

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools. Thriving Students.

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education
From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment
Services For: Oakland High School

Action Requested and Recommendation Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Oakland High School as "Fully Approved" in an amount not to exceed \$1,375,300.00.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

2021-2022 MEASURE N BUDGET**School: OAKLAND HIGH SCHOOL****Site #: 304**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$1,375,300.00	\$1,375,300.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
304-1	Hire 4 Case Managers, 1 per pathway, at 1.0 FTE each (total FTE 4.0). At Oakland High School each pathway is assigned a case manager to support students with navigating academic and emotional support systems. (Salary & Benefit Costs)	\$396,640.00	2405	Clerical Salaries	Case Manager	4.0 FTE	Whole School
304-2	Hire an additional 1.30 FTE of Assistant Principal Salaries to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per Pathway. This is an integral part of each pathway teacher supervision, Measure N plan monitoring, and student support system. (Salary & Benefit Costs)	\$165,231.00	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.30 FTE	Whole School
304-3	Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all 6 pathways. Her responsibilities include partnering with pathway directors to implement their Measure N and CPA plans, by creating agendas, facilitating meetings, providing Professional Development, connecting staff to external opportunities, supporting all Measure N and CPA documentation. (Salary & Benefit Costs)	\$80,464.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
304-4	Hire a Work Based Learning Liaison, at 1.0 FTE. The Work Based Learning Liaison is responsible with connecting all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships. (Salary & Benefit Costs)	\$98,482.00	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
304-5	Hire an Administrative Assistant 1 Bilingual, at 1.0 FTE. The Admin will make sure we are compliant with the vast amount of Measure N paperwork and compliance measures. (Salary & Benefit Costs)	\$82,290.00	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	1.0 FTE	Whole School
304-6	Hire an additional 1.80 FTE of Counselors salaries to bring our total allocation up to 5 Counselors to be able to provide 1 Counselor per Pathway/family. This is to support our pod structure (group of people together) that aligns a counselor with each pathway and family. (Salary & Benefit Costs)	\$166,968.00	1205	Pupil Support Salaries / Counselor	Counselor	1.80 FTE	Whole School
304-7	Hire 1.20 FTE of Teacher on Special Assignment salaries, at .20 FTE per teachers, for a total of 6 teachers, to provide services as the Pathway Academy Director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway. (Salary & Benefit Costs)	\$65,640.00	1119	Teacher on Special Assignment School	TSA Class 11	1.20 FTE	Whole School

304-8	Hire a Teacher, at 1.0 FTE (for E. Dinwiddie) to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives. (Salary & Benefit Costs)	\$82,429.00	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	RISE
304-9	Hire a Teacher, at .70 FTE (for M. Fields) to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives. (Salary & Benefit Costs)	\$55,209.00	1105	Teacher Salaries	TCHRSTRENGIM	.70 FTE	Environmental Science Academy
304-10	Hire a Teacher, at .50 FTE (for Iyer) to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives. (Salary & Benefit Costs)	\$44,839.00	1105	Teacher Salaries	TCHRSTRENGIM	.66 FTE	Law & Social Justice
304-11	Hire a STIP Sub, at 1.0 FTE to cover the pathway director on a regular basis in order for our pathway directors to consistently observe pathway teachers, collaborate with pathway teachers to plan integrated curriculum and discuss students. (Salary & Benefit Costs)	\$61,060.00	1105	Teacher Salaries	Teacher STIP	1.0 FTE	Whole School
304-12	Teacher Salaries Stipends: Extended Contracts for the pathway senior seminar where teachers in all of the pathways will meet throughout the year to develop a new senior capstone experience. Also to attend additional meetings throughout the year so they can meet collaboratively to calibrate, score, and facilitate group scoring sessions. (Salary & Benefit Costs)	\$4,048.00	1120	Teacher Salaries Stipends			Whole School
304-13	Allocation to Visual Arts Academy Magnet Program (VAAMP) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Visual Arts Academy Magnet Program
304-14	Allocation to Environmental Science Academy (ESA) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Environmental Science Academy
304-15	Allocation to Public Health Academy (PHA) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Public Health Academy
304-16	Allocation to Project Lead The Way (PLTW) for Pathway Development to develop the 4 pillars within the pathway. (\$20,000.00)		4399	Surplus			Project Lead The Way
304-17	Allocation to Law & Social Justice (LSJ) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Law & Social Justice

304-18	Allocation to Rigor, Inclusion, Social-Emotional Support, English Language Development (RISE) for Pathway Development to develop the 4 pillars within the pathway. (\$20,000.00)		4399	Surplus			RISE
304-19	Consultant Contract with Oakland Public Ed Fund to facilitate and pay the ECCCO (Exploring College, Career, and Community Options) Internships (12 students / internships x \$500 each). - To support 12 students in summer internships that enhance work-based learning opportunities and mentorship -This expenditure aligns with our goal to increase the amount of students in internships and improve our overall approach to college and career readiness. -This expenditure will improve student engagement by providing hands on and authentic work based learning experiences during their time in a pathway.	\$6,000.00	5825	Consultant Contract			Law & Social Justice
304-20	Teacher Salaries Stipends: Extended Contracts for project/curriculum planning. - To allow teachers after-school and weekend planning time to develop CTE related curriculum and integrated projects at each grade level.	\$2,000.00	1120	Teacher Salaries Stipends			Law & Social Justice
304-21	Consultant Contract with The Oakland Ed Fund to facilitate / pay the stipends for the Summer Internship Program at \$500 per student stipend for a total of 9 students. The students will participate in summer internship programs. The need that this addresses is to help more of our students gain authentic work experience, financial literacy, and elective credits towards graduation.	\$4,500.00	5825	Consultant Contract			Environmental Science Academy
304-22	Facility Rental to host the Summer Teacher-Team Retreat where teachers will work on curriculum development, plan interventions and support for students of concern, and reflect on general areas for growth. -This expenditure is aligned with our desire to have a sustainable, shared-leadership, equitable, and collaborative teacher-team which works efficiently to build curriculum and pathway structures and strategies to improve student outcomes. -The need that this addresses is allowing us time to work together in a deep and sustained way with minimal distractions. - This is not a direct service to students, but the work we complete here will directly impact the quality and rigor of our instruction and strengthen our pathway.	\$3,500.00	5624	Rentals - Facility			Environmental Science Academy

