

2020-2021 MEASURE N BUDGETSchool: **OAKLAND TECHNICAL HIGH SCHOOL**Site #: **305**

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$1,631,150.00	\$1,631,150.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
305-1	Consultant Contract with BACR to provide Student Support Specialist for each of our 5 pathways to provide Tier 1 supports to 10-12th grade at risk pathway students to ensure they graduate College and Career ready. - SSSs will provide tutoring, counseling, work based learning activities and additional supports as needed. The goal of the SSSs are to reduce disparities and inequities in student achievement.	\$335,000.00	5825	Consultants	Student Support Specialists		Computer, Health, FADA, RPL and Engineering
305-2	Extended Contracts for the Pathway Lead team (includes salary and benefits) to provide curricular and structural supports schoolwide through collaboration to provide professional development and teacher support to continue to build out the pathway model and ensure alignment of all classes to the mission and vision of the school to increase scholar retention and reduce dropout rates (\$38.50/hour for 90 hours = \$3465 + 25% benefits = \$4331.25 x 17 members = 73,631.25); additional funds will be identified once rollover is calculated.	\$72,054.02	1120	Certificated Teachers' Salaries: Stipends	Pathway Lead		Computer, Health, FADA, RPL and Engineering
305-3	Hire .50 FTE (salary and benefits) for the Pathway Coach to provide pathway support for all pathways planning, collaboration, alignment to ensure comprehensive student supports and develop a lesson on scholar graduation requirements including A-G, GPA and credit recovery.	\$69,395.69	2305	Classified Supervisors' and Administrators' Salaries	Coach	.50 FTE	Computer, Health, FADA, RPL and Engineering
305-4	Hire 1.00 FTE (salary and benefits) for the Work-Based Learning Liaison to coordinate the facilitation of work based and college experiences to all pathway students and organize schoolwide activities that allow students to gain a better understanding of the different opportunities available to them. WBL will also manage the Outside Work Experience Program, identify new Industry Partners, provide support with district wide WBL and Internship initiatives and teach students how to conduct a successful job search.	\$115,749.27	2205	Classified Support Salaries	WBL	1.00 FTE	Computer, Health, FADA, RPL and Engineering
305-5	Hire 1.00 FTE (salary and benefits) for the College and Career Readiness Specialist to expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on site college events, assist scholars with FASA, community college support, community outreach, supports with dual enrollment, college and career counseling.	\$107,890.34	2205	Classified Support Salaries	CCRS	1.00 FTE	Computer, Health, FADA, RPL and Engineering

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305-6	Hire 1.00 FTE (salary and benefits) Assistant Principal above the base allocation to coordinate the work of the 5 pathways to provide support and supervision in alignment with the Pathway vision, mission and goals. Assistant Principal will work directly with Pathway Leads of Engineering, Race Policy and Law Academy, provide professional development, collaborate with Pathway Coordinator, to continue to build out the Pathway and to support them in decreasing disparities in student achievement.	\$133,797.06	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	Pathway Administrator	1.00 FTE	RPL
305-7	Hire 1.00 FTE (salary and benefits) for a Counselor above the base allocation so that we can transition to having each counselor be aligned to a pathway. For the 2020-2021 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathway's CTE sequence.	\$107,001.58	1205	Certificated Pupil Support Salaries	Pathway Counselor	1.00 FTE	Computer, Health, FADA, RPL and Engineering
305-8	Hire 1.00 FTE (salary and benefits) for a Counselor above the base allocation so that we can transition to having each counselor be aligned to a pathway. For the 2020-2021 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathway's CTE sequence.	\$107,001.58	1205	Certificated Pupil Support Salaries	Pathway Counselor	1.00 FTE	Computer, Health, FADA, RPL and Engineering
305-9	Hire .80 FTE (salary and benefits) Teacher -Ong - To provide instruction in CTE AP Computer Science, Computer Programing, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$58,755.07	1105	Certificated Teachers' Salaries	Pathway Teacher	.80 FTE	Computer
305-10	Hire .40 FTE (salary and benefits) Teacher - Rivera - To provide instruction in CTE Race, Policy, Law, Social Justice which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$32,748.10	1105	Certificated Teachers' Salaries	Pathway Teacher	.40 FTE	RPL
305-11	Hire .80 FTE Teacher (salary and benefits) - Wright - To provide instruction in CTE Courses AP Computer Science Principles, Computer Science for Capstone, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$90,354.59	1105	Certificated Teachers' Salaries	Pathway Teacher	.80 FTE	Computer

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305-12	Hire .20 FTE (salary and benefits) Teacher - LI - To provide instruction in CTE Courses Architecture 1 & 2, Engineering Principles, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$17,456.00	1105	Certificated Teachers' Salaries	Pathway Teacher	.20 FTE	Engineering
305-13	Hire 1.00 FTE (salary and benefits) Teacher Monroe - To provide instruction in CTE Course FADA Fundamentals which, provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$112,943.24	1105	Certificated Teachers' Salaries	Pathway Teacher	1.00 FTE	FADA
305-14	Hire 1.00 FTE (salary and benefits) Teacher - Heckel - To provide instruction in CTE Course Art of Animation, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$90,286.96	1105	Certificated Teachers' Salaries	Pathway Teacher	1.00 FTE	FADA
305-15	Allocation to Computer Pathway (\$26,304.19)						Computer
305-16	Allocation to Race Policy and Law Pathway (\$16,104.61)						RPL
305-17	Allocation to 9th grade (\$68,700.00)						9th grade
305-18	Allocation to Health Academy (\$22,725.39)						Health
305-19	Allocation to FADA (\$28,272.54)						FADA
305-20	Allocation to Engineering (\$18,609.77)						Engineering
305-21	Computer Supplies CTE Course Supplies, which include reuseables (raspberry pi, arduino adenals, etc), hardware (memory, ram, etc) for computer upgrades,	\$2,500.00	4315	Computer Supplies			Computer
305-22	CTE Lab Supplies and/or materials, such as computer parts (kits), screwdrivers, pliers, meters (check connections and cables), other tools used for computer repair, building and networking. to increase opportunities for students to be college and/or career ready and to provide real-world application.	\$2,500.00	4310	Computer Supplies			Computer
305-23	Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to improve curriculum and increase students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	\$304.19	4311	Meeting Refreshment			Computer
305-24	Provide Job Shadowing, Transportation Costs - Pathway students shadow a professional. Assignments will depend on availability and planning logistics between the Pathway and the industry partner to increase opportunities for students to be college and/or career ready.	\$4,500.00	5826	External Work Order Services			Computer

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305-25	College Visits - Provide transportation for Pathway students to visit Colleges by grade level to develop a better understanding of career options, college requirements, programs associated with Computer Pathway and to increase student retention and prepare students for college and career.	\$4,000.00	5826	External Work Order Services			Computer
305-26	Career Exploration Visits - Provide transportation for Pathway students for career exploration visits to industry, museums, Tech Museums. Students get exposure to computing careers, and get the opportunity to make useful connections between classroom concepts and work place skills to increase student retention and prepare students for college and career.	\$4,500.00	5826	External Work Order Services			Computer
305-27	WBL transportation (AC Transit and Bart Tickets) will enable many of the at-risk, minority, and economically disadvantaged student the opportunity to get to and from WBL sites to increase student readiness to succeed in college and/or career.	\$2,000.00	4310	School Office Supplies			Computer
305-28	Consultant Contract for the Computer Pathway Consultant - Mr. Peters assists with UCB internships, meet with UCB Chancellor, assists with grant writing to support 20-30 students, host workshops, meets with staff and students to increase equitable opportunities to promote college and career/readiness and decrease academic disparities.	\$6,000.00	5825	Consultants	Consultant		Computer
305-29	CTE Course Supplies for Engineering Principles, Architecture 1, and Architecture 2(Paper, ink). We require specialized ink and paper for the specialized plotters we use for students CTE projects. \$4000 for ink and \$1000 for paper, poster board, cardboard, tracing paper, etc to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency	\$5,000.00	4310	School Office Supplies			Engineering
305-30	Supplies (Senior project materials). Students will be making prototypes for their senior capstone projects, and these require materials like wood, motors, circuitry, batteries, etc to increase high school students' readiness to succeed in college and career	\$3,000.00	4310	School Office Supplies			Engineering
305-31	Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	\$400.00	4311	Meeting Refreshments			Engineering
305-32	Honorariums for guest speakers. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	\$100.00	5828	Assemblies/Classroom Presentations			Engineering

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305-33	Admission Fees for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	\$1,750.00	5829	Admission Fees			Engineering
305-34	Transportation Costs for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	\$1,500.00	5826	External Work Order Services			Engineering
305-35	Admission Fees for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	\$1,059.77	5829	Admission Fees			Engineering
305-36	Transportation Costs for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	\$1,300.00	5826	Admission Fees			Engineering
305-37	Admission Fees for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience	\$750.00	5829	Admission Fees			Engineering
305-38	Transportation Costs for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience	\$1,750.00	5826	Admission Fees			Engineering
305-39	Supplies (Classroom / lab supplies). Our curriculum has specific laboratory and specialized equipment needs such as supplies for our 3d printer, drafting arms, circuit boards, wire and magnets, model building kits	\$2,000.00	4310	School Office Supplies			Engineering

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305-40	Coaching Consultant - Arts Integrated Learning - Provides mentorship and expert content-specific support in Arts Integrated Instruction around pathway-aligned integrated curriculum development and mapping; facilitates deep community connections and opportunities in the arts; supports pathway teacher retention, supports goals around building out a rigorous academic core	\$2,000.00	5825	Consultants			FADA
305-41	Substitutes: pay for substitutes to cover teachers for entire FADA teacher team retreat 2x year for 7 teachers to provide teachers time to collaborate and create interdisciplinary units to increase college and career readiness	\$2,600.00	1150	Certificated Teachers: Substitutes			FADA
305-42	Meeting Refreshments: Work-Based Learning Support, Post-secondary & Industry Mock Interview event - Refreshments for community volunteers to increase community and industry partnerships and to provide scholars opportunities to engage with the interview process to be better prepared for college and career	\$75.54	4311	Meeting Refreshments			FADA
305-43	Teacher Salary Stipends for FADA Fundamental Curriculum Development Support. Extended Contract for CTE teachers ongoing collaboration during summer and school year for 4 teachers, 20 hours per teacher at \$38.50/ hour. This is in service of building a rigorous academic core through project-based learning and interdisciplinary units, to provide ongoing training, and to facilitate collaboration.	\$3,850.00	1120	Certificated Teachers' Salaries: Stipends			FADA
305-44	Conference Expenses: registration fees for teacher professional development for training to attend certification workshop on industry standard technology products and programs (Adobe CC and other related programs) for post-secondary and career student learning outcomes around building a rigorous academic core and providing WBL support. This supports differentiated professional development for teachers and school staff, provides support for teachers to increase student retention, and improves academic success. \$750 per person x 4 people	\$2,250.00	5220	Conference Expense			FADA
305-45	Consultant Contract for Graphic Design Industry Career Exploration Visit-Aligned Screen Printing Workshop at industry site - The Consultant will demonstrate the process for screen printing and the students will have the opportunity to engage in hands-on practice using the equipment for screen printing, to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for Consultant Fee.	\$250.00	5825	Consultants			FADA
305-46	Transportation Costs for Graphic Design Industry-Aligned Screen Printing Workshop for Design 2 and AP Studio Art students to provide work-based experiences for students in industry environment to increase student outcomes towards college and career-readiness, and increase industry partnerships.	\$1,200.00	5826	External Work Order Services			FADA

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305-47	Graphic Design Industry-Aligned Screen Printing Workshop for Design 2 and AP Studio Art students to provide work-based experiences for students, to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for supplies related to this work-based experience, such as screen-printing screens, ink, squeegees, fabric, and paper	\$250.00	4310	School Office Supplies			FADA
305-48	Transportation Costs for College and Career Visit for Animation 2 cohort - The purpose of this visit is to increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	\$2,400.00	5826	External Work Order Services			FADA
305-49	Industry and Collaboration with CCA - Supplemental Supplies, In service of portfolio development and college and career readiness, such as art portfolios, art supplies, and printing material.	\$1,250.00	4310	School Office Supplies			FADA
305-50	CTE Aligned Technology supplies and materials for courses integrated in pathway program of study; supplies and materials must be aligned and required to meet CTE industry standards to increase equity for our students, such as tablets, styli, DSLR camera, USB, printers, external hard drives such as USB drives, SD cards	\$5,850.00	4410	Equipment			FADA
305-51	Transportation Costs for Career and College Exploration for AP Studio Art cohort - Increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	\$2,400.00	5826	School Office Supplies			FADA
305-52	Transportation Costs for Career and College Exploration Career - WBL Trip for Graphic Design 2 cohort - Increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	\$2,400.00	5826	School Office Supplies			FADA
305-53	Transportation Costs for the WBL multidisciplinary Industry Collaboration Projects: academically integrated pathway theme curriculum development w/literacy component, students work directly with industry artists to create mixed medium public works exhibit pieces - provides transportation to site visit to facilitate collaboration. Specific art supplies, leathers, textiles, wire, paints, canvas frame and stretch rolls panels.	\$500.00	5826	School Office Supplies			FADA
305-54	Supplies - Sketchbooks 8.5" x 11" for Graphic Design and AP Studio Art 100 x \$12 . Industry standard supplies for students to have real-world experiences to support college and career readiness.	\$997.00	4310	School Office Supplies			FADA

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305-55	Transportation Costs for Career and College Exploration Visits - Sonoma State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-56	Transportation Costs for Career and College Exploration Visits - charter bus to Kaiser School of Allied Health get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-57	Transportation Costs for Career and College exploration Trips - charter bus to UC Davis students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-58	Transportation Costs for Career and College exploration Trips - charter bus to SF State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-59	Transportation Costs for Career and College exploration Trips -charter bus to Sage Veterinary Hospital students get exposure to health careers and through exploration trips to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-60	Transportation Costs for Career and College exploration Trips -charter bus to UC Santa Cruz & CSU Monterey Bay students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	\$2,500.00	5826	External Work Order Services			Health
305-61	Transportation Costs for Career and College exploration Trips -charter bus to ACLU Conference, medical ethics in law students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$2,500.00	5826	External Work Order Services			Health
305-62	Transportation Costs for Career and College exploration Trips -AC transit tickets for local WBL trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$1,000.00	4310	School Office Supplies			Health
305-63	Transportation Costs for Career and College exploration Trips -BART tickets for local WBL trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$1,000.00	4310	School Office Supplies			Health
305-64	Transportation Costs for Career and College exploration Trips - charter bus to Soul Flower Farm students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$1,050.00	5826	External Work Order Services			Health

