment and outreach events	\$500.00	1120	Certificated Teachers' Salaries: Stipends			PLTW
Pathway Student Development - Admission fees for grade level events and activities to reinforce learning and practicing of pathway student learning outcomes -Each grade level is in the process of developing hallmark events that connect to pathway theme and bring students together with teachers -Since PLTW has the highest percentage of students who did not choose this pathway as #1, these events are important to help students feel connected and excited	\$5,000.00	5829	Admission Fees			PLTW
Student Exhibition Events -Facility Rental, supplies or materials, and meeting refreshments for an evening family event for student work exhibition and awards -A major component of PBL is exhibiting work to authentic audiences and in order to do that, there are costs associated with organizing and hosting these types of events	\$650.00	5624 / 4310 / 4311	Enter object code at left.			PLTW
Transportation Costs -Charter buses, BART and/or AC Transit tickets for various WBL, college, and community building events -Enables us to implement our WBL scope and sequence	\$4,000.00	5826 / 4310	Enter object code at left.			PLTW
WBL Events - Admission costs for various WBL events and trips -Enables us to implement our WBL scope and sequence	\$500.00	5829	Admission Fees			PLTW
Consultant Contract ECCCO summer internship stipends for students	\$3,000.00	5825	Consultants			PLTW
Teacher Salary Stipends: Extended Contracts to Pay Stipends or time card hours for after school meetings to work on curriculum development, students of concern, WBL planning, etc.	\$5,000.00	1120	Certificated Teachers' Salaries: Stipends			PLTW

RISE ACADEMY			
Mission and Vision	RISE Academy provides all students: -Rigor, with a focus on planning and implementing differentiated and scaffolded curriculum -Inclusion, acculturation, and access, with a focus on classrooms and interactions with students of diverse skill sets and cultural backgrounds -Socio-emotional support, with a focus on providing wraparound service personnel such as case managers and social workers -English Language Development, with a focus on strengthening both academic and social English language skills		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	-Two teachers successfully completed an integrated PBL unit that involved a community project and input/collaboration from community partners. -Social Science and Science integrated project developed to teach students about the power of science but also how science can be manipulated to justify discrimination and racism in certain communities. -Six teachers participated in ELLMA PD focused on Newcomer language develop strategies.	*Increase shared collaboration with teachers to share practices and also align those practices across content area and language level. *Support development of curriculum for ELD5 class. *Begin to integrate newly developing pathway theme into other content areas.	-CTE teacher shares at team meetings in order to offer ideas for how to integrate pathway theme into other courses -Connect with other schools to learn about their ELD 5 curriculum -Order books and supplies for ELD 5 class -Once site PD schedule is determined, make plan for how and when to share best practices -Encourage teachers to attend Summer PBL Institute in June PD to support in cross-disciplinary collaboration
CTE (pages 3,4,5 of rubric)	-CTE teacher has developed course outlines for 2 new Business/Finance courses, and the first one will start in 20-21	*Develop the full set of curriculum for first course. *Continuous coaching for CTE teacher to develop teaching practice. *Integrate language instruction into the CTE course.	-Register to attend QTEL conference -Attend ELLMA PD in June -Set up timeline and schedule to work on curriculum development, ideally have Unit 1 fully complete by the start of school
WBL (page 6 of rubric)	N/A	*As the CTE course gets developed and implemented, opportunities for WBL connected to that will also get developed. *Create at least one WBL opportunity per semester for the CTE class. *Increase student participation in the summer internship program.	-Identify possible partners to work with the new CTE business class and reach out to them -Identify internship offerings that match the needs and interests of our students -Develop plan for teachers to support work readiness skills necessary for success in possible internships