304-23	<p>Consultant Contract to teach the Mam Class and oversee the Mam Student Case Management for 2021-22 school year.</p> <p>1) This expenditure is for the extended contract salary of our Mam teacher who will teach Mam reading, writing, and culture. He will also case manage the Mayan families, and work closely with our social worker. His role will be two-fold: teach students and lift concerns to social worker, who can then provide additional support to the families.</p> <p>2) This expenditure is aligned with our goals to increase comprehensive student support for the 43 Mam students who are at-risk students for a variety of reasons including but not limited to being students who have had a "severely interrupted formal education" (SIFE), language barrier, socio-economic difficulties which present pressure to drop out and work.</p> <p>3) This expenditure will help with the overall retention rate of our at-risk Mayan students, support with engaging and connecting with families, support with increase graduation for this population and overall and increase in case-management for our Mam students. Having a Mam teacher who knows a variety of Mayan languages is critical to understanding our students needs and supporting our students as members of our community.</p> <p>4) Staff will get extended contract rate of \$28.50. Specifically, staff will get compensated 2 hours of preparation and grading for every 1 hour lesson. Staff will teach a total of 4 1-hour classes for a total of 16 instructional hours each month for 10 months. In addition to teaching students, staff will provide up to (no more than) 50 hours of case management support.</p>	\$6,000.00	5825	Consultant Contract			RISE
304-24	<p>Teacher Salaries Stipends: Extended Contracts for teachers who participate in meet-time, after school hours meetings, do home visits following OUSD protocols, attend professional development, and collaboration time.</p> <p>-This expenditure is aligned with our goals to increase shared practices, techniques and develop an integrated projects across content-area classes and English Language Development classes.</p> <p>-This expenditure will help with community building amongst teachers, collaboration and increase the amount of shared, best practices.</p> <p>-This expenditure is aligned with our goals to develop at least 3 shared practices that at least half of the teachers implement in their classrooms. Those can include strategies and tools that support student learning and language acquisition.</p> <p>-The 12 teachers on our team will be paid their extended contract rate of \$38.50 per hour for 2 meetings a month for 10 months (approximately 20 hours a year / excluding holiday weeks). (Salary and Benefit Costs)</p>	\$14,000.00	1120	Teacher Salaries Stipends			RISE

304-25	<p>Consultant Contract with Oakland Public Ed Fund to facilitate and pay the ECCCO (Exploring College, Career, and Community Options) Internships These "Consultant Contract" funds will facilitate/pay the ECCCO (Exploring College, Career, and Community Options) Internships (2 students / internships x \$500 each).</p> <p>- To support 2 students in summer internships that enhance work-based learning opportunities and mentorship.</p> <p>-This expenditure aligns with our goal to increase the amount of students in internships and improve our overall approach to college and career readiness.</p> <p>-This expenditure will improve student engagement by providing hands-on and authentic work based learning experiences during the summer in career-related work environment.</p>	\$1,000.00	5825	Consultant Contract			Visual Arts Academy Magnet Program
304-26	<p>Teacher Salary Stipends: Extended Contracts for a variety of work that happens during after school hours, including developing, grading Senior Project, Senior Seminar, developing CTE course curriculum, debriefing class observations, and attending Project Based Learning Professional Development.</p> <p>-All of this work is connected to goals and strategic actions listed above</p> <p>-After school hours teacher collaboration between specific content teachers and Special Ed teachers to co-plan/design curriculum for implementing a push-in co teaching model</p> <p>-This ensures all students can access curriculum and receive any necessary accommodations</p> <p>-These funds will be used to pay our 12 academy teachers at a rate of \$38.50 an hour. The extended hours will average around 3 (but range between 1 to 10 hours) in a given month.</p>	\$3,000.00	1120	Teacher Salaries Stipends			Visual Arts Academy Magnet Program
304-27	<p>Supplies and Materials for the Senior Project Art Piece</p> <p>-These materials and supplies associated with producing art for the senior project.</p> <p>-Each VAAMP Senior will create a piece of visual art to accompany their Senior thesis. These art pieces will not only speak to the artist's research, but will showcase the artistic practice that they've developed throughout their VAAMP course sequence.</p> <p>-Since all students produce an art piece, they need access to appropriate materials to be successful.</p>	\$1,500.00	4310	Supplies & Materials			Visual Arts Academy Magnet Program
304-28	<p>Facility Rental for Staff Retreat</p> <p>-This space will allow for our 16 teachers, administrators and support staff to congregate outside of school to further develop CTE course curriculum, improve strategies and build pathway structures for the increase student rigor and engagement.</p> <p>-This space and time will allow us assess the current state of our pathway while we plan for the future with minimal distractions and maximum engagement.</p> <p>- While this is not a direct service to students, the things we accomplish during this time will directly impact our pathways daily operations and the experiences our students will engage in.</p>	\$1,000.00	5624	Rental - Facility			Visual Arts Academy Magnet Program

304-29	<p>Facility Rental for Students Community & Culture Building Event</p> <p>-This space will allow the 200 (10th, 11th and 12th grade) students in the VAAMP academy a place to meet one another and introduce new students to what the academy is all about.</p> <p>-This space will give students a place to congregate as a large group with the intent to build community and create art together outside of the traditional classroom setting.</p> <p>-This event will be held off campus at a community center or local park. This will allow all VAAMP students to congregate in a central space where they'll interact, build community and create in smaller breakout groups made of students from all grade levels.</p>	\$500.00	5624	Rental - Facility			Visual Arts Academy Magnet Program
304-30	<p>Supplies & Materials for the Student Community & Culture Building Event</p> <p>-These materials will allow our 200 VAAMP students to work together in a community building art project while they meet each other and welcome newcomers to the academy.</p> <p>-These materials will be used to create a collective art project that will be shared with the Oakland community, outside of the school walls.</p> <p>-These materials will be used to create objects for the Autumn Lights Festival in Oakland.</p> <p>-The materials purchased will include, Tissue Paper, Glue, Markers, Pencils, Transfer Paper, Wire and Paint.</p>	\$1,000	4310	Supplies & Materials			Visual Arts Academy Magnet Program
304-31	<p>Meeting Refreshments for the Team Retreat/Work Day:</p> <p>Meeting refreshments for up to one full-team offsite retreat/work day offsite to continue work on curriculum, project, and/or pathway development. This addresses the need for longer periods of planning time with the full pathway team that weekly team meetings cannot provide.</p>	\$500.00	4311	Meeting Refreshments			Project Lead The Way
304-32	<p>Teacher Salary Stipends: Extended Contracts for teachers who manage the Graduate Capstone project.</p> <p>-The management and implementation of the research paper and action project and/or prototype development requires additional after school work time for the teacher for provide feedback to students, reaching out to partners for support, event planning, managing the ordering of necessary supplies and materials, etc.</p>	\$1,500.00	1120	Teacher Salaries Stipends			Project Lead The Way
304-33	<p>Admission Fees for grade level events and activities to reinforce learning and practicing of pathway student learning outcomes and development.</p> <p>-Each grade level is in the process of developing annual meaningful events (for example: Ropes Course for 10th Graders) that connect to pathway theme and bring students together with teachers</p> <p>-Since Project Lead The Way has the highest percentage of students who did not choose this pathway as #1, these events are important to help students feel connected and excited.</p>	\$5,000.00	5829	Admission Fees			Project Lead The Way
304-34	<p>Transportation Costs for charter buses:</p> <p>-Charter buses for various Work Based Learning, and college events</p> <p>-Enables us to implement our WBL scope and sequence</p>	\$3,000.00	5826	Transportation Costs			Project Lead The Way