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305-65	Transportation Costs for Career and College exploration Trips - charter bus to The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-66	Transportation Costs for Career and College exploration Trips - charter bus to CA Academy of Science students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
305-67	Admission Fees for CA Academy of Sciences students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$550.00	5829	Admission Fees			Health
305-68	Admissions Fees for The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$350.00	5829	Admission Fees			Health
305-69	Admission Fees for Conference Registration for students for ACLU Medical Ethics and Law Conference students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$975.00	5829	Admission Fees			Health
305-70	Honorariums for Guest Speakers. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences.	\$150.00	5828	Assemblies/Classroom Presentations			Health
305-71	Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences. \$75/event times 4 events = 300	\$300.00	4311	Meeting Refreshments			Health
305-72	Teacher Salary Stipends for Summer Extended Contract for curriculum development for 3 teachers. \$38.50/hour per person x 99 total hours + 25% benefits. Curriculum development will allow for courses to add more up to date scientific analyses and to adjust as new biotech processes are introduced from Biotech Partners	\$4,765.00	1120	Certificated Teachers' Salaries: Stipends			Health
305-73	Meeting Refreshments for the Welcome Event - this addresses our goal of building academy community in order that all teachers know all the students and students see each other as part of their support systems. The Welcome Event is a signature pathway event that specifically aligns with Goal 4: "Create a Comprehensive Student Support System To Increase Greater Equity"	\$335.39	4311	Meeting Refreshments			Health

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305-74	Teacher Substitutes: Sub Coverage for Teacher release day for team retreat - this is necessary to achieve our goal of providing more student interventions around attendance and low gpa; Teachers will analyze student data, discuss students who need interventions and make an intervention plan for each student. Teachers may also use this time to plan and/or refine cross curricular projects.	\$2,000.00	1150	Certificated Teachers: Substitutes			Health
305-75	Supplies for mock trial events for 10th grade and mock city council policy debates as well as community action projects for 11th and 12th grade (large chart paper, enlarged printing of pictures and documents, tripods to display enlarged pictures and documents, name tags, and name tag holders) These supplies will be used to display documents and images that students will use to deliver informative and persuasive messages to their audiences during each respective event. Name tags and name tag holders are needed because students deliver these presentations in front of audiences that include community and industry partners that must know student names and be able to identify them to provide direct student feedback.	\$2,504.61	4310	School Office Supplies			Race, Policy, and Law
305-76	Consultant Contract: Partnership with YouthBeat/KDOL that includes curriculum development, instruction by professional filmmakers and the provision of all needed equipment and materials to implement integrating digital media tools into culturally relevant, interdisciplinary PBL for the grade 11 CTE course in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups. This investment directly supports students towards achieving the RPL graduate outcome in the area of "Communication & Media Advocacy," which is "RPL graduates can craft and deliver informative and persuasive messages through speeches, presentations, and a variety of digital media platforms to transform oppressive narratives and to mobilize people to act for justice and liberation."	\$10,000.00	5825	Consultants			Race, Policy, and Law
305-77	Teacher Salary Stipends for RPL teacher extended contracts for meetings during summer and afterschool/evenings that will include: onboarding and curriculum development for a new RPL teacher for 2020-21; staff meeting to reflect on year end student data and develop individual student intervention plans; outreach and relationship management with industry professionals to support Senior Capstone Community Action projects; and to pay for staff participation in community partner engagements such as Advisory Board meetings and Career Mentoring Program Mentor trainings.	\$3,000.00	1120	Certificated Teachers' Salaries: Stipends			Race, Policy, and Law

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305-78	Meeting Refreshments for targeted student outreach events to build community, and recruit and support African American, Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway. These events will take place during the Academy recruitment weeks in December and January.	\$200.00	4311	Meeting Refreshments			Race, Policy, and Law
305-79	Meeting Refreshments for community engagement meetings with industry partners (Advisory Board 25+ ppl 3x/yr, career mentoring program sessions 60+ ppl 3x/yr, etc.)	\$400.00	4311	Meeting Refreshments			Race, Policy, and Law
305-80	Consultant Contract with East Bay Consortium to recruit and train UC Berkeley students as tutors. These students will serve as tutors in high need classes (especially Algebra 1 and our support class) and after school to assist struggling and at-risk 9th grade students with transition to HS and eventual pathway at Tech in order to: Decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school.	\$20,000.00	5825	Consultants			9th Grade
305-81	Teacher Salary Stipends: extended contracts for teachers and counselors to collaborate outside of the work day. Teachers will meet for 1.5 hours each week as well as attend a week long summer PD retreat. Teachers will meet weekly throughout the year to develop rigorous academics and systematic student supports in service of at-risk/all 9th grade students transitioning into pathways. Collaboration time will be used for 9th grade pathway team to: a) set pathway preparation goals for all students in 9th grade, b) Collect data (grades, attendance, test scores, etc.) that outlines progress towards those goals and c) Create intervention plans to ensure students remain or get back on track with pathway preparation goals. These supports and interventions will target at-risk students to increase their engagement in classes, and thus increase their readiness to be successful in high school.	\$30,000.00	1120	Certificated Teachers' Salaries: Stipends			9th Grade
305-82	Teacher Salary Stipends: extended contracts for 9th grade Board to meet weekly to coordinate across houses to ensure alignment. Teachers will align 9th grade student supports & curriculum to ensure students are exposed to each pathway theme and prepared to enter pathways in the 10th grade. The Board plans curriculum and differentiated experiences that supports each pathway, which allows 9th grade students to gain experiences in each pathway before choosing at the end of 9th grade. The Board must plan PD to address the ever changing curriculums and pathway focuses.	\$6,000.00	1120	Certificated Teachers' Salaries: Stipends			9th Grade

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305-83	Teacher Salary Stipends: extended contracts for teachers to provide Boost tutoring after school to support struggling at risk students in math and science classes with high failure rates, which often keep students from accessing our Engineering and Health Academies. Students will be able to remain in pathways if they are able to pass classes upon the initial enrollment. This support will is necessary because many middle school students transition to high school with out the necessary math and science skills to be successful in higher level classes.	\$10,000.00	1120	Certificated Teachers' Salaries: Stipends			9th Grade
305-84	Meeting Refreshments for the Academy Outreach Weeks (5 total) Food for academy outreach events to support student knowledge about the different academy options they will have to chose from during grade 9. These events specifically target at-risk students in order to: Decrease the high school dropout rate; Increase the high school graduation rate Increase high school students' readiness to succeed in college and career Increase middle school students' successful transition to high school	\$750.00	4311	Meeting Refreshments			9th Grade
305-85	Meeting Refreshments for student showcases to encourage parent and community engagement. This will help us develop partnerships with parents to decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school.	\$600.00	4311	Meeting Refreshments			9th Grade
305-86	Meeting Refreshments for meetings with parents of at-risk students during Student Success Conferences. After each marking period, teachers and counselors will meet with students whose GPA is below a 2.0 and their parents to review their progress and to develop an action plan to get the student back on track to graduation and lessen the need for credit recovery couress as the need for credit recovery often prevents our most struggling students from accessing pathway CTE courses.	\$950.00	4311	Meeting Refreshments			9th Grade
305-87	Meeting Refreshments for parent Pathway info sessions to explain the pathway structure at Tech, introduce pathways, and prepare parents to support students with pathway selection	\$400.00	4311	Meeting Refreshments			9th Grade

School:	OAKLAND TECHNICAL HIGH SCHOOL						School ID:	305	
School Description									
<p>Oakland Technical High School (often referred to as Oakland Tech or simply Tech) encompasses two campuses on 13 acres in North Oakland and is one of three comprehensive high schools in the Oakland Unified School District (OUSD.) The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school. The school boasts championship athletic teams, vibrant arts programs, and more than 30 active student clubs. Its alumni have reached national prominence in athletics, the arts, business, and politics. Oakland Tech parents and community members are very involved, as for example, when they responded to the need for a baseball field in north Oakland by organizing a "Field of Dreams" fundraising and construction effort. Built in 1914 and designed to resemble the main science building at the Massachusetts Institute of Technology, Oakland Tech was historically the premiere vocational school in Oakland, offering courses as diverse as automobile and aviation mechanics in addition to woodshop and metal-working. These programs were phased out in the 1970s, and the shops were remodeled over the years into new science labs, a health clinic, a dance studio and classrooms. The faculty and administration have long been on the forefront of major changes in the district, working together to institute one of the state's first Partnership Academies, the Health and Bioscience Academy in 1985, and a second academy, the Engineering Academy, soon after. In 1986, two teachers developed the rigorous Paideia program of integrated humanities studies for 10th-12th graders. The school's celebrated 9th grade California Studies program began as a preparatory course for Paideia, but was expanded to include all freshmen during the 2012-2013 school year. Oakland Tech became one of the first Digital High Schools, participated in the Bay Area School Reform Collaborative in the 1990s, and helped shape the district's School Site Empowerment policy as the largest pilot school for the site-based decision-making model of operations earlier in this decade.</p>									
School Mission and Vision									
<p>Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college and career ready.</p>									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	51.2%	48.8%	97.8%	48.2%	6.4%	4.7%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	26.9%	0.3%	19.4%	18.6%	1.2%	0.4%	24.5%	6.1%	1.1%
Target Student Population	Which student population will you focus on in order to reduce disparities?					African American males			
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	92.8%	Not Available	94.0%						
Four-Year Cohort Dropout Rate	3.7%	Not Available	3.0%						
A-G Completion	74.7%	Not Available	76.0%						
On Track to Graduate- 9th Grade	75.6%	Not Available	85.0%						
Percentage of students who participated in at least 1 Work-Based Learning activity	12.7%	9.8%	50.0%						
Percentage of students who have passed dual enrollment courses with a C- or better	82.5%	84.4%	87.0%						
Percentage of students in Linked Learning pathways	71.1%	74.0%	80.0%						

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)
Four-Year Cohort Graduation Rate	81.8%	Not Available	83.0%				
Four-Year Cohort Dropout Rate	7.60%	Not Available	6.0%				
A-G Completion	46.3%	Not Available	50.0%				
On Track to Graduate - 9th Grade	48.9%	Not Available	55.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	8%%	10.0%	25.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	100.0%	0.0%	100.0%				
Percentage of students in Linked Learning pathways	64.0%	66.3%	71.0%				

ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	Root Cause Analysis <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	Oakland Tech's Graduation rate for 2018-19 was 92.8 schoolwide, which is an increase of 4 percentage points. 74.7% % for students met A-G.	English language learners and African american students are graduating with the lowest graduation rates of all populations. African American Males have a graduation rate of 81.8%. and 37.1 % of English language learners are graduating.	Students/families are not aware of the need to pass all classes with a C or better to meet A-G requirements. Students fail Algebra 1 and Spanish 1 in high numbers. English language learners need more time dedicated to developig their English skills. Teachers need more professional development dedicated to increasing student engagement, differentiation, English language development.
Four-Year Cohort Dropout Rate	Decreased from previous years and is lower than the district drop out rate. Asian students are completing school at a rate of 100%.	African American males have a drop out rate of 7.6% and Latino females have the highest drop out rate at 8.3% . These two populations have the highest cohort drop out rates in 18-19.	Students we have been unsuccessful graduating have generally been lesss engaged in school due to having experienced a lot of trauma over the years. This trauma has impacted their engagement in school, their attendance and often results in them not having acquired the necessary skills to be successful students. They typically struggle academically and need remediation as well as a lot of social emotional support.

A-G Completion	74 % of students met A-G criteria in the 2018-19 school year. The percentages have increased yearly over the past 6 years. 58.9% of African American and 51.5 of Latino students met A-G requirements compared to our asian student population where 89.7% met A-G requirements and 81.6 % of white students have met A-G. African American males have a 46.3 % completion rate and African American females have a completion rate of 70.7%. Latino females have a A-G passage rate of 61.3% and Lationo males have a passage rate of 61.9%	African Ameerican males and English Language Learners are completing A-G requirements at lower rates than other subgroups. Although we saw a 14 pp increase in our African American male data, they are still one of the lowest performing subgroups. There has been a steady growth in our ELL data but only 35% are graduating meeting A-G requirements which greatly impacts their ability to attend a 4 year institution after high school.	Student engagement is low. Many studnts are struggling with trauma and many are not prepared to be successful due to the lack of skills and intrinsic motivation. Many students enter high school with low math and literacy skills. African American males have limited role models. English learners need more time dedicated to increasing their English proficiency. Students also have responsibilities outside of the classroom that require their time.
On Track to Graduate - 9th Grade	75.6% of 9th grades left the 9th grade on track to graduate; The rate has hovered around 75% the last three years	Math and Science seem to be the subject matters where students are struggling the most; 9th grade African American males are reading on an SRI Lexile grade level of 6.2 on average. 41% are currently not passing math. They seem to be passing with D's but this impacts and lowers their GPAs, which is another indicator of being on track.	Math teachers need more time with students to close the achievement gap in math and allow student the time to develop mathatical skills. The lack of strong math skills impacts a students ability to be successful in higher math and science courses. English language learners need more time dedicated to developig their English skills. Teachers need more professional development dedicated to increasing student engagement, differentiation, English language development. Students/families are not aware of the need to pass all classes with a C or better to meet A-G requirements. Some students and families do not know how to access supports nor do they understand how to navigate high school. Some students who have benefitted from social promotion dont always understand the negative impact of a D grade.