Comprehensive Student Supports (page 7 of rubric)	<ul style="list-style-type: none"> -Creation of a Mam language and culture class to support Native Mam students from indigenous areas of Guatemala. -Coordinated and team and process for targeting student interventions and conducting outreach and follow up with families. -The admin team holds many SST meetings to identify student needs. -Counselor did work to determine which students qualify for AB2121 (modified high school graduation requirements) -Dedicated team meeting time to discuss students of concern with nurse, social work, case manager, and counselor present. -Dedicated social worker who supports connecting students with outside services (legal, medical, etc.) 	<ul style="list-style-type: none"> *Increase family participation and knowledge of students' school experience and needs. *Increase support for students to develop post secondary plans *Offer the ESL dual enrollment course again 	<ul style="list-style-type: none"> -Oakland High staff, teachers, and parents for an increased knowledge of school systems, grades, supports, interventions, programs, resources, and rights -Increasing collaboration with Future Center to support with college readiness -Support students with aptitude tests that will help them explore their interests and find colleges, programs that are tailored to their future goals
Pathway Student Outcomes (page 2 of rubric)	<ul style="list-style-type: none"> -Developed a process as a school, along with ELLMA office, to effectively place newcomers that met OUSD criteria into mainstream pathways -Developed a process for SIFE students to decide if they are ready to transition over to mainstream pathway or if they would like to remain in RISE academy 	<ul style="list-style-type: none"> *Increase graduation rates to +80% *Increase A-G completion rates *Increase student retention by increasing student supports to prevent dropping out 	<ul style="list-style-type: none"> -Increase collaboration with Future Center and counselor to increase check-ins with juniors and seniors regarding graduation status report and A-G requirements

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Comprehensive Student Support: Create a system for student interventions to increase student retention, attendance and engagement and prevent dropping out and transfers	<ul style="list-style-type: none"> -Teachers and admin will review Pre-intervention student data from 2019-20, and have regular reviews of 2020-21 student data. -Staff will engage in intervention meetings with students who need lifting, and will do data review, strengths and areas of growth. -Students will understand the student intervention system in place and will reduce reactive intervention consequences. This will allow students to be practice proactive behavior.
Rigorous Academics: Develop at least 3 shared practices that at least half of the teachers implement in their classrooms. Those can include strategies and tools that support student learning and language acquisition	<ul style="list-style-type: none"> -Teachers will implement shared practices in their classrooms to support student comprehension. -Students will have a more coherent learning experiences due to connection in teaching/learning practices across classes. -Familiarity with grading systems and methongs will increase success at mastering content.
Rigorous Academics: Create PBL units that will create collaboration of shared/integrated projects across content areas and ELD classes	<ul style="list-style-type: none"> -Students will be able to incorporate learnings from ELD classes+content-area classes and merge into a project that showcases comprehension of curriculum. -Teachers use and reference the OUSD PBL Framework and collaborate on designing these units.

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
Research intervention models and discussing with team on which approach to use for our students	-Identify 1 intervention model and attempt it with staff and students during the year

Oakland High_2020-2021 Measure N Education Improvement Plan

Review syllabus to find common strategies/policies or provide structure for peer observations	-Get teachers to agree on which shared practices to focus on, and identify 3 practices that teachers agree to implement in					
Attend district provided PBL PD offered during the school year or continue to explore High Tech High strategies	-Teacher participation in PD and use collaboration time to work on cross-content curriculum and collaboration					
Continue to develop CTE curriculum	-CTE teacher will have full CTE curriculum by the end of the 2020-21 academic school year					
Identify 1 possible WBL experience that aligns with business course	-1 WBL will be implemented for studnets within the school year in the business course					
Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Consultant Contract: Mam Class and Mam Student Case Management for 2020-21 school year: 1) This expenditure is for the stipend/salary of our Mam teacher who will teach Mam reading, writing, and culture. He will also case manage the Mayan families, and work closely with our social worker to provide legal, immigration help and resources to the families. 2)This expenditure is aligned with our goals to increase comprehensive student support for the Mam students who are at-risk students for a variety of reasons including but not limited to being SIFE, language barrier 3) This expenditure will help with the overall retention rate of our at-risk Mayan	\$12,210.00	5825	Consultants			RISE
Admission Fees and Transportation Costs: 1) This expenditure is to cover the cost of admission, transportation for college/WBL/PBL fieldtrips 2)This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning 3) This expediture will help with engagement within the pathway and exposing students to services available	\$5,000.00	5829 / 5826	Enter object code at left.			RISE
Facility Rental and Meeting Refreshments for end of the year exibition night for seniors to share their accomplishments and for teachers to connect with families: 1) This expenditure support with payment of venue and food for parent-student night 2) This expediture will support students in showcasing work they have done during the year and will serve as last community event prior to graduation.	\$1,000.00	5624 / 4311	Enter object code at left.			RISE
Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school -The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways. -We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.	\$1,900.00	1120	Certificated Teachers' Salaries: Stipends			RISE
Teacher pay for weekly collaboration meetings 1) This expenditure is to pay teachers for meeting time after school hours 2)This expenditure is aligned with our goals to increase shared practices, techniques and develop an intergrated projects across content-area classes and ELD 3) This expediture will help with community building amongst teachers, collaboration and increase the amount of shared, best practices.	\$5,390.00	1120	Certificated Teachers' Salaries: Stipends			RISE