304-35	Transportation Costs: Purchase AC Transit and/or BART Passes -AC Transit/BART tickets for various Work Based Learning, and college events -Enables us to implement our WBL scope and sequence"	\$1,000.00	4310	Supplies & Materials			
304-36	Consultant Contract with The Oakland Ed Fund to facilitate and pay-out the Summer Internship Stipends: Summer internships for students through the Exploring College, Career, and Community Options program guide and prepare our students for success in college, career, and their communities. Exploring College, Career, and Community Options offers hands-on activities and is specifically designed to help all students, regardless of background, build the necessary skills and networks for a successful transition beyond high school.	\$3,000.00	5825	Consultant Contract			Project Lead The Way
304-37	Teacher Salaries Stipends: Extended Contracts to pay teachers for after school meetings to work on curriculum development, analyze attendance, behavior, and assessment data and discuss improvement strategies for students. Meet and plan with partners, volunteers, and teachers to provide quality Work Based Learning experiences for students. (Salary and Benefit Costs)	\$6,000.00	1120	Teacher Salaries Stipends			Project Lead The Way
304-38	Consultant Contract with Oakland Public Ed Fund to facilitate / pay the ECCCO Internships Stipends to the students who participate in the internship program during fiscal year 2021-22 (30 students at \$250 per student) Support students in summer internship programs and to pay for the teacher stipend to hold the weekly class and monitor students in the program. Through the program students are given the opportunity to work 30 hours per week in a professional environment and receiving training and mentorship. These funds pay for students to participate in the Exploring College, Career, and Community Options (ECCCO) internship program. Students in the program also receive weekly job skill development classes led by a certificated teacher. Student stipends are an embedded feature of the program. The projected expense is based on historic participation in the program over the past 5 years. We estimate 25-30 students will participate in summer 2022. The program is available to all Public Health Academy students. Not all choose to participate for a variety of reasons, including enrollment in college summer programs like the federally-supported TRIO programs (TRIO is not an acronym. It describes the original three federal programs that began with as part of the 1964 War on Poverty, and include Upward Bound, Talent Search, and Student Support Service (and now, 5 additional programs), work, family travel, etc. This will be our 5th year offering this opportunity. The program exists to enhance work-based learning opportunities and mentorship for all students. If in-person internships are not available, they will be done virtually, as they were (successfully) in the summer of 2020.	\$7,500.00	5825	Consultant Contract			Public Health Academy

304-39	<p>Facility Rental to host the day-long staff planning retreat to work on the initiatives described below. Every year, the PHA staff schedules a retreat day. We try to do this in an off-site facility with a conference room, where we can also have lunch together, so we don't have to leave to eat. This is where we work on broader initiatives like our grading policies, major changes to pathway activities, etc. We usually have a guest speaker – these have included an epidemiologist from Alameda County Department of Public Health and the East Bay Health Workforce Partnerships, as two examples. From these learning sessions, we are able to generate ideas for timely, innovative curriculum, as well as broaden our teacher/leader knowledge of public health. For the past few years, we have used Measure N money to fund this day – room rental, AV needs, and food, coffee, tea, etc. because this doesn't fit into our CPA criteria for funding. We consider this to be a critical team activity that differs greatly from hour-long meeting chunks on campus, which are spent on student issues and immediate planning, as opposed to long-term growth.</p>	\$500.00	5624	Rental - Facility			Public Health Academy
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School:	OAKLAND HIGH SCHOOL						School ID:	304	
School Description									
Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.									
Incoming freshman are welcomed into our “9th grade families” structure, where groups of students share the same core academic teachers and benefit from that supportive teacher team working closely with an assistant principal, counselor and case manager. In 10th grade, students join one of six career-themed pathways where that same supportive team structure continues and they have opportunities for work-based learning, internships and integrated curriculum. All students also have access to various AP, Honors and Community College Dual Enrollment courses offered on campus. Additionally, we have a unique Newcomer Program to support the needs of newly arrived students.									
Beginning in the 2016-17 school year, we will have an 8-period block schedule. Students will take a total of 8 classes but will only have four 90-minute classes each day. As a result, class sizes will be smaller, students will have the opportunity to take more courses and earn more credits and the longer periods will increase quality instructional time. At Oakland High, students can express their school spirit through participation in student government and leadership classes, 50 active clubs and service organizations, and 20+ interscholastic sports teams.									
School Mission and Vision									
The vision for each Oakland HS graduate is to be successful in college, career, and community. Our graduates are academic achievers, effective communicators, self directed citizens who make positive contributions to their community.									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	53.8%	46.2%	97.8%		25.6%	8.6%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	23.1%	0.2%	32.8%	36.1%	1.1%	0.6%	2.5%	2.1%	12.5%
Target Student Population	Which student population will you focus on in order to reduce disparities?					All African American students.			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	82.2%	85.1%	90.0%	Not Available	90.0%				
Four-Year Cohort Dropout Rate	9.7%	8.9%	6.0%	Not Available	6.0%				
A-G Completion	57.4%	42%	65.0%	Not Available	50.0%				
On Track to Graduate- 9th Grade	61.5%	63.6%	70.0%	59.1%	70.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	N/A	21.6%	20.0%	17.6%	25.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	86.8%	90.0%	Not Available	91.0%				
Percentage of students in Linked Learning pathways	88.7%	97.5%	99.0%	97.8%	99%				
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	89.0%	90.3%	80.0%	Not Available	92.0%				
Four-Year Cohort Dropout Rate	3.7%	0.0%	8.0%	Not Available	0.0%				
A-G Completion	26.2%	30.3%	40.0%	Not Available	40.0%				

On Track to Graduate - 9th Grade	40.8%	54.2%	50.0%	47.3%	60.0%		
Percentage of students who participated in at least 1 Work-Based Learning activity	57.9%	23.6%	65.0%	Not Available	50%		
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	63.20%	10% more than what it is currently	Not Available	69.0%		
Percentage of students in Linked Learning pathways	78.0%	94.8%	95.0%	95.8%	97.0%		