Percentage of students who participated in at least 1 Work-Based Learning activity	Participation numbers are increasing. Pathways are incorporating more WBL activities into their CTE courses. Student Support Specialists collaborate with our Work Based Liaison to ensure targeted students have access and supports to opportunities. Data is incomplete. Data shows 222 participated in a work based learning activity during the 19-20 school year.	Pathway directors and SSS report student follow through is lacking in many instances and necessary documents are sometimes not returned (permission slips, applications, etc.). African American males have fewer role models in the community thus we must prioritize their involvement in pathways and workbased activities. There is a need to broaden our partnerships to include athletic coaches to help promote and influence involvement.	Better data collection is needed. We have offered more opportunities this year and the data has not been captured. African american males who must repeat a class often are not able to attend the CTE class of the pathway, which is where most of the CTE opportunities are provided. Remaining in the CTE class was difficult because of the 6 period day schedule. We are moving to a block schedule in 20-21 to allow students the space for remediation and participation in work based opportunities.
Percentage of students who have passed dual enrollment courses with a C- or better	African American and Asian females are taking more Dual Enrollment classes than other subgroups	A small percentage of students have not been successful in DE classes because we are not able to offer tutoring. African American males are very reluctant to take the risk and enroll in DE classes. Fall semester no African American males were enrolled in DE classes. Last Spring 2 African American males took a DE class and both passed with a c or better.	Dual enrollment classes are scheduled after school. Many students opt into playing a sport or need to work and can not enroll in DE classes. Students entering highschool without the necessary skills to be successful in high school courses do not enroll in dual enrollment courses because of the rigor. No students support available because there is no funding for college level tutors. Some students need tutoring or more time with the professor to practice the material. If we were able to offer tutoring, more students would take the risk of adding a college level class to their already rigorous course loads.
Percentage of students in Linked Learning pathways	73.8% of students are enrolled in a pathway	Students opt to be in Paideia instead of a pathway, students must leave the pathways in order to make up credits for graduation. We are shifting to a block schedule next year which will allow students to remain in pathways.	Our current 6 period schedule does not allow for much flexibility. Students who need to remediate classes to meet graduation requirements have to drop pathway classes. Students who are not in the CTE classes were not able to stay enrolled in the pathway. We are moving to a block schedule beginning with the 20-21 school year. This will allow students to receive remediation, take support classes, and participate in more workbased learning opportunities over the course of the three years students participate in pathways.
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?		

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Oakland Tech is moving to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrolment classes will be built into the master schedule, thus not competing with other student obligations.	Block schedule and the increased number of opportunities for students. We will improve our tracking of student involvement in workbased learning and other opportunities provided through the school. Student satisfaction surveys after events to assess engagement and additional student concerns.
Pathway teams will be provided support to grow and manage their respective pathways to build alignment between courses and develop capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.	Professional Development agendas, materials and resources Collaboration agenda and notes Senior work samples Data from Capstone Project rubrics
Pathway cohorts will be built using a refined clear selection process. Pathway teams will work with the Pathway coach to continue to refine our academy selection process to increase equity and decrease disparities in academics.	Academy application Survey data Pathway selection data Student achievement data Meeting agendas
Teachers will be provided professional development to increase student engagement through refining teacher practices and using Zaretta Hammond's framework of Culturally Responsive Teaching, which supports high school retention and prepares students to be college and/or career. Professional development will also focus on teaching within the block.	Walk-Through Data Classroom Observations Student Surveys and/or Listening Campaigns Attendance Data Discipline Data
Intervention classes in math and stand alone ELD classes will be created and incorporated into the school day. Students will be assigned into math support and ELD support classes in 9th grade.	Redesignation rates,GPA, on track to graduation rates for students in intervention classes, CHKS Survey

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

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)
Consultant Contract with BACR to provide Student Support Specialist for each of our 5 pathways to provide Tier 1 supports to 10-12th grade at risk pathway students to ensure they graduate College and Career ready. - SSSs will provide tutoring, counseling, work based learning activities and additional supports as needed. The goal of the SSSs are to reduce disparities and inequities in student achievement.	\$335,000.00	5825	Consultants	Student Support Specialists		Computer, Health, FADA, RPL and Engineering

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Extended Contracts for the Pathway Lead team (includes salary and benefits) to provide curricular and structural supports schoolwide through collaboration to provide professional development and teacher support to continue to build out the pathway model and ensure alignment of all classes to the mission and vision of the school to increase scholar retention and reduce dropout rates (\$38.50/hour for 90 hours = \$3465 + 25% benefits = \$4331.25 x 17 members = 73,631.25); additional funds will be identified once rollover is calculated.	\$72,054.02	1120	Certificated Teachers' Salaries: Stipends	Pathway Lead		Computer, Health, FADA, RPL and Engineering
Hire .50 FTE (salary and benefits) for the Pathway Coach to provide pathway support for all pathways planning, collaboration, alignment to ensure comprehensive student supports and develop a lesson on scholar graduation requirements including A-G, GPA and credit recovery.	\$69,395.69	2305	Classified Supervisors' and Administrators' Salaries	Coach	.50 FTE	Computer, Health, FADA, RPL and Engineering
Hire 1.00 FTE (salary and benefits) for the Work-Based Learning Liaison to coordinate the facilitation of work based and college experiences to all pathway students and organize schoolwide activities that allow students to gain a better understanding of the different opportunities available to them. WBL will also manage the Outside Work Experience Program, identify new Industry Partners, provide support with district wide WBL and Internship initiatives and teach students how to conduct a successful job search.	\$115,749.27	2205	Classified Support Salaries	WBL	1.00 FTE	Computer, Health, FADA, RPL and Engineering
Hire 1.00 FTE (salary and benefits) for the College and Career Readiness Specialist to expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on site college events, assist scholars with FASA, community college support, community outreach, supports with dual enrollment, college and career counseling.	\$107,890.34	2205	Classified Support Salaries	CCRS	1.00 FTE	Computer, Health, FADA, RPL and Engineering
Hire 1.00 FTE (salary and benefits) Assistant Principal above the base allocation to coordinate the work of the 5 pathways to provide support and supervision in alignment with the Pathway vision, mission and goals. Assistant Principal will work directly with Pathway Leads of Engineering, Race Policy and Law Academy, provide professional development, collaborate with Pathway Coordinator, to continue to build out the Pathway and to support them in decreasing disparities in student achievement.	\$133,797.06	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	Pathway Administrator	1.00 FTE	RPL
Hire 1.00 FTE (salary and benefits) for a Counselor above the base allocation so that we can transition to having each counselor be aligned to a pathway. For the 2020-2021 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathway's CTE sequence.	\$107,001.58	1205	Certificated Pupil Support Salaries	Pathway Counselor	1.00 FTE	Computer, Health, FADA, RPL and Engineering

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Hire 1.00 FTE (salary and benefits) for a Counselor above the base allocation so that we can transition to having each counselor be aligned to a pathway. For the 2020-2021 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathway's CTE sequence.	\$107,001.58	1205	Certificated Pupil Support Salaries	Pathway Counselor	1.00 FTE	Computer, Health, FADA, RPL and Engineering
Hire .80 FTE (salary and benefits) Teacher -Ong - To provide instruction in CTE AP Computer Science, Computer Programing, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$58,755.07	1105	Certificated Teachers' Salaries	Pathway Teacher	.80 FTE	Computer
Hire .40 FTE (salary and benefits) Teacher - Rivera - To provide instruction in CTE Race, Policy, Law, Social Justice which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$32,748.10	1105	Certificated Teachers' Salaries	Pathway Teacher	.40 FTE	RPL
Hire .80 FTE Teacher (salary and benefits) - Wright - To provide instruction in CTE Courses AP Computer Science Principles, Computer Science for Capstone, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$90,354.59	1105	Certificated Teachers' Salaries	Pathway Teacher	.80 FTE	Computer
Hire .20 FTE (salary and benefits) Teacher - LI - To provide instruction in CTE Courses Architecture 1 & 2, Engineering Principles, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$17,456.00	1105	Certificated Teachers' Salaries	Pathway Teacher	.20 FTE	Engineering
Hire 1.00 FTE (salary and benefits) Teacher Monroe - To provide instruction in CTE Course FADA Fundamentals which, provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$112,943.24	1105	Certificated Teachers' Salaries	Pathway Teacher	1.00 FTE	FADA
Hire 1.00 FTE (salary and benefits) Teacher - Heckel - To provide instruction in CTE Course Art of Animation, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	\$90,286.96	1105	Certificated Teachers' Salaries	Pathway Teacher	1.00 FTE	FADA
Allocation to Computer Pathway (\$26,304.19)						Computer
Allocation to Race Policy and Law Pathway (\$16,104.61)						RPL
Allocation to 9th grade (\$68,700.00)						9th grade

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Allocation to Health Academy (\$22,725.39)						Health
Allocation to FADA (\$28,272.54)						FADA
Allocation to Engineering (\$18,609.77)						Engineering

COMPUTER PATHWAY			
Mission and Vision		The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. Vision/ Mission: Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.	
PATHWAY QUALITY ASSESSMENT			
OT COMPUTER ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Computer Science pathway teachers engage in rigorous academics in all pathway content areas. 78% of pathway students are meeting A-G requirements. Pathway students are analyzing, collaborating, and using problem-solving skills in Project-Based Learning environments.	Increase the number of African American students meeting A-G requirement to 80%. Increase the number of Hispanic students meeting A-G requirements to 75%.	SSS intervention will include checkin and checkout. Provide PD for teachers to improve and increase differentiated Instructions and interdisciplinary, PBL units. Provide more opportunity for student-centered collaborative learning environments.
CTE (pages 3,4,5 of rubric)	All CTE classess are aligned with state standards and A-G requirements. Several CTE classes are Advanced Placement CTE classes are reaserch and project based. 78% of SPED students are meeting A-G requirements.	A large number of African American and Latino students drop the CTE clases in 11th and 12th grade. At risk and minority students do not have access to some CTE course because they do not have the required skills. Additional professional development is need to support PBL and Blended Learning models to support low performing students.	Provide more scaffolding and differentiation to meet the needs of at risk students. Provide tutoring support for at-risk and minority students during and after school. Identify additional CTE programs and create a plan for at risk scholars to master program goals.

<p>WBL (page 6 of rubric)</p>	<p>Approximately 20% of our students participate in internships.</p> <p>Approximately 20% of our students participate in industry job shadow, career exploration visits.</p> <p>Approximately 20% of pathway students have a resume and participate in mock job interview and financial literacy workshop.</p>	<p>Provide more internship opportunities and increase the number of at risk and minority students participation in WBL and internships.</p> <p>Increase the number of Pathway students with a resume, mock interview and financial literacy experience to 90%.</p> <p>Increase the number of Pathway students with resume, mock job interview and financial literacy to 90%</p>	<p>Increase WBL and internship opportunities by integrating WOW and Nepris, which will create a larger platform for all students to participate.</p> <p>Create additional industry partnerships to support all scholars in the WBL and internship process.</p> <p>Involve students in more WBL experiences and competitions.</p> <p>Increase WBL opportunities so that more students are engaged and supported by increasing the number of industry career explorations to two and one college tour by the end of junior year. By the Spring of senior year students should complete at least 120 hours of internships.</p> <p>Train Computer Science teachers in WBL through professional development and increase teacher involvement in internship externships.</p> <p>Provide 1-2 student workshops on resume writing and financial literacy, hosting mock job interviews to provide students with the necessary skills for college and</p>
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<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>Approximately 78% IEP / SEP students participate in Pathways</p> <p>Pathway teachers use Google classroom to list all assignments with due dates and attached resources.</p> <p>Student Support Specialist works directly with at risk scholars by pushing in and pulling out. The SSS implements a variety of interventions.</p>	<p>Increase team support for students with IEP/SEP to 90% by using data to identify critical areas of need and increasing SSS Case Management</p> <p>A need to increase teacher support using Google classroom and creating assignments. A need to increase parent/family engagement.</p> <p>There is a lack of student engagement and motivation across the Academy, especially amongst at risk students.</p>	<p>To use the data from the SSS tracker to identify additional intervention strategies and classroom support.</p> <p>Increase team collaboration and parent communication to ensure everyone has access to the assignments and resources for all students.</p> <p>Increase student engagement and motivation by introducing team incentives, implementing academy events, and a student advisory committee. Create more student centered activities where students have more choice and voice.</p>
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>The Computer Academy's demographics reflect Oakland Tech. The selection process for admissions is based on student choice and interest. Our goal is to ensure the selection process is equitable.</p>	<p>To increase retention rates of at risk and students of color by 30%.</p>	<p>Increase the number of opportunities to recruit by expanding exhibitions, student meetings, competitions, industry guest speakers for 9th grade throughout the year.</p> <p>Continue the Computer Science education week activities.</p>
<p>2020-2021: YEAR ONE ANALYSIS</p>			
<p>Pathway Strategic Goals</p>			
<p><i>Pathway Quality Strategic 3 Year Goal</i></p>	<p>What evidence will you look for to know you are successful?</p>		

<p>Goal 1: Create a Rigorous Academic Program Integrate vertical alignment of interdisciplinary units/projects at each grade level to improve academic outcomes for 80% of at risk and minority students. This is a way to increase team curriculum collaboration, opportunities for scaffolding, differentiation, project based learning and intervention strategies, across the Computer Science Academy to ensure all students are college and career ready and reduce disparities and inequities in student achievement.</p> <p>Outcomes for Teachers and Leads: Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, PBL units, collect and analyze data.</p> <p>Outcome for Students: Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills.</p> <p>Needs: Professional Development, collaboration time, models for differentiated, interdisciplinary units, funding for student supplies and materials.</p>	<p>Student academic data (Student work samples, Progress reports) SRI & SMI data (3 times a year) Assessment/Quiz scores Classroom participation Attendance data Project rubrics</p>
<p>Goal 2: Create a Rigorous WBL Program Increase industry partnerships, implement effective WBL curriculum, utilize a variety of WBL opportunities, increase teacher industry externships in an effort to increase equitable WBL and internship outcomes for at risk students by 30% and increase graduation rates by providing students with the skills for success.</p> <p>Provide additional WBL PD for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career.</p> <p>Outcomes for Teachers and Leads: Increase Industry Partnerships, collaboration, identify data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources.</p> <p>Outcome for Students: Engage in hands-on learning experiences, increased understanding of college and career requirements, create goals for the future, develop a plan for high school success.</p> <p>Needs: Professional Development, externship opportunities, collaboration time, funding for field trips, college tours, internships and externships, SSS to support SEL and WBL activities and events.</p>	<p>Advisory Committee Agenda Student work samples Sign-In Documents Industry Surveys/Feedback Student participation data WBL Login Information Feedback from Industry Partners Observations</p> <p>PD Agenda Team Unit/Lesson Plans Rubrics Student Participation Data (Attendance at WBL activities, Student Feedback, etc.)</p>