VISUAL ARTS ACADEMY (VAAMP)			
Mission and Vision	VAAMP fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and art concept integration in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists, and become art advocates. Students produce work for authentic audiences and build a portfolio that demonstrates their personal style and expression.		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Pathway team regularly attend PDs that are focused on the unique needs of pathway development and continuous improvement.	Share lessons, resources, and best practices to improve instructional practices	We could improve by sitting in on each others' classes and "Actively incorporating feedback from observations into pathwayprofessional development, retreats,and planning that supports thehealthy development of bsts practices"
CTE (pages 3,4,5 of rubric)	Nearly all pathway students participate as a cohort in the pathway's academic and technical courses. We're currently in our 2nd year of implementation for our new CTE sequence. We continue to grow and define our program of study.	Most pathway teachers ensure that all students have daily activities that require them to work in heterogeneous pairs or groups. Provide specific skill instruction in collaborative learning.	We'd like to move up in this category to where all pathway teachers ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or group, provide specific skill instruction and differentiated support to students in collaborative learning.
WBL (page 6 of rubric)	We have WBL opportunities at each pathway level with industry and postsecondary partners	We're exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences	Work more closely with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences. Come up with specific criteria we'd like to see students achieve through our program.
Comprehensive Student Supports (page 7 of rubric)	We assure that each student is known well: their individual skills, strengths, challenges, interests, and aspirations. We identify and monitor student academic, personal, and social emotional needs, and provide culturally responsive and timely intervention and acceleration strategies to support each student's success.	Cooperate with counselors to assure that students complete a 4- year high school plan. Share their personal knowledge about college and career options. Provide or arrange periodic college and career exploration activities for students	Collaborate with counselors to support students in developing and implementing individualized college and career plans that include more college and career exploration visits.
Pathway Student Outcomes (page 2 of rubric)	We have admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history.	The pathway's admission processes and practices are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland	We would like to see one or two years of evidence showing continued growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. (in ALL demographics.)
2020-2021: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?	
Develop a process for VAAMP teachers to observe one another in order to learn best practices and develop a set of shared practices all VAAMP teachers can implement.		VAAMP teachers are able to implement best practices and new strategies in thier own, respective, classrooms. VAAMP students experience more consistency across their VAAMP classes.	

Oakland High_2020-2021 Measure N Education Improvement Plan

All students develop an individualized college and career plan that includes both college and career exploratation visits.	Teachers and students collaborate with Future Center staff to support development of the plans. Teachers offer more opportunities to learn about art-related careers that align to various curricular units. Teachers have a plan for who teaches what around work-ready and internship prep skills (resumes, emails/phone calls, interviews, etc.) Students are able to give VAAMP teachers a basic outline of what their interests are and how they'd like to persue them through secondary education or a career path. Students revisit their plan at least once/year.					
Develop more intentional and consistent WBL experiences and connections for students that include specific roles for industry and postsecondary partners, increasing authenticity for students.	We'd like to have specific events or projects that reflect strong ties with industry partners that will show strong incorporation of professional preactices and standards.					
Pathway Strategic Actions						
Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?					
Schedule visits to each other's classrooms to observe practices	All teachers visit at least 2 other classes, including one outside of their content area					
Document best-practice observations / takeaways from classroom visits	Team reviews takeaways from visits and determines which ones to adopt as a pathway					
Identify grade-level specific industry and college visits.	College and career visits align to specific units or projects. Students understand the connection between the visit and what they're learning in the classroom.					
Identify areas and tasks for industry involvement in existing integrated projects	All projects have at least one industry or post-secondary connection and students start to develop relationships with partne					
Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salary Stipends: extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Certificated Teachers' Salaries: Stipends			VAAMP
Teacher Salary Stipends: Extended Contracts to Pay... -Extended contracts and/or stipends for a variety of work that happens during after school hours, including developing/grading Senior Project/Senior Seminar, developing CTE course curriculum, debriefing class observations, and attending PBL PD -All of this work is connected to goals and strategic actions listed above	\$4,000.00	1120	Certificated Teachers' Salaries: Stipends			VAAMP
Teacher Salary Stipends: Extended Contracts to Pay... -After school hours teacher collaboration between speific content teachers and Special Ed teachers to co-plan/design curriculum for implementing a push-in co teaching model -This ensures all students can access curriculum and receive any necessary accommodations	\$2,400.00	1120	Certificated Teachers' Salaries: Stipends			VAAMP