ROOT CAUSE ANALYSIS

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

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

2020-2021: YEAR ONE ANALYSIS

Strategic Actions

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

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

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

2021-2022: YEAR TWO ANALYSIS**Strategic Actions**

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions
	<ul style="list-style-type: none"> - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Hire additional teachers to support the 8 period day.	We were able to offer students with more opportunities to take classes that are A-G, dual enrollment, art, enrichment, and remedial. As students take these courses they are able to graduate on time college and career ready. Distance learning impacted our strategic actions by affecting our semester / quarter system structure. This broke the continuity of course offerings and may have affected student retention. Students and teachers were affected by the technology issues of poor internet connections, which many muscled through - but may have affected student learning. However, each teacher was able to offer and accommodate for these issues in ways that included extended time to complete work, paper packets, or alternate assessments or assignments.
Hire support staff (case managers, counselors, APs) to provide support to students, teachers, and parents.	Case managers, counselors, and APs were able to connect with families and teachers to coordinate support efforts and ways to reach out to families. This year they had to reach out mostly via phone or zoom and were not able to meet with students in person. Counselors were able to continue to do the work within classrooms, but students were not able to drop in to ask questions in the same way. Distance learning made checking in with some students more difficult because we were not on campus and in person. Efforts needed to be doubled to connect with students about attendance and supporting students with academics, technology, and mental health.

Each pathway is given an allocation based on the size of the pathway and if the pathway has any other funding sources.	Pathways continued with collaboration and support of students and continued with some PBL activities. Field trips were cancelled due to COVID. Pathways readjusted their spending to support the exploring college, career and community organization (ECCO) programs for the summer and other virtual ways to support students and teaching and learning. Some money was intentionally carried over.					
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:						
Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?					
Continue to provide the funds for support of the 8 period day	An 8 period day provides students with many more opportunities to take classes that are A-G, dual enrollment, art, enrichment, and remedial. The more of these classes that students take they are able to graduate on time college and career ready. The evidence we will look at will be graduation rate, A_G completion rate, number of students taking and passing DE classes, and GPA.					
Student Support: Continue to have support staff (case managers, counselors, APs) in each academy to provide support to students, teachers, and parents.	Case managers, counselors, and APs are an essential part of the pathway support system. Their efforts should reduce conflict and improve attendance, make sure teachers have the support they need, make sure students are taking and passing the proper courses. The evidence we will look for will be in the CHKS connected to feeling connected to a caring adult on campu and teachers indicating that they feel supported.					
Each pathway is given an allocation based on the size of the pathway and whether the pathway has any other funding sources.	Each pathway is allocated MN funds to support with the purchase of materials and supplies and for the cost associated with field trips above the normal school allocation. The evidence we will look for are high quality PBL units and related field trips.					
Rigorous Academics: Pathways will be addressing equitable based grading	Pathways will be revising their grading practices and begin the move to support our students for a more equitable based grading system. We will look at graduation rates, successful A-G completion rates, number of students who pass the senior project on the first pass, PBL unit rubrics.					
Budget Analysis of 2020-2021 Measure N Budget						
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?						
Distance learning affected our ability to have field tips and in person events. All of these had to be cancelled. We were able to reallocate some of that money to the summer Exploring College, Career and the Community Options internship program to support our scholars in having more work based learning experiences.						
The most effective use of our resources was the money used to support the 8 period day and the money used to hire the support staff. While in COVID the support staff doubled their efforts to reach out to students who were struggling to attend and provide services to help with technology or mental health or simply to remind them of the schedule. The ability for this support staff to meet with the teachers in the pathway to discuss next steps or action items to support students and teachers was imperative to support our school during this time.						
Budget Expenditures						
2021-2022 Budget: Enabling Conditions Whole School						
Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire 4 Case Managers,1 per pathway, at 1.0 FTE each (total FTE 4.0). At Oakland High School each pathway is assigned a case manager to support students with navigating academic and emotional support systems. (Salary & Benefit Costs)	\$396,640.00	2405	Clerical Salaries	Case Manager	4.0 FTE	Whole School
Hire an additional 1.30 FTE of Assistant Principal Salaries to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per Pathway. This is an integral part of each pathway teacher supervision, Measure N plan monitoring, and student support system. (Salary & Benefit Costs)	\$165,231.00	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.30 FTE	Whole School

Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all 6 pathways. Her responsibilities include partnering with pathway directors to implement their Measure N and CPA plans, by creating agendas, facilitating meetings, providing Professional Development, connecting staff to external opportunities, supporting all Measure N and CPA documentation. (Salary & Benefit Costs)	\$80,464.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
Hire a Work Based Learning Liaison, at 1.0 FTE. The Work Based Learning Liaison is responsible with connecting all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships. (Salary & Benefit Costs)	\$98,482.00	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
Hire an Administrative Assistant 1 Bilingual, at 1.0 FTE. The Admin will make sure we are compliant with the vast amount of Measure N paperwork and compliance measures. (Salary & Benefit Costs)	\$82,290.00	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	1.0 FTE	Whole School
Hire an additional 1.80 FTE of Counselors salaries to bring our total allocation up to 5 Counselors to be able to provide 1 Counselor per Pathway/family. This is to support our pod structure (group of people together) that aligns a counselor with each pathway and family. (Salary & Benefit Costs)	\$166,968.00	1205	Pupil Support Salaries / Counselor	Counselor	1.80 FTE	Whole School
Hire 1.20 FTE of Teacher on Special Assignment salaries, at .20 FTE per teachers, for a total of 6 teachers, to provide services as the Pathway Academy Director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway. (Salary & Benefit Costs)	\$65,640.00	1119	Teacher on Special Assignment School	TSA Class 11	1.20 FTE	Whole School
Hire a Teacher, at 1.0 FTE (for E. Dinwiddie) to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives. (Salary & Benefit Costs)	\$82,429.00	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	RISE
Hire a Teacher, at .70 FTE (for M. Fields) to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives. (Salary & Benefit Costs)	\$55,209.00	1105	Teacher Salaries	TCHRSTRENGIM	.70 FTE	Environmental Science Academy
Hire a Teacher, at .50 FTE (for Iyer) to Support the 8-Period Day. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a students schedule to take all of their pathway courses and still have room in their schedule for electives. (Salary & Benefit Costs)	\$44,839.00	1105	Teacher Salaries	TCHRSTRENGIM	.66 FTE	Law & Social Justice