<p>Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Improve outcomes and integration of at risk and minority students in rigorous academy courses (especially AP courses), by creating a student and Pathway advisory board, increasing student intervention, student clubs and activities, family outreach and staff professional development and collaboration.</p> <p>Outcomes for Teachers and Leads: Creating more student choice and voice, identify strategies to support our struggling, at risk students including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration.</p> <p>Outcome for Students: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions.</p> <p>Needs: Professional Development, collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.</p>	<p>Student Data (attendance, assignments, assessment scores, work samples, observations) SSS family outreach via communication tracker data</p>
Pathway Strategic Actions	
<p>Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i></p>	<p>What evidence will you look for to know you are successful?</p>
<p>Action 1 for Goal 1- Create a Rigorous Academic Program Improve access to technology in every pathway classroom (chromebook cart, smartboard, printing to support vertical alignment of curriculum and to increase academic equity.</p> <p>Use Collaboration Time to create, update and maintain Google classroom, analyze data, review Electronic portfolio system) to increase access to at-risk and minority students to reduce disparity. Utilize digital systems that support interventions for all.</p> <p>Introduce project based learning from 10th - 12th grade to ensure all students are college and career ready and reduce disparities and inequities in student achievement.</p>	<p>Technology access / sign out data sheet. Student Work Samples Lesson Plans/Unit Plans Collaboration Agendas and Notes Assessment Data</p>
<p>Action 2 for Goal 1: Create a Rigorous Academic Program Create more opportunities for team collaboration (professional development, student intervention, release days, team retreat, paid summer planning) Team with the SpED department to incorporate systems and strategies that better include and support students with IEP's</p>	<p>Team Intervention log Team sign in and sign out Agendas Meeting notes</p>

Action for Goal 2: Create a Rigorous WBL Program Create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership. Increase guest speakers, field trips and college tours. Identify Externship Industry Partners for all Computer Science staff	Data from Monitoring System (Tracker, Observations) Guest Speaker Sign In Exploratory Trips to College Tour and Career Events (Attendance / Participation Data) Externship Participation Data Data on Industry Partnership Participation (Sign-In, Agreements, Sponsorships)					
Action 1 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Create student extracurricular activities aligned to pathway goals (Computer club, robotics club, Hackathon, Cybersecurity club) Create a family outreach plan (exhibition invitations, school messenger, Instagram, etc.)	Event Fiers, Sign In Logs Participation in Competitions and Exhibitions Data (Sign-In, Registration, Attendance Data) Student Sponsored Events (Agendas, Website, Agendas, Meeting/Planning Notes, Meeting Attendance)					
Action 2 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Create a Student Advisory Board and industry Advisory Board to improve outcomes and integration of at risk and minority students to increase equity and decrease disparities in academic outcomes.	Meeting Agenda and Notes. Attendance (Sign-In Logs) Participation in Pathway Activities and Event Student Data					
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
Computer Supplies CTE Course Supplies, which include reuseables (raspberry pi, arduino adenals, etc), hardware (memory, ram, etc) for computer upgrades,	\$2,500.00	4315	Computer Supplies			Computer
CTE Lab Supplies and/or materials, such as computer parts (kits), screwdrivers, pliers, meters (check connections and cables), other tools used for computer repair, building and networking. to increase opportunities for students to be college and/or career ready and to provide real-world application.	\$2,500.00	4310	Computer Supplies			Computer
Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to improve curriculum and increase students exposure to WBL experiences and to increase high school students’ readiness to succeed in college and career .	\$304.19	4311	Meeting Refreshment			Computer
Provide Job Shadowing, Transportation Costs - Pathway students shadow a professional. Assignments will depend on availability and planning logistics between the Pathway and the industry partner to increase opportunities for students to be college and/or career ready.	\$4,500.00	5826	External Work Order Services			Computer

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College Visits - Provide transportation for Pathway students to visit Colleges by grade level to develop a better understanding of career options, college requirements, programs associated with Computer Pathway and to increase student retention and prepare students for college and career.	\$4,000.00	5826	External Work Order Services			Computer
Career Exploration Visits - Provide transportation for Pathway students for career explorartion visits to industry, museums, Tech Museums. Students get exposure to computing careers, and get the opportunity to make useful connections between classroom concepts and work place skills to increase student retention and prepare students for college and career.	\$4,500.00	5826	External Work Order Services			Computer
WBL transportation (AC Transit and Bart Tickets) will enable many of the at-risk, minority, and economically disadvantaged student the opportunity to get to and from WBL sites to increase student readiness to succed in college and/or career.	\$2,000.00	4310	School Office Supplies			Computer
Consultant Contract for the Computer Pathway Consultant - Mr. Peters assists with UCB internships, meet with UCB Chancellor, assists with grant writing to support 20-30 students, host workshops, meets with staff and students to increase equitable opportunities to promote college and career/readiness and decrease academic disparities.	\$6,000.00	5825	Consultants	Consultant		Computer

ENGINEERING ACADEMY			
Mission and Vision		The mission of the Engineering Academy is to successfully develop students logical and spatial skills and their ability to justify their reasoning through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in all STEM field while providing them access to laboratory and internship experiences.	
PATHWAY QUALITY ASSESSMENT			
OT ENGINEERING ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Courses being taught are chosen mostly through teacher expertise and what has been done historically, although we are updating it to reflect student interest and industry needs. We added the capstone course to pull together lessons from sophomre and junior years.	Directors discuss curriculum and teaching and grading, but they have not had time to observe each others classes formally and they lack a common planning period.	Identify opportunitis for teachers to cllaborate and engage in peer observation
	Students course scheduling works well and allows them to take all necessary courses as well as most AP courses	Continuing to develop curriculum to be accessible to and supportive of high needs students	Provide more opportunities for students to work on larger projects collaboratively
	Students often work in pairs and/or groups, and many assignments involve giving and receiving feedback from others.	Most classes outside the pathway are not cohorted	Work with school to create cohorted class structures to allow for better student tracking
	Teachers meet to discuss projects and assessments	Some pathway teaching and learning involves: -Student-centered, research-based instructional and learning strategies -Standards-based, project- or problem-based learning that: Integrates academic and technical content -Aligns with the pathway theme Involves critical thinking, problem solving, and production of products or services	
CTE (pages 3,4,5 of rubric)	There is technical coursework in all grade-levels that is integrated and builds on itself	Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration	Seeking more opportunities for teacher professional development
	Most courses are student-centered, and research and project based. Students have had experience presenting projects to engineering professionals	Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time	Continue expanding student choice in project especially in senior capstone class
	We are working on putting together an advisory board (we have had 2 meetings in the 2018-19 school year).	Collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities	Continue developing and implementing an advisory board
		Pathway does not have structured time in schedule to provide PD on a regular basis, share lessons, resources, and best practices to improve their instructional practice	Continue working with Master Scheduling team to allow for a shared prep period

<p>WBL (page 6 of rubric)</p>	<p>WBL experiences are integrated into the senior capstone course very effectively, and are partially integrated in the other courses</p> <p>Several industry partners are working with directors to support in class activities</p>	<p>Classes need more chances to see how the content they are learning are related to careers through site visits and guest speakers</p> <p>There are no tracking systems in place yet to see which students are accessing which WBL experiences</p>	<p>Continue integrating WBL experiences into all courses so that they form a sequence that builds on itself. Invite more guest speakers to discuss applications of school principles.</p> <p>Develop a tracker for our SSS to track WBL experiences</p>
<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>A SSS is currently supporting struggling students and students from various target populations with their classwork and SEL</p>	<p>SSS needs a structure that allows her to check in with all teachers and track students more effectively</p> <p>EL students are not being tracked and supported specifically enough</p>	<p>The SSS will also help students create a college and Career plan.</p> <p>SSS will develop tracking system designed specifically for EL students</p>
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>Improvement in diversity with respect to student demographics and achievement distribution, including underrepresented minorities, SPED students and female Underrepresented minorities and SPED students are being targeted for WBL opportunities and student support through our SSS</p> <p>Admissions process is completely based on interest and student choice, regardless of academic achievement</p> <p>Effective lesson to allow all 9th grade students experience pathway and make an informed decision about whether they would be interested</p>	<p>Still need to make progress in having student demographics reflect Oakland, specifically AA females and SPED students.</p> <p>ELL scholars should be considered for more direct support and integration into Academy activities to increase opportunities for achievement, community building and collaboration</p> <p>Increase Academy outreach to ensure the make-up of the academy reflects the demographics In Oakland, with an increased push to find ways to support AA females and SPED scholars by identifying addition intervention resources and strategies to increase academic outcomes</p>	<p>Develop a longer unit to show students (especially those from underrepresented groups) that they are capable of doing pathway content, and also to increase interest in the pathway and aid with recruitment outreach</p> <p>Build out systems to track and support struggling students in all of their classes instead of just pathway classes</p> <p>Have PD around designing more effective support systems and better ways for SSSs to help students</p> <p>Have PD about how best to redesign our curriculum to take into account EL students needs</p>
<p>2020-2021: YEAR ONE ANALYSIS</p>			
<p>Pathway Strategic Goals</p>			
<p><i>Pathway Quality Strategic 3 Year Goal</i></p>	<p>What evidence will you look for to know you are successful?</p>		

<p>Goal 1: Create Rigorous Academic Programs 80% of struggling/at risk students will improve their academic performance across all classes by 2022 to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency through teacher collaborations to develop strategies to ensure that necessary conditions are in place for successful program implementation. Increase targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of Engineering scholars.</p> <p>Outcomes for Teachers and Leads: Implement collaboration time, align instructional strategies, create and implement culturally responsive interventions, collect and analyze data.</p> <p>Outcome for Students: Increased engagement, academic growth, development of social, emotional skills.</p> <p>Needs: Collaboration time, resources, materials, opportunities for professional growth.</p>	<ul style="list-style-type: none"> * Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data * Collaboration Agendas and Meeting Notes * Advisory Board Agenda and Meeting Notes
<p>Goal 2: Provide Students with WBL Experiences 90% of scholars will participate in WBL, Internships and Industry activities/events to increase WBL opportunities and high school readiness to succeed in college and career. Improve Industry partnerships by creating an advisory board. This will provide opportunities to keep the team abreast of current, innovative trends in the industry and provide opportunities to review and evaluate WBL experiences.</p> <p>Outcomes for Teachers and Leads: Use quantitative and qualitative data to assess program strengths and continued areas of need.</p> <p>Outcome for Students: Increased opportunities to meet Industry leaders, build a college and/or career network, increase work based learning experiences.</p> <p>Needs: Identify Industry partners for an advisory board, professional growth support, common collaboration time, funding for WBL experiences and internships, which will increase equitable opportunities and better prepare scholars for college and/or career level skills.</p>	<ul style="list-style-type: none"> * Logs * Sign-In Documents * Industry Evaluations/Feedback * Observations

<p>Goal 3: Create Accessible and Relevant CTE Experiences for all Students</p> <p>Improve industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards by holding at least semi-annual advisory board meetings with at least 5 different companies to provide work-based learning, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications by improving industry connections, opening up more internship opportunities and keeping our curriculum up to date and relevant with current industry standards. To improve CTE experiences for all scholars by utilizing the skills and talents of Industry Partners.</p> <p>Outcomes for Teachers and Leads: Increase Industry Partnerships and networking opportunities, collaborate, research to ensure curriculum is up to date and relevant, implement an Advisory Board to obtain insight, support and leadership from Industry Partners.</p> <p>Outcome for Students: Increased opportunities to build CTE experiences, meet and engage with Industry leaders, build a college and/or career network.</p> <p>Needs: Collaboration time to create curriculum, professional growth support, Industry outreach campaign, funding for career exploration, job shadowing and internship programs, which will increase equitable opportunities and better prepare scholars to be prepared for college and/or career.</p>	<ul style="list-style-type: none"> * Logs * Sign-In Documents * Industry Evaluations/Feedback * Observations
Pathway Strategic Actions	
<p>Strategic Action</p> <p><i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i></p>	<p>What evidence will you look for to know you are successful?</p>
<p>Action 1 for Goal 1- Create Rigorous Academic Programs</p> <p>Have PD around designing more effective support systems and better ways for SSSs as well as PD to develop outreach strategies both to 9th grade students as well as 8th grade families to help students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency</p>	<ul style="list-style-type: none"> * Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data

Action 2 for Goal 1- Create Rigorous Academic Programs Redesign our curriculum to take into account EL students needs and build support systems for these students. Additionally, we will find ways to make all work more collaborative and to integrate more technical and academic coursework across subject areas at each grade level to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency. Share lessons, resources, and best practices to improve their instructional practice.	<ul style="list-style-type: none">* Grade & Attendance Data Tracker Results* Rubric Scores* Progress and Report Card Data* Assessment Scores* SRI Data					
Action for Goal 2: Provide Students with WBL Experiences Take students on career exploration and hands on experiences (such as site visits, firm visits, etc) and have guest speakers to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. Cooperate with counselors to assure that students complete a 4- year high school plan. Provide or arrange periodic college and career exploration activities for students.	<ul style="list-style-type: none">* Logs* Sign-In Documents* Industry Evaluations/Feedback* Observations					
Action for Goal 3: Create Accessible and Relevant CTE Experiences for all Students Pathway advisory board will meet twice a year to discuss curriculum and review student work to increase high school students' readiness to succeed in college and career and to integrate technical and academic coursework across subject areas at each grade level	<ul style="list-style-type: none">* Logs* Sign-In Documents* Industry Evaluations/Feedback* Observations					
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
CTE Course Supplies for Engineering Principles, Architecture 1, and Architecture 2(Paper, ink). We require specialized ink and paper for the specialized plotters we use for students CTE projects. \$4000 for ink and \$1000 for paper, poster board, cardboard, tracing paper, etc to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency	\$5,000.00	4310	School Office Supplies			Engineering
Supplies (Senior project materials). Students will be making prototypes for their senior capstone projects, and these require materials like wood, motors, circuitry, batteries, etc to increase high school students' readiness to succeed in college and career	\$3,000.00	4310	School Office Supplies			Engineering

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Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	\$400.00	4311	Meeting Refreshments			Engineering
Honorariums for guest speakers. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	\$100.00	5828	Assemblies/Classroom Presentations			Engineering
Admission Fees for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	\$1,750.00	5829	Admission Fees			Engineering
Transportation Costs for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	\$1,500.00	5826	External Work Order Services			Engineering
Admission Fees for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	\$1,059.77	5829	Admission Fees			Engineering
Transportation Costs for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	\$1,300.00	5826	Admission Fees			Engineering
Admission Fees for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience	\$750.00	5829	Admission Fees			Engineering
Transportation Costs for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience	\$1,750.00	5826	Admission Fees			Engineering