Oakland High_2020-2021 Measure N Education Improvement Plan

Supplies and Materials for the Senior Project Art Piece -Materials and supplies associated with producing art for the senior project -Since all students produce an art piece, they need access to appropriate materials to be successful	\$1,700.00	4310	School Office Supplies			VAAMP
---	------------	------	---------------------------	--	--	-------



Measure N 2020-2021 Education Improvement Plan Assessment

Oakland High School

Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Submitted Measure N Budget
- ☒ Silver Certification Status

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 4 Rationale: <ul style="list-style-type: none">• Clear evidence of implementation of all 4 pillars• Evidence of strong pathway leadership and a clear school vision aligned with a Linked Learning pathways• Evidence of growth in student outcome data (e.g. increase in graduation rates, decrease in drop-out rates and increase in A-G rates)• Results show multiple years of evidence showing growth toward greater diversity with respect to student demographics and achievement distribution that represents Oakland• Ensures all pathway students have access to the pathway's academic and technical courses• Clear pathway theme and sequencing of CTE courses in each pathway• Structures in place for comprehensive integrated student supports• Overall, plan reflects awareness and clear next steps to evaluate what's been put in place and provide deeper quality			



Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none"> Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined 	Score: 3 Rationale: <ul style="list-style-type: none"> Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators such as African American males and Latino students, specifically newcomers, while also identifying positive trends with certain subgroups such as African American students Root Cause Analysis is overall a deep reflection of the school site's uncovering key issues that are impacting student achievement in each of the areas outlined. There are a couple indicators where some additional analysis might be beneficial to determining next steps (e.g. Algebra). 			
Pathway Quality Assessment <i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i> <ul style="list-style-type: none"> Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars Next steps that have been identified support the continuous quality improvement of the pathway(s) Self-assessment provides evidence such as concrete examples or references data Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	Score: 3 Rationale: <ul style="list-style-type: none"> Overall, there is strong assessment of pathway strengths and challenges along with clear and focused next steps that have been identified support the continuous quality improvement of the pathway(s) Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies Deeper analysis of specific Measure N strategies and their impact on student outcomes might be needed 			
Strategic Goals <ul style="list-style-type: none"> Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year Alignment between schoolwide goals and Measure N priorities is evident For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme 	Score: 4 Rationale: <ul style="list-style-type: none"> Alignment between schoolwide goals and Measure N priorities is evident Pathway strategic goals are clearly aligned to pathway 			



<ul style="list-style-type: none"> The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N 	<p>quality assessments</p> <ul style="list-style-type: none"> School is investing in vertical alignment of high-quality integrated and project-based learning units across grade levels and pathways to increase quality and rigor Pathways have articulated goals on deepening the quality of work-based learning opportunities along with integrating work-based learning into the integrated PBL units
<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies There is alignment between school site plan and pathway plans so that they complement each other

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget</p> <p><i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"> Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined Proposed Measure N budget appears to be supplemental 			



- | | |
|--|--|
| <ul style="list-style-type: none">• Expenditures are necessary due to the existence of Linked Learning pathways at the school site | |
|--|--|



Final Recommendation

Fully Approved

School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning

School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes

Strengths:

- Strong alignment between schoolwide vision and each pathways' vision and theory of action. Evidence leadership of school and pathways have worked deeply to align and have started to create systems across the school to support high-quality pathway development
- Coherence between root-cause analysis, pathway assessments, strategic goal and actions with a clear focus on improving student outcomes
- Commitment across each of the pathways to invest in supporting teachers growth and development on best pathway practices through professional development, conferences and extended planning time
- Continued investment in wraparound supports for pathway (e.g. AP, counselor, case manager, CCRS, WBL Liaison, pathway coach, etc)
- Strong evidence of each pathway focusing on deepening the rigor and quality of integrated instruction across grade levels and strengthening CTE
- Clear focus on strengthening work-based learning experiences for students across all pathways

Key Questions:

- How does the school track the overall investments made in school-wide investments and measure the impact of those investments on the overall quality of the pathway experience for students?
 - Examples: Stipends for teachers, counseling investments, case management, administrative structure

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 20-21, justification in Escape aligns with Measure N plan	Principal and Admin		Ongoing