Hire a STIP Sub, at 1.0 FTE to cover the pathway director on a regular basis in order for our pathway directors to consistently observe pathway teachers, collaborate with pathway teachers to plan integrated curriculum and discuss students. (Salary & Benefit Costs)	\$61,060.00	1105	Teacher Salaries	Teacher STIP	1.0 FTE	Whole School
Teacher Salaries Stipends: Extended Contracts for the pathway senior seminar where teachers in all of the pathways will meet throughout the year to develop a new senior capstone experience. Also to attend additional meetings throughout the year so they can meet collaboratively to calibrate, score, and facilitate group scoring sessions. (Salary & Benefit Costs)	\$4,048.00	1120	Teacher Salaries Stipends			Whole School
Allocation to Visual Arts Academy Magnet Program (VAAMP) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Visual Arts Academy Magnet Program
Allocation to Environmental Science Academy (ESA) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Environmental Science Academy
Allocation to Public Health Academy (PHA) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Public Health Academy
Allocation to Project Lead The Way (PLTW) for Pathway Development to develop the 4 pillars within the pathway. (\$20,000.00)		4399	Surplus			Project Lead The Way
Allocation to Law & Social Justice (LSJ) for Pathway Development to develop the 4 pillars within the pathway. (\$8,000.00)		4399	Surplus			Law & Social Justice
Allocation to Rigor, Inclusion, Social-Emotional Support, English Language Development (RISE) for Pathway Development to develop the 4 pillars within the pathway. (\$20,000.00)		4399	Surplus			RISE

ENVIRONMENTAL SCIENCE ACADEMY

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

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

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

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

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

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
Content area collaboration to develop units or projects that are vertically aligned across grade levels in each content area	<ul style="list-style-type: none"> -ESA will continue with interdisciplinary and PBL unit building. -In addition, content area teachers across grade levels (e.g. English, 2, English 3, and English 4 teachers) will create one project which directly links to a project in either the preceding or subsequent year or both.
Revise culture building strategies for 10th and 11th grades for the first month of school	<ul style="list-style-type: none"> -Increased retention of students -More student engagement and participation
Research and develop possible systems for student interventions, including identifying more mentors for at-risk students through Youth vs Apocalypse and other partners	<ul style="list-style-type: none"> -Team meeting agendas that show regular use of new system -Increased GPAs and on-track status for students who are included in the intervention system
Develop our "activism" curriculum across disciplines	<ul style="list-style-type: none"> -Each pathway teacher will devote a minimum of one unit per year to the topic of activism as it pertains to their content area.

Develop our WBL curriculum across disciplines	-Each pathway teacher will devote a minimum of 3 lessons to integrating WBL (ie soft skills) into their content area instruction.					
Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Transportation Costs and Admission Fees for college study tours. -This expenditure is aligned with our goal to a) improve student access to 2 and 4 year colleges and b) improve student success when in college. - The need that this addresses is our desire to improve college readiness.	\$2,500.00	5826 / 5829	Enter object code at left.			ESA
Transportation Costs and Admission Fees for WBL study tours. -This expenditure is aligned with our efforts to build WBL curriculum and embed it in our PBL units of study. -The need that this addresses is that we are still figuring out and helping our students figure out both direct and indirect connections between ESA and industry.	\$2,500.00	5826 / 5829	Enter object code at left.			ESA
Facility Rental for summer retreat for teacher team to work on curriculum development, plan interventions and support for students of concern -This expenditure is aligned with our desire to have a sustainable, shared-leadership, equitable, and collaborative teacher team which works efficiently to build curriculum and pathway structures and strategies to improve student outcomes. -The need that this addresses is allowing us time to work together in a deep and sustained way with minimal distractions.	\$3,100.00	5624	Enter object code at left.			ESA
Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Enter object code at left.			ESA
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?			What will you do different next year to continue to improve?		

Student Supports: Develop at least one formal system and format for 10th grade student interventions and student/teacher meetings to see an increase in student retention and 10th grade GPAs	We were unable to develop a formal system or format this year due to distance learning. Instead, we have been all hands on deck trying to consistently connect with and support as many students as possible in as many ways as possible. We have implemented a no-d policy for quarters 3 and 4 and we have continued to meet in grade level groups to discuss at-risk students and attempt culture building zoom assemblies. However, the pandemic has scuttled plans for organizing the system and format because our efforts have been more focused on solving covid-19 related issues.	Next year, we hope to take what we learned about our community during distance learning (which is not insubstantial) and what we learned about how to use technology to connect with families and students, to inform our work on interventions. We also will very much need to focus on identifying the skills students did not learn due to loss of educational minutes and do our best to augment our instruction. On top of this, we are deeply committed to providing as many community building opportunities in the fall as possible as the rising 10th graders lost out on so much socialization during the 2020/2021 school year.
Rigorous Academics and CTE: Redesign APES curriculum to have more of an environmental activism foundation in order to increase student buy-in and achieve pathway student outcomes of increasing student empowerment.	Created a curriculum design team consisting of pathway teachers, district liaisons, and Merritt College professors to articulate a new capstone class to be offered in 2021/2022. The team is developing the syllabi and course materials and working through the articulation process to enable the approval and implementation of the course.	Next year, we will offer a new capstone class entitled Environmental Racism and Justice. This new CTE class will fit better with our current science course of sequence, work in conjunction with our senior project and our implementation of activism based project. Since next year will be the first year of implementation, we will no doubt be doing significant adjustments to the curriculum as we go.
WBL: Increase integration of WBL experiences into curriculum (across content areas) and design a project at each grade level that focuses on building students' soft skills in the context of WBL and Environmental Activism	Our work on this was largely stalled due to covid-19/distance learning issues. The loss of class time, the inability to go on study tours, and a general focus on mastering essential skills and SEL resulted in lessening the focus on this. However, teachers still taught units on Environmental Activism and all 11th graders participated in mock job interviews and attended job fairs.	One of the benefits of distance learning has been the ways in which virtual internships have expanded. We are very hoping to leverage virtual internship opportunities which continue into next year as a way to expand opportunities for students who have limited transportation. In general, we are also hoping to double down on hands-on, in-person, "real world" experiences for our students given that they will have spent 16 months in relative isolation. So, we are very much looking to increase the amount of wbl study tours we take, guest speakers we have, and connect it even more explicitly with our units of study.
Pathway Strategic Actions		
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Rigorous Academics: Content area collaboration to develop Project Based Learning units that are vertically aligned across grade levels in each content area	Covid-19 and the impact of distance learning scuttled our plans. Basically, we have focused all of our energies on adapting on curriculum for virtual classroom and the resulting combination of synchronous and asynchronous assignments. We have spent additional time on doing as much outreach as possible to make sure that we are in contact with all of our students and their families. Whereas we have tried to be proactive in the past, this year has been almost completely reactive. To be completely honest, we did not achieve the 2020/2021 strategic actions because we did not have the capacity. While we met as a pathway and continued to work intensely to improve, it was 100% focused on what do we do to help our students in this moment right now and while we continued to focus on activism in our classes and worked closely with the Linked Learning office to help students write resumes, perform zoom interviews, and attend virtual job fairs, our attempts to really implements deep, hands-on, project based wbl and activism curriculum were muted by distance learning.	
Student Supports: Revise culture building strategies for 10th and 11th grades for the first month of school		
Student Supports: Research and develop possible systems for student interventions, including identifying more mentors for at-risk students through Youth vs Apocalypse and other partners		
Rigorous Academics: Develop our "activism" curriculum across disciplines		