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Supplies (Classroom / lab supplies). Our curriculum has specific laboratory and specialized equipment needs such as supplies for our 3d printer, drafting arms, circuit boards, wire and magnets, model building kits	\$2,000.00	4310	School Office Supplies			Engineering
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FASHION, ART, & DESIGN ACADEMY			
Mission and Vision	Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world experience in a post-secondary path in the fields of fashion, art, and design.		
PATHWAY QUALITY ASSESSMENT			
OT FADA ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	<p>All of our CTE courses are aligned to grade-level academic and CTE standards and are aligned with A-G requirements.</p> <p>Students have access to Advanced Placement coursework (AP Studio Art). 95% of students in AP Studio Art will be taking the AP exam.</p> <p>100% FADA students 10th graders more cohorted in English and History than ever before which has opened up new collaboration possibilities.</p>	<p>*98% of African American scholars are experiencing SEL behaviors and other disciplinary issues and 4% of Latino scholars are experiencing SEL behaviors and other disciplinary issues of these numbers need to improve.</p> <p>*50% African American female scholars are experiencing SEL behavior issues this number needs to improve.</p> <p>*75% of 200-Fundamentals classroom student instruction, WBL and integrated "project based" based on lesson plans, data, and teacher reflection. This number can improve. We will need to revise the structure and flow of this course to ensure equitable access for students for all 3 CTE content areas over the course of the year.</p> <p>*100% of AP Studio Art students are signed up to take the AP exam this year</p>	<p>*Continue collective vertical alignment development with our 10th grade FADA Foundations program with our 11th and 12th grade courses. We will allocate extended contract time and hire a curricular consultant to help guide this work.</p> <p>* Institute scholar Catchup Days</p> <p>*SSSs conduct Bi-weekly grade checks</p> <p>*Continue academy incentive and award for academic improvement</p> <p>*Implement strategies for Blended Learning, Academic Discussions, and Collaborative Learning</p> <p>* Increase scholar choice and voice</p> <p>* Use rigorous texts, topics, labs, and academic discussions.</p> <p>* Attend PD on differentiation and scaffolding</p> <p>* Increase team collaboration meetings</p> <p>* Create and implement thematic/ interdisciplinary projects</p> <p>* Increase PD outcomes</p> <p>* Increase team PD attendance</p> <p>* Consistently examine data to drive instruction</p> <p>* Increase sharing of strategies and resources</p> <p>* Utilize student-centered, research-based instructional and learning strategies</p> <p>* Utilize standards-based, project- or problem- based learning that integrates academic and technical content, aligns with the pathway theme, and involves critical thinking, problem solving, and production</p>

<p style="text-align: center;">CTE (pages 3,4,5 of rubric)</p>	<p>90% of scholars take CTE courses.</p> <p>95% of seniors will participate in the Senior Capstone Project.</p> <p>Our CTE programming is aligned with digital and technological industry standards in grades 10-12. All students have access to industry-standard technology in our CTE classrooms.</p> <p>For 12th grade students, a Capstone Project that receives a 70% or above is a requirement for graduation.</p> <p>100% of scholars take CTE courses and academy theme related courses.</p>	<p>FADA is looking to identify English cohort who are committed to working with us to create rigorous, multidisciplinary academy-themed Project Based Learning units and will attend the District PBL training with our FADA cohort at the end of this school year in service of planning and preparation for an integrated learning experience at FADA.</p> <p>Oakland Tech built out a Senior Project/Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. FADA will continue to give feedback to ensure theme related curriculum content. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields.</p>	<p>* Collaboratively revamp the Capstone requirements to increase rigor and include a PBL component</p> <p>* Identify CTE programs</p> <p>FADA 10th graders are more cohorted in English and History Continue academy-wide practices along the Harvard Project Zero model (Teaching for Understanding). FADA directors will continue developing interdisciplinary curriculum development.</p> <p>FADA will continue to participate with district wide SY Capstone Series work to align this with an authentic portfolio. ted learning experience at FADA.</p> <p>AP Art for FADA 12th graders promotes 12th grade retention and a more rigorous option within the pathway.</p> <p>FADA CTE, Visual Art, and 1-cohort teacher will participate in High School Linked Learning professional development, teacher externship at the end of SY 2019-2020 in order to make student learning relevant by integrating career and community related knowledge and skills into PBL and integrated disciplinary units within all classes in the pathway.</p>
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<p>WBL (page 6 of rubric)</p>	<p>Most students get exposure to careers in our academy theme through college representative visits, field trips, job shadows, and guest speakers. Many students also go on college field trips.</p> <p>A growing number of students participate in internships. All pathway students take CTE courses in 10th, 11th grade, and 12th grade. 100% of scholars take CTE courses. FADA students participate with the AME Showcase Coalition, an OUSD CPA cross collaboration that provided space for community/industry partner sponsored WBL events, curated exhibits, fashion showcase cross-pathway projects, that integrates Graduate Capstone alignment and industry partnerships to support the collaboration that strengthened student career experience impact.</p> <p>2019-Summer ECCO summer internship FADA student worked with host site corporate collaboration to rebrand local business and present to corporate principal officers, presented by High School Linked Learning office mastery showcase, all logistical planning, equipment and manpower was student led and supported by host site.</p> <p>FADA Alumni artist guest speaker, new industry partner provided mentorships and artist development support to FADA students.</p>	<p>One dual enrollment course specific to FADA was offered or advertised to students. A more strategic plan around sequencing of WBL needs to be developed in coming years, especially with an emphasis on promoting strong concurrent and dual enrollment opportunities.</p> <p>Credit recovery effects ECCO summer intern student participation.</p>	<p>We will build out our student internship opportunities via a year-round internship program supported by a new academy Internship course.</p> <p>We will begin to plan for a Job Shadow program to be put in place at our academy.</p> <p>Identify indicators that affect low student internship participation.</p> <p>Institutionalized systems around WBL are still needed to better record and evaluate student opportunities. Students have taken interests and over achieved in the few pathway theme related internships, and over 25 students commit to internships each year. Many FADA students pursue post-secondary art related disciplines and several have graduated college and are in fashion and visual art related careers.</p> <p>FADA Alumni participate as mentors, guest speakers, and provide relevant project development knowledge for pathway presentation and community events throughout the year.</p>
<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>Our Student Support Specialist is integral to providing comprehensive student supports. Our SSS's case load is made up of the most at-risk students according to disciplinary action, health, attendance, and GPA. Our SSS has been able to implement routine check ins for our highest need students and maintains a database that tracks our students' experiences with field trips, college visits, career exploration visits, work based learning, internships, and guest speakers.</p>	<p>Areas For Growth: Many students in our 10th grade cohort have had behavioral challenges this year. We believe this is related to their 9th grade year in which several of their teachers quit mid-year, making the rest of their year very unstable.</p>	<p>We are working on building a community culture that will make students feel more dedicated to the academy as a home within the school. We hope to achieve this through signature academy events such as the FADA Welcome Event, the FADA Community Wellness Days, and the FADA Gala. In addition, we have had more interventions for individual students and small groups with our Student Support Specialist.</p>

<p>We are building out our Dual Enrollment program to ensure opportunities for students to earn college credit during high school. This will help to provide open access for our students as well as close the opportunity gap for our students.</p> <p>We aim to increase teacher collaboration meetings and to build out our interdisciplinary PBL units.</p>	<p>Open Access and Equitable Opportunities: FADA has established practices and policies to promote open access and diversity of student enrollment through the support of the Bay Area Community Resources organization, which facilitates the role of our Student Support Specialist. We do not have an academic achievement requirement for students once they are enrolled in the academy in order to continue in our academy. We do not track students.</p> <p>In FADA, Academy diversity is one of our strengths. Our demographics match the schoolwide demographics.</p>	<p>80% of students go onto college, but only 20% to 4 year colleges Senior project/civic engagement/ work based learning Scholarships for students</p> <p>Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers as second.</p>	<p>We are building out our Dual Enrollment program to ensure opportunities for students to earn college credit during high school.</p> <p>We also aim to increase the time for teacher collaboration in our meetings and to dedicate planning and preparation towards building out our program with interdisciplinary PBL units.</p> <p>These strategies will help to provide open access for our students as well as close the opportunity gap for our students.</p>
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2020-2021: YEAR ONE ANALYSIS Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers as second.

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	<i>What evidence will you look for to know you are successful?</i>
<p>Goal 1 - Work-Based Learning: 90% of FADA students will participate in WBL, Internships and Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards.</p> <p>Outcomes for teachers and leaders: Teachers will improve data collection practices and analyze quantitative and qualitative data on this goal. Teachers will engage in dedicated, thriving collaboration in order to meet this goal.</p> <p>Student Outcomes: Students will have increased opportunities for rigorous, exciting work-based learning on our academy theme. Students will build their networks and connections with industry professionals; students will experience increased preparation for college and career readiness</p> <p>Needs: Common planning time, accommodation in master schedule, funding for WBL experiences to increase equity, to decrease disparity, and to prepare students for college and career readiness.</p>	<p>Agendas Logs Sign-in Documents Industry Evaluations/Feedback Observations WBL activity attendance/ records</p>

<p>Goal 2- Building a Rigorous Academic Core: We will integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes for 80% of at risk students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status. We will build out and adopt formalized academy-wide best practices based on shared values, such as teacher observation cycles, structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model instructional frameworks such as Teaching for Understanding and PBL, in service of rigorous academics, equitable outcomes, teacher retention, and rigorous, relevant, integrated learning.</p> <p>Outcome for teachers and leaders: ongoing thriving collaboration around this goal, use of a common project-based planning model, support from curricular consultant</p> <p>Student Outcomes: Continuity of learning structures and expectations among cohorted classes in our academy; vertical alignment of project-based experiences; multiple entry points of access to curriculum that is based on our students' strengths and interests; support by a team of teachers; increased preparation for college and career readiness</p> <p>Needs: Common planning time, accommodation in master schedule, funding for curricular consultant, funding for PBL experiences such as exhibitions, expert visits, field experiences, and community engagement experiences, to increase equity, to decrease disparity, and to prepare students for college and career readiness.</p>	<p>Observations: Structures and best practices are evident throughout all academy classrooms, such as formalized protocols and routinized processes</p> <p>Agendas: A culture of consistent teacher collaboration is evident through participation in Pathway PD implementation of observation cycles, and feedback cycles.</p> <p>PD is informed by feedback from observations</p> <p>Calendar Logs and Notes: ongoing collaboration and observation cycles are scheduled and attended</p>
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<p>Pathway Leadership and Direction: We will advance to "Excelling and Sustaining" on the Measure N Self-Assessment in each category around leadership configuration and distributive leadership by Spring 2023. 80% of FADA teachers will engage in Project-Based Learning and in integrating content across disciplines on our academy theme.</p> <p>We will build our capacity to develop a strong identity as a cohesive academy team. We will develop a strong line of communication and will operate as a team for all academy matters. Teachers will have defined roles in the pathway and practice distributive leadership.</p> <p>Proposal: 75% of every meeting should be dedicated to this goal; sub-committees should be created to do the work (i.e. industry partners, collab with college/career readiness office, events, in order to take ownership of the process).</p> <p>Outcome for teachers and leaders: Develop and implement a strategy for doing this together; build out strong teacher leadership; ongoing thriving collaboration around this goal, cohesive and frequent methods of communication; shared leadership; commitment to our academy's mission and vision; commitment to our community.</p> <p>Student Outcomes: stronger teacher leadership = improved student experiences; increased preparation for college and career readiness</p> <p>Needs: Teacher team-building time; common planning time; accommodation in master schedule, in order to increase equity, to decrease disparity, and to prepare students for college and career readiness.</p>	<p>Agendas Notes Structural Documents for leadership model Evidence from Coaching - meeting notes, meeting agendas; Calendared Team Retreats Surveys Student work samples</p>
Pathway Strategic Actions	
<p>Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i></p>	<p>What evidence will you look for to know you are successful?</p>
<p>Action 1 for Goal 1 - Work-Based Learning: We will dedicate common planning time, release time, and funding to build out a vertically mapped plan of work-based learning supports for our students through field trips, collaborations with community and industry partners, job shadows, guest speakers, and workshops to increase WBL opportunities for students.</p>	<p>Agendas Notes Logs Sign-In Documents WBL inventory sheet Student Work Samples Student Attendance Records</p>
<p>Action 2 for Goal 1 - Work-Based Learning: We will create a series of industry-aligned career exploration visits for each of the 3 strands of our academy (Fashion, Art & Design, and Animation) as well as the FADA Fundamentals 10th grade cohort. We provide college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options.</p>	<p>Agendas Notes Logs Sign-In Documents Video Recordings Surveys Observations</p>

Action for Goal 2- Building a Rigorous Academic Core: We will dedicate a portion of our collaboration time to build out and adopt formalized academy-wide best practices based on shared values, such as teacher observation cycles, structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model instructional frameworks such as Teaching for Understanding and PBL, in service of rigorous academics, equitable outcomes, teacher retention, and rigorous, relevant, integrated learning.	Notes Logs Sign-In Documents Observations Lesson and Unit Plans Assessment Date Student Attendance Data					
Action for Goal 3- Pathway Leadership and Direction We will dedicate 75% of our common planning time towards building our capacity to develop a strong identity as a cohesive academy team. We will develop a strong line of communication and will operate as a team for all academy matters. Teachers will have defined roles in the pathway and practice distributive leadership. FADA teachers will use common planning and release time to collaborate on the planning and implementation of academy-wide events and outreach activities.	Agendas Notes Logs Sign-In Documents Observations Participation in academy-wide events Unit and lesson plans Student work samples Team group email for communication Summary of events for staff bulletin Team Calendar Event schedule WBL inventory sheet					
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
Coaching Consultant - Arts Integrated Learning - Provides mentorship and expert content-specific support in Arts Integrated Instruction around pathway-aligned integrated curriculum development and mapping; facilitates deep community connections and opportunities in the arts; supports pathway teacher retention, supports goals around building out a rigorous academic core	\$2,000.00	5825	Consultants			FADA
Substitutes: pay for substitutes to cover teachers for entire FADA teacher team retreat 2x year for 7 teachers to provide teachers time to collaborate and create interdisciplinary units to increase college and career readiness	\$2,600.00	1150	Certificated Teachers: Substitutes			FADA
Meeting Refreshments: Work-Based Learning Support, Post-secondary & Industry Mock Interview event - Refreshments for community volunteers to increase community and industry partnerships and to provide scholars opportunities to engage with the interview process to be better prepared for college and career	\$75.54	4311	Meeting Refreshments			FADA