Work Based Learning: Develop our Work Based Learning curriculum across disciplines	
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions <i>What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</i>	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Student Support and Equity: Implement a no-d grading policy.	We hope this policy will result in a) more students achieving A, B, and C grades, b) more students earning a 2.0 and higher GO c) more students being A-G compliant and CSU/UC eligible d) more students feeling motivated to push harder academically, e) more teachers to reflect on their grading policies and grading equity / efficacy. This policy is also aimed at helping at-risk students.
Rigorous Academics: Implement a mastery-based instruction pedagogy	In conjunction with the above, the mastery-based instruction pedagogy is aimed at helping us focus our teaching on the attainment of foundational skills rather than rewarding compliance and punishing inconsistent work habits on small assignments. In general, our approach emphasizes mastery-based instruction rather than mastery-based grading in that we recognize that a purely mastery-based grading system has the potential to negatively impact students who enter the class with below-grade level academic skills. We are hoping that adopting master-based instruction will improve teaching and learning in general and will be especially powerful in helping our most at-risk students.
Student Support & Rigorous Academics: Implement more outdoor education in the outdoor garden and classroom that we built during the 2020/2021 school year.	This space connects to our foundational goals of a) getting students outdoors, b) implementing hands-on learning. We recognize that one's learning environment is physical (as well as emotional and cultural). This space will vastly improve our instruction on urban agriculture and will also be a serene space on a facility of blacktop and windowless classrooms. As such, we think this space will not only enriched the learning of high-achieving students but be a wonderful asset to students who thrive with tactile learning and who might struggle with text-based classrooms. The garden is the text.
Rigorous Academics & CTE: Implement our new articulated Capstone class	We have made significant strides in creating a new capstone class for our 12th graders which is much more aligned with the values of our community while still being skill-based and science focused. The main problem with AP Environmental Science is that it is mostly a class based on memorizing knowledge rather than obtaining skills. In addition, it doesn't actually help students significantly when applying to college or even as science majors in college. This course, with its connection to Merritt College, is much more aligned with the skills and content in the Environmental Sciences fields. It is also much more relevant to the lives of our students and is a perfect culmination to our emphasis on environmental action in an urban context. We are hoping this greatly improves the quality and depth of our senior projects and empowers our students to be environmental stewards as they leave our pathway.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

The vast majority of ESA expenditures center around study tours, all of which were cancelled this year. We also cancelled our retreat. As a consequence, we are aiming more money towards the funding of internships for students. We are hoping to use future Measure N allocations to continue providing study tours to improve college-readiness and teacher retreats to improve the vertical alignment of curriculum and implementation of new policies like Mastery-Based Instruction and the No-D Policy.

It is just very difficult to answer this question given the realities of this year. Using teacher salary stipends for extra meetings for collaboration was effective and useful, and using funds to provide internships for students through ECCCO (Exploring College, Career, and Community Options) has also been high leverage.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i>						
- What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

Consultant Contract with The Oakland Ed Fund to facilitate / pay the stipends for the Summer Internship Program at \$500 per student stipend for a total of 9 students. The students will participate in summer internship programs. The need that this addresses is to help more of our students gain authentic work experience, financial literacy, and elective credits towards graduation.	\$4,500.00	5825	Consultant Contract			Environmental Science Academy
Facility Rental to host the Summer Teacher-Team Retreat where teachers will work on curriculum development, plan interventions and support for students of concern, and reflect on general areas for growth. -This expenditure is aligned with our desire to have a sustainable, shared-leadership, equitable, and collaborative teacher-team which works efficiently to build curriculum and pathway structures and strategies to improve student outcomes. -The need that this addresses is allowing us time to work together in a deep and sustained way with minimal distractions. - This is not a direct service to students, but the work we complete here will directly impact the quality and rigor of our instruction and strengthen our pathway.	\$3,500.00	5624	Rentals - Facility			Environmental Science Academy

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

Pathway Student Outcomes (page 2 of rubric)	-All WBL, field trip, and guest speaker opportunities are open to all students. -Student exhibitions are held at each grade level with authentic audiences for students to showcase their work to and get feedback from industry professionals. -We have a dedicated special ed case carrier who supports those students in our pathway and pushes into some pathway classes.	*TBD until pathway student achievement data is available (there are some issues with the dashboards and tracking student data as this pathway became a CPA and coding changed in Aeries)	Analyze student data to determine if any particular subgroup is underperforming compared to others (once data is available)
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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?
Project Based Learning: Integrated project implemented at each grade level (between at least 2 classes)	-Project plans and student exhibition work
Student Academic Success: Plan and implement end of year student exhibition and family event	-Secured location -Agenda and sign-in sheets to show attendance
Work-Based Learning: Increase authentic student work-based learning opportunities through job shadows, mentorships, field trips and internships	-Agendas, field trip plans, planning templates -Increase in sustained partnerships with host organizations -Increase in student participation in events; students are able to articulate connections between event participation and class

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
All pathway teachers take part in summer PBL Institute	-Attendance and project plans
Pathway PD will focus on PBL strategies and sharing of best practices	-Agendas, project plans, student work -Schedule/timeline of when worktime will happen and what the sequence of topics will be -Teachers demonstration understanding of elements from the OUSD PBL Framework, as they show up in project plans
Dedicated teacher work time to plan integrated projects	-Agendas and project plans
Work with Advisory Board to plan and implement field trips that engage student interest and immerse them in authentic experiences	-Agendas, field trip plans, planning templates

Pathway Budget Expenditures**2020-2021 Pathway Budget**

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study	\$400.00	1120	Enter object code at left.			Law, Social Justice

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

2021-2022: YEAR TWO ANALYSIS**Pathway Strategic Goals**

<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Project Based Learning: Integrated project implemented at each grade level (between at least 2 classes)	We have created very strong, real-world projects at each grade level with the CTE courses with the support of our district coach and pathway teachers. Each grade-level project has brought in community partners to serve as consultants, guest speakers, and an authentic audience which has greatly raised the bar for our students investment in their work and learning. We know that we have been successful based on the feedback of these community partners and from high student engagement.	Our PBL units are still largely confined to the CTE courses, and are only truly cross-curricular in the 12th grade. We have a new English teacher in our pathway for 10th and 11th grade and we look forward to planning cross-curricular projects with her.
Student Academic Success: Plan and implement end of year student exhibition and family event	We were not able to have an end of year exhibition due to the pandemic. However, we were able to exhibit student learning through our PBL projects to authentic audiences (as described above), and families were invited but many were unable to attend because of falling during the school day.	As long as Covid restrictions allow, we plan on holding a true exhibition and end of year event for the 2021-22 school year.
Work-Based Learning: Increase authentic student work-based learning opportunities through job shadows, mentorships, field trips and internships	Before shelter in place began, we were able to take work-based learning field trips - 10th graders visited the Alameda County Superior Courthouse, 11th graders did their site visit as part of the Y-PLAN / UC Berkeley project. During the summer of 2020 many students had virtual internships with many of our community partners.	We want to improve our knowledge of and relationship with local community colleges to share with students about certificate programs that align with our career pathway. We also want to build out a mentorship program with the support of our advisory board.

Pathway Strategic Actions

<i>2020-2021 Strategic Actions</i>	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
All pathway teachers take part in summer PBL Institute	The summer PBL Institute was most effective in helping us meet our goals, as the majority of our teachers took part and were able to plan projects and curriculum to start the school year. We were only able to meet with our advisory board in person once before shelter in place, but we did have a virtual meeting in the fall which was very important and helpful in maintaining relationships and continuing to foster new ideas. Overall, our advisory board experience has been effective.
Pathway PD will focus on PBL strategies and sharing of best practices	
Dedicated teacher work time to plan integrated projects	

Work with Advisory Board to plan and implement field trips that engage student interest and immerse them in authentic experiences	maintaining relationships and continuing to foster new ideas. Overall, our advisory board experience has been effective, but will be even more so when we return to in-person learning. We have not been as effective in sharing PBL strategies during our PD time or planning integrated projects this year, as we have spent most of our time discussing the adaptation to virtual learning. While this has been effective in many ways in supporting as a community of learners, it has taken away from our focus on PBL.					
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:						
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	-	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?				
Continue to have all pathway teachers take part in district led PBL professional development and/or PD opportunities that relate to PBL		-Attendance and project plans				
Pathway PD will focus on PBL strategies and sharing of best practices		-Agendas, project plans, student work -Schedule/timeline of when worktime will happen and what the sequence of topics will be -Teachers demonstration understanding of elements from the OUSD PBL Framework, as they show up in project plans				
Dedicated teacher work time to plan integrated projects		- Agendas and project plans - Considering of virtual options to make space for additional guest speakers and/or presentations				
Work with Advisory Board to plan and implement field trips that engage student interest and immerse them in authentic experiences		- Agendas, field trip plans, planning templates - Have both in-person and virtual options				
Pathway Budget Analysis of 2020-2021 Measure N Budget						
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?						
We were not able to go on any field trips for which we set aside a large portion of our budget.						
During the ongoing uncertainties of this school year, utilizing teacher salary stipends for extra meetings for collaboration was effective and useful. For 2021-22, we hope to use our resources to support student learning through ECCCO (Exploring College, Career, and Community Options) internships.						
Pathway Budget Expenditures						
2021-2022 Pathway Budget						
Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Consultant Contract with Oakland Public Ed Fund to facilitate and pay the ECCCO (Exploring College, Career, and Community Options) Internships (12 students / internships x \$500 each). - To support 12 students in summer internships that enhance work-based learning opportunities and mentorship -This expenditure aligns with our goal to increase the amount of students in internships and improve our overall approach to college and career readiness. -This expenditure will improve student engagement by providing hands on and authentic work based learning experiences during their time in a pathway.	\$6,000.00	5825	Consultant Contract			Law & Social Justice

Teacher Salaries Stipends: Extended Contracts for project/curriculum planning. - To allow teachers after-school and weekend planning time to develop CTE related curriculum and integrated projects at each grade level.	\$2,000.00	1120	Teacher Salaries Stipends			Law & Social Justice
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PUBLIC HEALTH ACADEMY

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

<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>Our pathway data shows that we are higher than school and district percentages for A-G completion and graduation rate,. Correspondingly our drop-out rate is less than half of the school or district rates.. We have seen a small increase in GPAs in the 10th and 11th grade, due to our pilot project "No D" policy, which slightly expanded the range for a C grade, but doesn't include Ds. This has had an interesting effect of raising GPAs in the A and B range as well.</p>	<p>We need to analyze available data to determine which classes are most problematic for students at each grade level, and possibly design interventions for non-pathway required classes.</p>	<p>Develop an elegant, simple, sustainable way to track student participation in WBL.</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>100% of PHA students who are not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.</p>	<p>-We will use teacher feedback and grade and transcript data to identify individual students for intervention. -We are lucky to have a returning administration team with a dedicated vice-principal, counselor, and case manager to support us in our efforts.</p>
<p>90% students complete CTE Capstone with C or better</p>	<p>-There is a continuing upward trend in this area, in part due to the increased number of students applying to four-year colleges each year, which brings increased student awareness of the need to maintain grades in ALL areas, not just A-G and district-required. -As we see an increased number of EL students moving out the RISE program and into our pathway in the senior year, we realize that this goal necessitates not just standard classroom support, but also meeting the challenges faced by mainstreaming EL students.</p>
<p>Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate</p>	<p>-We have had good luck with a few of the DE classes that have been offered on campus, with a few students not just taking classes, but finishing their EMT certification. However, there are still some classes that the pathway has identified (American Sign Language, medical interpretation, behavioral health classes) that we continue to find ways to offer to our students.</p>