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Teacher Salary Stipends for FADA Fundamental Curriculum Development Support. Extended Contract for CTE teachers ongoing collaboration during summer and school year for 4 teachers, 20 hours per teacher at \$38.50/ hour. This is in service of building a rigorous academic core through project-based learning and interdisciplinary units, to provide ongoing training, and to facilitate collaboration.	\$3,850.00	1120	Certificated Teachers' Salaries: Stipends			FADA
Conference Expenses: registration fees for teacher professional development for training to attend certification workshop on industry standard technology products and programs (Adobe CC and other related programs) for post-secondary and career student learning outcomes around building a rigorous academic core and providing WBL support. This supports differentiated professional development for teachers and school staff, provides support for teachers to increase student retention, and improves academic success. \$750 per person x 4 people	\$2,250.00	5220	Conference Expense			FADA
Consultant Contract for Graphic Design Industry Career Exploration Visit-Aligned Screen Printing Workshop at industry site - The Consultant will demonstrate the process for screen printing and the students will have the opportunity to engage in hands-on practice using the equipment for screen printing, to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for Consultant Fee.	\$250.00	5825	Consultants			FADA
Transportation Costs for Graphic Design Industry-Aligned Screen Printing Workshop for Design 2 and AP Studio Art students to provide work-based experiences for students in industry environment to increase student outcomes towards college and career-readiness, and increase industry partnerships.	\$1,200.00	5826	External Work Order Services			FADA
Graphic Design Industry-Aligned Screen Printing Workshop for Design 2 and AP Studio Art students to provide work-based experiences for students, to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for supplies related to this work-based experience, such as screen-printing screens, ink, squeegees, fabric, and paper	\$250.00	4310	School Office Supplies			FADA
Transportation Costs for College and Career Visit for Animation 2 cohort - The purpose of this visit is to increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	\$2,400.00	5826	External Work Order Services			FADA
Industry and Collaboration with CCA - Supplemental Supplies, In service of portfolio development and college and career readiness, such as art portfolios, art supplies, and printing material.	\$1,250.00	4310	School Office Supplies			FADA

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CTE Aligned Technology supplies and materials for courses integrated in pathway program of study; supplies and materials must be aligned and required to meet CTE industry standards to increase equity for our students, such as tablets, styli, DSLR camera, USB, printers, external hard drives such as USB drives, SD cards	\$5,850.00	4410	Equipment			FADA
Transportation Costs for Career and College Exploration for AP Studio Art cohort - Increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	\$2,400.00	5826	School Office Supplies			FADA
Transportation Costs for Career and College Exploration Career - WBL Trip for Graphic Design 2 cohort - Increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	\$2,400.00	5826	School Office Supplies			FADA
Transportation Costs for the WBL multidisciplinary Industry Collaboration Projects: academically integrated pathway theme curriculum development w/literacy component, students work directly with industry artists to create mixed medium public works exhibit pieces - provides transportation to site visit to facilitate collaboration. Specific art supplies, leathers, textiles, wire, paints, canvas frame and stretch rolls panels.	\$500.00	5826	School Office Supplies			FADA
Supplies - Sketchbooks 8.5" x 11" for Graphic Design and AP Studio Art 100 x \$12 . Industry standard supplies for students to have real-world experiences to support college and career readiness.	\$997.00	4310	School Office Supplies			FADA

HEALTH ACADEMY			
Mission and Vision	<div>All Oakland Tech students interested in health and/or health careers</div> <div><div><div>· Will learn about clinical medicine, emergency medicine and public health</div><div>· Will acquire skills in first aid, health education and basic clinical skills</div><div>· Will learn about and be exposed to a variety of health care careers</div><div>· Will contribute to our community's health</div><div>· Will become a supportive community for each other</div></div></div>		
PATHWAY QUALITY ASSESSMENT			
OT HEALTH ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Students are challenged with rigorous texts, topics, labs, and discussions. Many projects, themes, and discussions are interdisciplinary and carried across courses. 11th and 12th grade teachers continue to implement capstones for academy students centered around Health. 10th grade is building a capstone to align with the other two grade levels.	To increase opportunities for PBL, multidisciplinary units that include more scaffolding and differentiation. Students are still struggling at times with appropriate work-based communication, including tone of emails and awareness of when to communicate with work-place mentors and liasions. In addition, students who are struggling with mental health such as anxiety often have trouble catching up on assignments, and we should implement a protocol or policy to address this growing problem.	Going forward, incorporating more literacy activities into our non-humanities classes will help us improve students' abilities to do work-based and college ready writing. Incorporating more SEL and community building activities both with our Student Support Specialist and with classroom teachers will hopefully allow for students to support each other with anxiety. Also, our partnership with Biotech Partners allows us to offer more tutoring after school and during lunch for Chemistry and Medical Chemistry, so this should help increase chemistry grades.
CTE (pages 3,4,5 of rubric)	<div>100% of students in the Health Academy participate in CTE classes. Health Academy is popular with a large number of interested 9th graders, resulting in a waitlist as well as a full Academy.</div> <div>For 12th grade students, a Capstone Project that receives a 70% or above is a requirement for graduation.</div>	Refine CTE course outline to increase scholar engagement and increase scholar retention. Many students are dissatisfied with the 11th grade CTE class. 11 sudents (about 17%) dropped the class this year.	Collaborate with the administration and counseling department to change the 11th grade CTE course and teacher, as part of an effort to increase student engagement and preparedness for college and career.
WBL (page 6 of rubric)	We have developed a new, semester-length internship opportunity for 12th grade with Highland Hospital that includes job shadow expereince as well as Senior Capstone support. Also, we have added the ability to offer 20 biotechnology internships to students between 11th and 12th grade through our partnership with Biotech Partners. We have also added 2 new WBL trips this year, one to JBEI Labs in Emeryville and one to Griffols Labs in Emeryville.	To increase internship and WBL exploration trips to increase equity and decrease disparities in economic opportunities. While we do have many internships and WBL exploration trips available, we do not have a lot of opportunity for students to do sustained learning from industry partners. Even internship expereinces have students work with a rotating group of professionals, so there is not much sustained opportunity to learn from one person or department.	Identify industry partners to mentor students in 10th or 11th grade, and be able to job shadow or intern with that mentor in summer or a later grade. This is a model we learned about from a San Diego pathway school at CPA Conference, and we would like to study implementing

<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>Evidence of Strengths: Our SSS's case load is made up of the most at-risk students according to disciplinary action, health, attendance, and gpa. We have had good success in retaining students with health issues in particular this year due to our Student Support Specialist's intervention. She has been able to implement remote learning and check ins for them to keep them on track as they deal with their physical or mental health emergencies. In addition, she has developed a Senior Mentor Program in which 12th grade students help 10th grade students get on track with organization and social emotional skills.</p>	<p>Areas For Growth: Make structural changes to the current mission and vision to address the challenges our scholars encounter and to incorporate the team's MTSS process. Create/Implement MTSS structure to support scholars with social, emotional, behavior challenges. About 25% of students in our 10 grade have had behavioral challenges this year. We believe this is related to their 9th grade year in which several of their teachers quit mid-year, making the rest of their year very unstable.</p>	<p>Create a structure in the Pathway where all teachers build positive relationships with our students, especially our most "at-risk" due to low attendance and skipping class. We will continue to develop systems to support our Student Support Specialist, so they can intervene and support students as efficiently as possible. At Pathway team meetings and retreats, we will continue to share, develop, and implement Social-Emotional Learning strategies.</p>
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>Academy diversity is a strength. Our demographics match the schoolwide demographics pretty closely. 9th grade student selections this year yielded better gender balance. Most students get exposure to health careers through exploration trips, job shadows, and guest speakers. Most students also do college exploration trips. Many students participate in internships. Almost all pathway students take CTE courses in 10th and 11th grade.</p>	<p>African American and Latinx struggle more than white and Asian students.</p> <p>Many students struggle to pass Chemistry. We have students in many different chem classes, so it is hard to compare their experiences, but overall, about 30% of AA and Latinx Health Academy students fail at least one marking period of chemistry.</p>	<p>Leverage Biotech partner relationship to intervene when necessary and boost students' Chemistry skills.</p>

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?
<p>Goal 1: Creating a Rigorous Acadmic Program 90% of Health Academy scholars will pass both semesters of Chemistry to ensure they are prepared for college and/or career. Integrate Literacy across all core academic content areas through interdisciplinary units. To meet this goal, the Pathway will create and implement multidisciplinary projects to increase student engagement to improve outcomes for 80% of our "at risk" scholars, which include ELL, African American and Latino.</p> <p>Outcomes for Teachers and Leads: common preparation time to collaborate, improve instructional methodologies that promote multidisciplinary projects, develop student-centered, research/standards based instructional and learning strategies, integrates academic and technical content, develop and implement units across a Pathway theme, common assessments.</p> <p>Outcomes for Scholars: Real World Experience through PBL, increased critical and creative thinking, improve problem solving skills, produce products and services to increase community and industry engagement,</p> <p>Needs: Common bi-weekly planning/collaboration time, funding for classroom project supplies, funding for college and career exploration trips, community/industry engagement, funding for professional development.</p>	<p>Data fro Interview Protocol Tutoring Schedule Scholar Work Samples Lesson/Unit Plans Progress Reports Data from Project Rubrics Data from Assessments Industry Partners/Tutors Sign In Sheet Meeting Agendas/Notes exploration Trip Attendance Log PD Agenda/Sign In Sheets</p>

<p>Goal 2 - Work-Based Learning 90% of scholars will participate in WBL, Internships and Industry activities/ events to assist scholars with skills and knowledge that will prepare them for careers and/or post-secondary education. The Pathway has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade, and to increase industry partnerships.</p> <p>Outcomes for Teachers and Leads: Increase integration of WBL in the curriculum, utilize the SSS to support scholars with college and career readiness activities including resume writing, interview techniques and strategies, collecting and analyzing data to evaluate and identify program needs.</p> <p>Outcomes for Scholars: Increased opportunities for real-world, rigorous, engaging work-based learning, increase networking opportunities for future career goals, increase skills in preparation for college and/or career.</p> <p>Needs: Collaboration time, WBL resources, funding for exploration trips, guest speakers, industry events to decrease disparity and inequity and to prepare all scholars for college and career readiness.</p>	<p>Exploration Trip Logs Sign In Attendance data from District WBL platforms, mock interview events, webinars, and other events in which students collaborate with industry partners. Scholar Participation Tracker Industry Feedback Notes, Surveys Student Products such as resumes and cover letters</p>
<p>Goal 3: Create Accessible and Relevant CTE Experiences for all Students Increase scholar internship engagement by 10% through early distribution of internship information, hosting internship Q & A, increasing outreach to our ELL, SPED, African American and Latin scholars. The Pathway will continue to provide and/or arrange some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options.</p> <p>Outcomes for Teachers and Leads: Systematize Industry Partnerships by providing accessible links on our Website with relevant information, arrange college and career counseling to better prepare our scholars to be college and/or career ready, collect and review data to improve program outcomes.</p> <p>Outcomes for Scholars: Preparation for college and/or career, networking experiences and advance focus on CTE content.</p> <p>Needs: exploration Trips, Guest Speakers, support from WBL Coordinator, supplies to create CTE flyers, brochures and/or invitations to events and activities.</p>	<p>Resources (Handbook) Event Flyers, brochures, invitations Website Information Agendas Planning Meeting Agendas/Notes Industry/Guest Sign In documents Exploration Trip Attendance Surveys</p>

<p>Goal 4: Create a Comprehensive Student Support System To Increase Greater Equity Increase scholar choice and voice, social and emotional skills to develop future leaders and provide opportunities for real world application. Create a Student and Pathway Advisory Board to distribute leadership and increase students voice and responsibility. The board will have at least 5 student members that depict the Pathway's demographics. The selected scholars will share information with Health Academy scholars. Scholars will meet twice a month, Industry partners will meet at least twice a year. Scholars will be the primary planners of at least one event/activity per semester and present at the Industry Advisory meetings.</p> <p>Outcomes for Teachers: Increase/Support Industry partnerships, create opportunities for scholar choice and voice, implement effective strategies to promote critical and creative thinking.</p> <p>Outcomes for Scholars: Acquire effective communication skills, develop collaboration and leadership skills, preparation for college/career, increase organization and planning skills. (Key events are planned and facilitated by student leadership board (examples: Health Fair, Opening Assembly, Rewards Trip, 9th Grade Recruitment)</p> <p>Needs: Materials and supplies for advisory meetings, time to collaborate and train scholars.</p>	<p>Agendas Meeting Notes Surveys Industry Feedback Observations Event Flyers, brochures, invitations, planning documents Meeting Attendance</p>
Pathway Strategic Actions	
<p>Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i></p>	<p><i>What evidence will you look for to know you are successful?</i></p>
<p>Action for Goal 1: Creating a Rigorous Academic Program Leveraging our partnership with Biotech Partners, we will incorporate more options for chemistry tutoring during the week to ensure students are ready for college-level Chemistry and/or workplace responsibilities.</p>	<p>In addition to adding more tutoring through an industry partner's support, identifying and doing remediation for struggling chemistry students would be easier if the students in 11th grade were cohorted in chemistry. Hopefully, this will be available for 2020-2021.</p>
<p>Action for Goal 2 - Work-Based Learning For the 2020-2021 year, we would like to incorporate more WBL experiences through in-class guest speakers and demonstrations as part of an effort to reduce disparities in student achievement and student access to career pathways.</p>	<p>Moving to a block schedule will mean that we have fewer days when exploration trips are convenient, so in-school WBL opportunities will help close the gap. We will need to continue to build relationships with partners who can send a staff member to school and possibly provide materials for demos, and we may need to explore how to offer honoraria for this service. Evidence for success will be shown through post-visit surveys given to students, statistics on how many students pursue internships with industry partners, and end of the year senior surveys that ask which careers they were made more aware of.</p>
<p>Action 1 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students To Systematize Industry Partner Internship Process: share CTE handbook that clearly lays out expectations and responsibilities of industry partners, key dates of events, documents requiring signatures, etc. Follow the example of Clairemont HS in San Diego</p>	<ul style="list-style-type: none"> - Feedback from industry partners about how useful these materials are as shown through partner feedback meeting minutes - Track participation of industry partners and numbers of students working in partnership with them

Action 2 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students Create a student advisory board to expand CTE and leadership experiences: - recruit and train students who will serve on the board - have student board members take the lead on events and activities - identify industry partners to support in training students to increase student engagement, student voice and choice and provide skills towards college and career readiness.	<div>- Document student work in leadership roles</div> <div>- Get student leaders' feedback about the effectiveness of their work and what could make them better leaders</div> <div>- Get feedback from other stakeholders about the quality of student-led activities and events</div>					
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 for Career and College Exploration Visits -Sonoma State students get exposure to health careers and college life through exploration trips to increase high school students’ readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Transportation Costs for Career and College Exploration Visits - charter bus to Kaiser School of Allied Health get exposure to health careers and college life through exploration trips to increase high school students’ readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips - charter bus to UC Davis students get exposure to health careers and college life through exploration trips to increase high school students’ readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips - charter bus to SF State students get exposure to health careers and college life through exploration trips to increase high school students’ readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips -charter bus to Sage Veterinary Hospital students get exposure to health careers and through exploration trips to increase high school students’ readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips -charter bus to UC Santa Cruz & CSU Monterey Bay students get exposure to health careers and college life through exploration trips to increase high school students’ readiness to succeed in college and career	\$2,500.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips -charter bus to ACLU Conference, medical ethics in law students get exposure to health careers through exploration trips to increase high school students’ readiness to succeed in college and career	\$2,500.00	5826	External Work Order Services			Health

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Transportation Costs for Career and College exploration Trips - AC transit tickets for local WBL trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$1,000.00	4310	School Office Supplies			Health
Transportation Costs for Career and College exploration Trips - BART tickets for local WBL trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$1,000.00	4310	School Office Supplies			Health
Transportation Costs for Career and College exploration Trips - charter bus to Soul Flower Farm students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	\$1,050.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips - charter bus to The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Transportation Costs for Career and College exploration Trips - charter bus to CA Academy of Science students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$750.00	5826	External Work Order Services			Health
Admission Fees for CA Academy of Sciences students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$550.00	5829	Admission Fees			Health
Admissions Fees for The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$350.00	5829	Admission Fees			Health
Admission Fees for Conference Registration for students for ACLU Medical Ethics and Law Conference students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career	\$975.00	5829	Admission Fees			Health
Honorariums for Guest Speakers. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences.	\$150.00	5828	Assemblies/Classroom Presentations			Health
Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences. \$75/event times 4 events = 300	\$300.00	4311	Meeting Refreshments			Health
Teacher Salary Stipends for Summer Extended Contract for curriculum development for 3 teachers. \$38.50/hour per person x 99 total hours + 25% benefits. Curriculum development will allow for courses to add more up to date scientific analyses and to adjust as new biotech processes are introduced from Biotech Partners	\$4,765.00	1120	Certificated Teachers' Salaries: Stipends			Health

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Meeting Refreshments for the Welcome Event - this addresses our goal of building academy community in order that all teachers know all the students and students see each other as part of their support systems. The Welcome Event is a signature pathway event that specifically aligns with Goal 4: "Create a Comprehensive Student Support System To Increase Greater Equity"	\$335.39	4311	Meeting Refreshments			Health
Teacher Substitutes: Sub Coverage for Teacher release day for team retreat - this is necessary to achieve our goal of providing more student interventions around attendance and low gpa; Teachers will analyze student data, discuss students who need interventions and make an intervention plan for each student. Teachers may also use this time to plan and/or refine cross curricular projects.	\$2,000.00	1150	Certificated Teachers: Substitutes			Health

RACE, POLICY, AND LAW ACADEMY

Mission and Vision	RPL's mission is to prepare students to work together for equity and racial justice through careers in law, policy, organizing and communications. Through relevant curriculum, real world experiences and collaboration with community partners, students take action to address inequity and persevere in the face of systemic injustice. They develop a deep knowledge of racial oppression as well as the strategies, tactics, and cultural practices used for resistance, healing, and liberation. They learn how to use organizing, legislative and policy advocacy, communications and media, and litigation as tools to promote social change
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PATHWAY QUALITY ASSESSMENT

OT RPL ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	<p>74.3% of African American RPL students are on-track to graduate according to A-G requirements, compared to the schoolwide trend of 55.1%</p> <p>64.7% of Latinx RPL students are on-track to graduate according to A-G requirements, compared to the schoolwide trend of 55.9%.</p> <p>51.0% of RPL students enrolled in SpEd are on-track to graduate according to A-G requirements, compared to the schoolwide trend of 23.1%</p> <p>The majority of pathway teaching and learning time involves critical thinking and creativity that requires students to make connections across the curriculum and involves the design and public defense of high-quality products.</p> <p>Most students receive daily activities that require them to work in heterogenous groupings and conduct collaborative learning.</p>	<p>25.7% of African American RPL students, 35.3% of Latinx RPL students, and 29% of RPL students in SpEd are not on track to graduate according to A-G standards. All three of these numbers need to improve.</p> <p>Only 65.7% of EL, IFEP, and RFEP students in RPL are on track to graduate according to A-G standards. This number is slightly lower than the schoolwide trend of 69.0% and must be improved.</p> <p>32% of classroom instruction is "project based" based on lesson plans, data, and teacher reflection. This number can improve.</p> <p>More activities that allow students to apply their knowledge and skills in new and unpredictable situations can be implemented with the support of industry, postsecondary, and community partners.</p>	<p>- More targeted outreach and intervention for specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, to ensure they are fully integrated into all pathway elements.</p> <p>- More differentiated instruction to address the learning styles and needs of all students in the pathway, with a focus on meeting the needs of ELs and students with IEPs.</p> <p>- Continue to find opportunities to integrate WBL experiences and industry/postsecondary/community partners into classroom curriculum</p> <p>- More frequent and deliberate data collection in collaborative learning opportunities in order to improve outcomes for all students' learning in heterogenous groupings</p>

<p style="text-align: center;">CTE (pages 3,4,5 of rubric)</p>	<p>100% of RPL students take a career aligned CTE course during each of the three years of the pathway: Law & Society (10th grade), Policy & Advocacy (11th grade), and Social Justice & Advocacy (12th grade). Extensive work has been done to ensure the CTE courses are vertically aligned to the pathway graduate outcomes. Additionally, all three CTE courses include several projects that are integrated with English, involve interaction with industry partners, and engage students in the production of work aligned to current industry standards.</p> <p>100% of RPL sophomores have participated in a mock trial. The mock trials were judged by industry professionals and community partners.</p> <p>100% of RPL junior class participated in a City Council simulation, which involved in-depth research of policies, people, and procedures in local politics, application of knowledge, and authentic learning outcomes through the production of letters to City Councilmembers regarding the topic from the simulation.</p> <p>100% of RPL junior class participated in a documentary film project about a social justice issue in their communities. They partnered with a local organization called YouthBeat and were able to access a professional instructor who could guide them through media literacy and documentary filmmaking.</p> <p>100% of the RPL senior class engaged in a senior capstone research paper about an issue that can be addressed through social justice advocacy. 100% of the senior class presented their senior capstone research paper to an audience that included a mix of peers, teachers, community partners, and industry professionals.</p>	<p>PBL projects can be improved to include more authentic audiences and opportunities to connect with WBL opportunities.</p> <p>Only 1/3 teachers on the team has a CTE credential</p>	<p>* Collaboratively revamp large projects (mock trial, city council sim, Capstone) to increase rigor and opportunities to engage community partners and industry professionals</p> <p>* Identify CTE programs for teachers and a path for program completion</p>
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<p>WBL (page 6 of rubric)</p>	<p>100% of RPL students have:</p> <ul style="list-style-type: none"> - Created a resume; - Participated in a career panel with lawyers - interacted with a variety of industry professionals as guest speakers and consultants on their CTE project work - participated in an application support session for job/summer programs <p>100% of RPL students have had the opportunity to:</p> <ul style="list-style-type: none"> - Participate in multiple career aligned field trips at every grade level - Participate in up to 6 informational interviews with industry professionals - Participate in a career aligned job shadow - Participate in a mock interview <p>75% of RPL students have:</p> <ul style="list-style-type: none"> - Participated in a mock interview, (by next year, the number will be 100%) <p>-25-30 students regularly complete a summer internship</p>	<p>-Increasing the number of summer internships available and the number of students able to participate without conflicting summer school obligations</p> <p>-increasing the participation of highest need students in WBL opportunities during the academic year and summer</p> <p>-figuring out school-wide systems to allow seniors to participate in internships during the school year.</p>	<p>-Early identification of students not on track to graduate to ensure they are able to take advantage of all opportunities for credit recovery and get needed support in current classes to increase the chances of them being able to participate in summer internships; focus on rising juniors; coupled with this, early communication with families about credit recovery options and paid internship opportunities; intensive application support for high need students able to participate</p> <p>-recruitment of more part-time paid summer internship opportunities for students needing to take one summer school class</p> <p>-increased outreach to parents of low opportunity youth in advance of WBL opportunities during the year to encourage their attendance and participation in key opportunities</p>
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<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>A Student Support Specialist works with at-risk scholars by pushing in and pulling out of 100% of all core classes.</p> <p>SSS Caseload: RPL students with higher support needs are targeted and tiered to receive weekly or monthly check-ins.</p> <p>Targeted students are placed on an "SSS caseload" that is formed every semester and updated weekly.</p> <p>21-24 students on each semester's caseload receive individual transcript review and goal planning session</p> <p>21% of RPL students have been placed on the caseload to receive more intensive support within the 2018-19 and 2019-20 schoolyears.</p> <p>78% of targeted students improved GPAs from 2018-19 schoolyear to 2019-20 schoolyear (accounts for GPAs of 32 students who have been on the caseload at least once within the 2018-19 school year and the 2019-20 schoolyear)</p> <p>Students in caseload build connections with one another</p> <p>62.5% of students who have received caseload support are Black/African American 21.8% of students who have received caseload support are Latinx 6.3% of students who have received caseload support are of mixed background 6.3% of students who have received caseload support are White, including students of Middle Eastern descent 3.2% of students who have received caseload support are Asian/API</p> <p>General Cohort: 93% of RPL students have had at least one formal or informal academic, emotional or social check-in with an SSS</p> <p>100% of RPL students receive a transcript review per semester, outlining graduation/college requirements</p> <p>Increase of academy-wide communication thorough different outlets, like an academy-wide google classroom and academy Instagram account</p>	<p>84% of targeted students continue to receive Ds and/or Fs in at least one of their classes. That percentage needs to decrease</p> <p>Increasing support on long-term assignments and project planning for caseload students, more intensive check-ins</p> <p>Making tutoring more accessible or establishing a system to incentivize it</p> <p>Strengthening schoolwide communications surrounding student support</p>	<p>* Increase credit and grade checks by 20% to support students with work completion.</p> <p>* Create a "grade and attendance" data tracker to provide evidence of improved grade and attendance.</p> <p>*Expand parent outreach to create accountability for students who need to engage in extra support like SAT sign-ups or after-school tutoring</p> <p>*Increasing proactive planning around college deadlines for juniors and seniors (FAFSA, SAT, etc)</p> <p>* Improve communications and systems with other support systems, such as school counselors, mental health counselors, COST to ensure students receive timely interventions.</p>
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<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>The Academy is racially diverse, and the incoming class of 10th graders for next year will more closely mirror the schoolwide demographics than in years prior. Our Academy's outreach efforts are designed and implemented by RPL students.</p>	<p>Our demographics do not fully mirror schoolwide demographics. While this year has been better, we are overrepresented in terms of African American students, and underrepresented in terms of Latinx and API students.</p> <p>WBL experiences could be expanded so that Juniors and Seniors have the opportunity to participate in WBL internships during the school day, during the school year.</p> <p>WBL experiences can be more directly integrated into the curriculum of academic and technical courses.</p>	<p>Continue working to improve outreach efforts to underrepresented students</p> <p>Continue working to revise curriculum so all racial demographics are reflected in the classroom curriculum.</p> <p>Explore the possibility of offering internships during the academic school year. This option will be more feasible next year with the block schedule.</p> <p>Continue to help develop and push students into Dual Enrollment opportunities that allow them to earn college credit during high school. This will help to provide open access for our students as well as close the opportunity gap for our students.</p>
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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?
<p>Goal 1: Create a Rigorous Academic and CTE Program The CTE & English teachers will continue to use culturally relevant PBL approaches to engage students in 5+ pathway themed projects aligned to CTE and CCSS standards per year that involve creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Students will be grouped heterogeneously and teachers will continue to develop strategies to explicitly teach collaboration skills and tools for accountability.</p> <p>80% of scholars will increase academic growth meeting or exceeding standards by 2021 as measured by SRI and teacher created assessments.</p> <p>Outcomes for Teachers and Leads: Implement culturally responsive, PBL strategies, engage in team collaboration, implement technology, plan student exhibitions and analyze data.</p> <p>Outcome for Students: Increase academic, technology skills, increase critical and creative thinking, increase communication and collaboration skills and participate in exhibitions/presentations.</p> <p>Needs: Opportunities for team collaboration, materials and resources for exhibitions/presentations, digital media tools.</p>	<ul style="list-style-type: none"> * Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data

<p>Goal 2: Create a Rigorous WBL Program 90% of RPL students will participate in WBL, Internships and Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards. Outcomes for teachers and leaders: Teachers will improve data collection practices and analyze quantitative and qualitative data on this goal. Teachers will engage in dedicated, thriving collaboration in order to meet this goal. Student Outcomes: Students will have increased opportunities for rigorous, exciting work-based learning on our academy theme. Students will build their networks and connections with industry professionals.</p> <p>Outcomes for Teachers and Leads: Increase WBL opportunities for students, increase college/career readiness activities/events, maintain and implement current, researched based curriculum.</p> <p>Outcome for Students: Engage in rigorous, exciting WBL activities, build network and industry connections, increase college and career readiness</p> <p>Needs: Common planning time, accommodation in master schedule, funding for WBL experiences.</p>	<ul style="list-style-type: none"> * Logs * Sign-In Documents * Evaluations/Feedback * Observations
<p>Goal 3: Implement Rigorous Student Support System 100% of RPL teachers will develop and implement engaging, innovative, PBL curriculum that is vertically aligned in order to optimize learning across content areas.</p> <p>We will share lessons, resources, and best practices to improve their instructional practice. We will collaborate with counselors to support students in developing and implementing individualized college and career plans. We will provide college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. And we will arrange several college and career exploration activities per year.</p> <p>Outcomes for Teachers and Leads: Collaborate to improve best instructional practices, collaborate with SSS and counselors, arrange college and career explorations.</p> <p>Outcome for Students: Increase SEL skills, identify college and career options, review course sequences to remain on track for graduation.</p> <p>Needs: Opportunity for collaboration to share lessons and instructional practices, resources for career exploration, funding for transportation.</p>	<ul style="list-style-type: none"> * Logs * Sign-In Documents * Evaluations/Feedback * Observations * Completed College Visits / Career Aligned Field Trips
Pathway Strategic Actions	
<p>Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i></p>	<p>What evidence will you look for to know you are successful?</p>

Oakland Tech_2020-2021 Measure N Education Improvement Plan

Action 1 for Goal 1: Create a Rigorous Academic and CTE Program Pathway staff collaboration and planning to provide effective strategies to reduce disparities in academic achievement and to increase equitable access to all students.	-Vertically Alignment Curriculum/Unit plans across grades 10 to 12 -Common Rubrics -Observations to identify clear progression of skills and content taught -Project Based Learning across the curriculum that results in higher engagement and more academic success for struggling students. - Student Work Samples
Action 2 for Action 1 for Goal 1: Create a Rigorous Academic and CTE Program Coaching and professional learning to support development of the Senior Capstone Research and Action projects. Create a more sustainable leadership model for the Academy. Ensure that all Academy teachers receive training and support to manage pathway specific responsibilities (Measure N, Budgetary matters, CTE credentialing, etc.)	-Senior Project Rubric - to continue to be presented to authentic audiences, and the action project component will be completed for the first time (was not able to take place this year due to school closure) -Document all responsibilities for Pathway Director with emphasis on amount of time dedicated to task execution and needs for task training and skill development -Data Tracker of tasks and roles -Agendas and Notes from Professional Development -Agendas and Notes from Pathway Meetings
Action for Goal 2: Create a Rigorous WBL Program Create a variety of industry-aligned career exploration visits, have guest speakers to increase WBL opportunities for students to increase readiness to succeed in college and career, create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership.	- Participation Data in WBL activities among struggling students. (SSS Data Tracker) -Work Samples -Guest Speaker Sign In -Exploratory Trips to College Tour and Career Events (Attendance / Participation Data) -Data on Industry Partnership Participation (Sign-In, Agreements, Sponsorships) -Student Surveys
Action 1 for Goal 3: Implement Rigorous Student Support System The SSS staff person will implement strategies to engage struggling students and their families, increased school attendance (>95%) among struggling students, increase responsiveness and engagement from struggling student families to reduce disparities in academic achievement and increase high school retention rates.	-Invitations to Academy events and activities -Family Outreach Log (Returning phone calls) -Attendance Data -Parent Sign-In -Event/Activity Fliers, Planning Notes
Action 2 for Goal 3: Implement Rigorous Student Support System Continue to develop the existing RPL student advisory board so that it can take on responsibility for planning and executing Academy events, Students will successfully plan and execute (9th grade outreach, Holiday potluck, etc.), Students will be able to develop leadership skills and increase readiness to succeed in their goals towards college and/or career.	-Application and Application Process -Meeting Agendas and Notes -Stakeholder Surveys, Feedback

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
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Supplies for mock trial events for 10th grade and mock city council policy debates as well as community action projects for 11th and 12th grade (large chart paper, enlarged printing of pictures and documents, tripods to display enlarged pictures and documents, name tags, and name tag holders) These supplies will be used to display documents and images that students will use to deliver informative and persuasive messages to their audiences during each respective event. Name tags and name tag holders are needed because students deliver these presentations in front of audiences that include community and industry partners that must know student names and be able to identify them to provide direct student feedback.	\$2,504.61	4310	School Office Supplies			Race, Policy, and Law
Consultant Contract: Partnership with YouthBeat/KDOL that includes curriculum development, instruction by professional filmmakers and the provision of all needed equipment and materials to implement integrating digital media tools into culturally relevant, interdisciplinary PBL for the grade 11 CTE course in order to increase on-track-to-graduate and A-G eligibility rates of all subgroups. This investment directly supports students towards achieving the RPL graduate outcome in the area of <i>"Communication & Media Advocacy,"</i> which is <i>"RPL graduates can craft and deliver informative and persuasive messages through speeches, presentations, and a variety of digital media platforms to transform oppressive narratives and to mobilize people to act for justice and liberation."</i>	\$10,000.00	5825	Consultants			Race, Policy, and Law
Teacher Salary Stipends for RPL teacher extended contracts for meetings during summer and afterschool/evenings that will include: onboarding and curriculum development for a new RPL teacher for 2020-21; staff meeting to reflect on year end student data and develop individual student intervention plans; outreach and relationship management with industry professionals to support Senior Capstone Community Action projects; and to pay for staff participation in community partner engagements such as Advisory Board meetings and Career Mentoring Program Mentor trainings.	\$3,000.00	1120	Certificated Teachers' Salaries: Stipends			Race, Policy, and Law
Meeting Refreshments for targeted student outreach events to build community, and recruit and support African American, Latinx, and male students in order to reduce the current gender and achievement imbalances in the pathway. These events will take place during the Academy recruitment weeks in December and January.	\$200.00	4311	Meeting Refreshments			Race, Policy, and Law
Meeting Refreshments for community engagement meetings with industry partners (Advisory Board 25+ ppl 3x/yr, career mentoring program sessions 60+ ppl 3x/yr, etc.)	\$400.00	4311	Meeting Refreshments			Race, Policy, and Law

9th Grade						
2020-2021: YEAR ONE ANALYSIS						
9th Grade Strategic Goals						
9th Grade Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?				
90% of students leave 9th grade on track to graduate with A-G requirements met (2.0 GPA, C or better in A-G classes)		Student grades, A-G rates, Academy Placement				
90% of students will improve their grades in core classes compared to MP1 data		Comparing student grades from 8th grade to 9th and from 9th semester 1 to semester 2; BTSC on-track indicators				
90% of students will be able to identify a civic issue that is relevant to their community and identify 3 impacts of that issue		Student Surveys; Students reflections from Taking Action Projects (civic action projects addressing issues related to the school community and Oakland)				
75% of parents will attend a positive school event		% of parents who attend, % of parents with reliable contact info,				
9th Grade Strategic Actions						
Strategic Action <i>What are the 3-5 key strategic actions for to improve 9th grade and the integration with pathways?</i>		What evidence will you look for to know you are successful?				
Oragnize Student Showcase to strengthen family connections to school community. This will help increase students academic identity which will help them be successful throughout their high school career		% of parents who attend showcase as noted in sign in forms				
Teacher inquiry into using Culturally Responsive Teaching framework to support student literacy. Teachers will engage in lesson study using Hammond's CRT framework to inquire into how to best support at-risk students.		Staff survey re: comfort & familiarity with CRT framework; Teacher implementation of CRT framework; lesson study observations & reflections				
Provide East Bay Consortium Math tutors for in class supports in Algebra 1; 1:1 tutoring opportunities at lunch/afterschool/Boost. These tutors will work with at-risk students to support them in their learning and ensure that they are able to access the content and be successful in class.		% of students being assisted by tutors as monitored thru tutoring attendance trackers; Positive grade shifts as result of tutor interaction				
Revise advisory curriculum to include more SEL and organizational supports.		Student survey.				
9th grade data collection & reflection. The 9th grade board will collect grade and attendance data and facilitate on-going reflection among staff into efficacy of interventions & supports.		Grade data in core classes and attendance data (ie tardies) comparison of MP1 to MP3 and MP6. Teachers will be able to list both individual and collective actions taken to shift grade distributions.				
9th Grade Budget Expenditures						
2020-2021 9th Grade 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 (if applicable)

Oakland Tech_2020-2021 Measure N Education Improvement Plan

Consultant Contract with East Bay Consortium to recruit and train UC Berkeley students as tutors. These students will serve as tutors in high need classes (especially Algebra 1 and our support class) and after school to assist struggling and at-risk 9th grade students with transition to HS and eventual pathway at Tech in order to: Decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school.	\$20,000.00	5825	Consultants			9th Grade
Teacher Salary Stipends: extended contracts for teachers and counselors to collaborate outside of the work day. Teachers will meet for 1.5 hours each week as well as attend a week long summer PD retreat. Teachers will meet weekly throughout the year to develop rigorous academics and systematic student supports in service of at-risk/all 9th grade students transitioning into pathways. Collaboration time will be used for 9th grade pathway team to: a) set pathway preparation goals for all students in 9th grade, b) Collect data (grades, attendance, test scores, etc.) that outlines progress towards those goals and c) Create intervention plans to ensure students remain or get back on track with pathway preparation goals. These supports and interventions will target at-risk students to increase their engagement in classes, and thus increase their readiness to be successful in high school.	\$30,000.00	1120	Certificated Teachers' Salaries: Stipends			9th Grade
Teacher Salary Stipends: extended contracts for 9th grade Board to meet weekly to coordinate across houses to ensure alignment. Teachers will align 9th grade student supports & curriculum to ensure students are exposed to each pathway theme and prepared to enter pathways in the 10th grade. The Board plans curriculum and differentiated experiences that supports each pathway, which allows 9th grade students to gain experiences in each pathway before choosing at the end of 9th grade. The Board must plan PD to address the ever changing curriculums and pathway focuses.	\$6,000.00	1120	Certificated Teachers' Salaries: Stipends			9th Grade
Teacher Salary Stipends: extended contracts for teachers to provide Boost tutoring after school to support struggling at risk students in math and science classes with high failure rates, which often keep students from accessing our Engineering and Health Academies. Students will be able to remain in pathways if they are able to pass classes upon the initial enrollment. This support will be necessary because many middle school students transition to high school without the necessary math and science skills to be successful in higher level classes.	\$10,000.00	1120	Certificated Teachers' Salaries: Stipends			9th Grade
Meeting Refreshments for the Academy Outreach Weeks (5 total) Food for academy outreach events to support student knowledge about the different academy options they will have to choose from during grade 9. These events specifically target at-risk students in order to: Decrease the high school dropout rate; Increase the high school graduation rate Increase high school students' readiness to succeed in college and career Increase middle school students' successful transition to high school	\$750.00	4311	Meeting Refreshments			9th Grade
Meeting Refreshments for student showcases to encourage parent and community engagement. This will help us develop partnerships with parents to decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school.	\$600.00	4311	Meeting Refreshments			9th Grade

Oakland Tech_2020-2021 Measure N Education Improvement Plan

Meeting Refreshments for meetings with parents of at-risk students during Student Success Conferences. After each marking period, teachers and counselors will meet with students whose GPA is below a 2.0 and their parents to review their progress and to develop an action plan to get the student back on track to graduation and lessen the need for credit recovery courses as the need for credit recovery often prevents our most struggling students from accessing pathway CTE courses.	\$950.00	4311	Meeting Refreshments			9th Grade
Meeting Refreshments for parent Pathway info sessions to explain the pathway structure at Tech, introduce pathways, and prepare parents to support students with pathway selection	\$400.00	4311	Meeting Refreshments			9th Grade



Measure N 2020-2021 Education Improvement Plan Assessment

Oakland Technical 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: 3 Rationale: <ul style="list-style-type: none">• Plan demonstrates evidence of all four pillars of linked learning; some pathways are further along than others with incorporating CTE standards in academic core classes• Site is implementing pathway-aligned structures to support student outcomes (Administrator per pathway, Counselor per pathway)• Site will shift to a block schedule in order to move closer to 100% pathway enrollment for the 2020-2021 school year Feedback for continued progress monitoring: <ul style="list-style-type: none">• Clarify the specific practices and metrics for those practices you expect to see across pathways to improve evidence of CTE in the academic core			

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</i>	Score: 3			



develop a coherent Theory of Action

- 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

Rationale:

- Some deep analysis of root causes leading to lower than desired outcomes on linked learning indicators; additional reflection is needed on root causes that are within the school team's locus of control versus external factors
- Site team is making the transition from a 6-period day to a block schedule for the 2020-2021 school year, which provides students and teachers more time to address areas of need in linked learning indicators

Feedback for continued progress monitoring:

- Identify root causes and possible solutions that the school team can implement based on issues that are within the school's locus of control

Pathway Quality Assessment

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

- 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:

- Assessment of strengths and challenges references data; reflection is broad in some cases
- Next steps support continuous improvement of student outcomes and identify general actions; however, some lack clarity or specific action steps to improve areas for growth

Feedback for continued progress monitoring:

- Identify clear action steps based on areas for growth that align to your strategic goals and actions by pathway

Strategic Goals

- 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
- 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

Score: 4

Rationale:

- Pathway goals around CTE and Rigorous Academics support school wide goals of engaging and supporting students who historically struggle within pathways
- Pathway strategic goals are clearly aligned to school wide goal areas of need
- Goals clearly articulate outcomes at the teacher and student level

Feedback for continued progress monitoring:

- Identify how non-pathway teachers will engage and support



	these goal areas
Strategic Actions <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 	Score: 3 Rationale: <ul style="list-style-type: none"> Pathway strategic actions are aligned to pathway-specific goals Pathways incorporate research-based practices into their strategies Feedback for continued progress monitoring: <ul style="list-style-type: none"> Determine how and at which frequency you will monitor implementation and measure effectiveness of strategic actions for each pathway

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant • Supplanting • Not Allowable	Missing
	4	3	2	1
Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <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 Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	Score: 4 Rationale: <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 and is supported with the investment of other funding sources 			



Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- Allocations to support ongoing move towards block-scheduling and pathway-aligned integrated student supports are evident
- Clear structures in place to support students' successful transition into pathways via 9th grade program
- Strong alignment between pathway and school wide goals

Key Questions:

- How will your team monitor the implementation of pathway-aligned support structures (one Administrator per pathway, one counselor per pathway, one SSS per pathway) to assess effectiveness and impact on student learning outcomes?
- What interim benchmarks will your team track to monitor the impact of shifting to a block schedule on overall student learning outcomes, and specifically, outcomes for students historically unable to access linked learning pathways (African American, Latino, ELL students)?

Next Steps:

What	Suggested Lead	Deliverable	Date
Clear plan to support shift of counseling structure from grade-level to pathway-specific for 2020-2021 pilot	Principal Pathway Asst. Principals Counselors	Roles/Responsibilities document (staff and student/family-facing)	August 1, 2020
PD plan for supporting teachers as they shift to providing instruction in a block schedule	Principal Pathway Coach	PD plan	August 1, 2020 and ongoing