Pathway Strategic Actions

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

Pathway Budget Expenditures

2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Transportation Costs (charter buses, BART and/or AC Transit tickets) for college exploration visits, specific to public health and biological science, and WBL and student-skill building events.	\$3,000.00	5826 / 4310	Enter object code at left.			Public Health
Meeting Refreshments for the Fall welcome event for students and staff, including work or college-based speakers. This is a way of expanding our traditional fall welcome event, and aligning it with our pathway theme. There will be an after school assembly followed by a reception, on campus. Expenses include refreshments for guests and participants.	\$1,000.00	4311	Enter object code at left.			Public Health
Facility Rental for the Staff planning and work retreat time, off-site. One day-long retreat and a possible half-day retreat at the beginning of the year to revise and strengthen our pathways response to the district's mandated senior project. This is for facility and/or space rental.	\$3,000.00	5624	Enter object code at left.			Public Health
Supplies and Materials for training students in critical work-readiness essential skills, including backward planning and project management.	\$750.00	4310	Enter object code at left.			Public Health
Facility Rental for meeting space for 12th grade school day retreat in fall to build critical work and college readiness skills that they will practice in their senior year.	\$750.00	5624	Enter object code at left.			Public Health
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?		What will you do different next year to continue to improve?			
100% of PHA students who are not on track to graduate -- at ALL grade levels -- will receive counseling and be placed in classes to make up credits and/or A-G requirements.	There was no student who did not receive counseling, and/or the opportunity to make up credits and/or A-G requirements.		We will continue our best practices. Having an administrative pod dedicated to the pathway has been tremendously beneficial for students and teachers alike.			
90% students complete CTE Capstone with C or better	In the fall semester of this year, 99% of seniors completed their CTE class with a grade of C or better. This was a very positive outcome of the pathway's "No D" grading policy, as students were very conscious of the bar being set a little higher for them, and a lot of effort to clarify and support this initiative across the pathway. However, in the spring of this year, due to SIP and a very rocky entry into distance learning (students not adequately equipped with technology, functional wifi, etc.), some students simply disappeared from what they viewed as a non-essential class, and instead went to work. So, in the spring, the number moved dramatically, to only 80% passing with a C or better. The non-passing students were mostly absent from the class and non-responsive to attempted intervention. This school year, although still being taught through distance learning, students have been better equipped and have clearer expectations, so it likely the numbers will be closer to goal.		Continue to building positive equitable grading practices, based in mastery.			

Support the schoolwide approach and plan for dual enrollment courses by advocating for pathway-aligned courses and encouraging students to participate	We have continued to participate in this program as part of the school-wide, multi-pathway initiative.	We will look for appropriate certification opportunities for our students at the community college level that can be completed through dual or concurrent enrollment.
Pathway Strategic Actions		
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
The pathway will continue to work on developing a grade-level demonstration of learning project.	The demonstration of learning project discussion was tabled after the beginning of distance learning, and we began to focus more on supporting our graduating seniors. There are still aspects of senior project on which we're working. For example, we developed individual team member responsibilities and project mentorship for our students. However, we need to continue working on developing systems that support projects that are more data driven and scientific. Ideally, students will receive support in generating their own data in support of their projects.	
We will work more closely with colleges and universities to develop college visits that are less generic and more specific to public health, medicine, and biological sciences.		
As a team, we will work to support our pathway teachers (and students) in developing senior project ideas that are more personalized, data driven, participatory, and scientific than the district guidelines. This includes developing individual team member responsibilities, and better guidance for students in developing areas of inquiry, and execution of research tools.		
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:		
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	-	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
We will work more closely with colleges and universities to develop college visits that are less generic and more specific to public health, medicine, and biological sciences. If we are not able to tour with students in the coming year, we will arrange guest speakers and virtual tours.		We will know we are successful when 90% of our students at each grade level experience a college representative as a guest speaker, or are able to participate in a virtual tour.
We will develop equitable grading practices, based in mastery, as a continuation of our grading initiative in the 2019-20 year that resulted in our pathway's "No D" policy. This has been quite successful for PHA, and this year's work will build on that.		We will know we are successful when 85% of our students at each grade level pass their pathway classes with a grade of C or better, and the distribution of demographics in the failing percentage mirrors the demographics of Oakland High School.
We will support our students in virtual and in-person internships, as appropriate, through their participation in the ECCCO (Exploring College Career and Community Options) program		We will know we are successful when two things happen: (1) Every pathway student has the opportunity to experience an internship, informational interview, or job shadow and, (2) at least 40% percentage of our students have an internship through the ECCCO (Exploring College Career and Community Options) program before their senior year.
Pathway Budget Analysis of 2020-2021 Measure N Budget		
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?		
We did not travel or use buses, or make college visits after the beginning of distance learning.		
Staff retreat time – extended off-campus, in-person meetings – continues to be one of the best methods of working on positive progressive change in our pathway. There just isn't time to address the broader issues during the regular school week.		
Pathway Budget Expenditures		
2021-2022 Pathway Budget		

Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Consultant Contract with Oakland Public Ed Fund to facilitate / pay the ECCCO Internships Stipends to the students who participate in the internship program during fiscal year 2021-22 (30 students at \$250 per student) Support students in summer internship programs and to pay for the teacher stipend to hold the weekly class and monitor students in the program. Through the program students are given the opportunity to work 30 hours per week in a professional environment and receiving training and mentorship. These funds pay for students to participate in the Exploring College, Career, and Community Options (ECCCO) internship program. Students in the program also receive weekly job skill development classes led by a certificated teacher. Student stipends are an embedded feature of the program. The projected expense is based on historic participation in the program over the past 5 years. We estimate 25-30 students will participate in summer 2022. The program is available to all Public Health Academy students. Not all choose to participate for a variety of reasons, including enrollment in college summer programs like the federally-supported TRIO programs (TRIO is not an acronym. It describes the original three federal programs that began with as part of the 1964 War on Poverty, and include Upward Bound, Talent Search, and Student Support Service (and now, 5 additional programs), work, family travel, etc. This will be our 5th year offering this opportunity. The program exists to enhance work-based learning opportunities and mentorship for all students. If in-person internships are not available, they will be done virtually, as they were (successfully) in the summer of 2020.	\$7,500.00	5825	Consultant Contract			Public Health Academy
Facility Rental to host the day-long staff planning retreat to work on the initiatives described below. Every year, the PHA staff schedules a retreat day. We try to do this in an off-site facility with a conference room, where we can also have lunch together, so we don't have to leave to eat. This is where we work on broader initiatives like our grading policies, major changes to pathway activities, etc. We usually have a guest speaker – these have included an epidemiologist from Alameda County Department of Public Health and the East Bay Health Workforce Partnerships, as two examples. From these learning sessions, we are able to generate ideas for timely, innovative curriculum, as well as broaden our teacher/leader knowledge of public health. For the past few years, we have used Measure N money to fund this day – room rental, AV needs, and food, coffee, tea, etc. because this doesn't fit into our CPA criteria for funding. We consider this to be a critical team activity that differs greatly from hour-long meeting chunks on campus, which are spent on student issues and immediate planning, as opposed to long-term growth.	\$500.00	5624	Rental - Facility			Public Health Academy

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

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

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

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

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
WBL: Revisit grade level essential questions and themes in order to make sure the team members are aware of what they are and ensure alignment to the new IED curriculum.	Teachers use this information to plan projects, events, trips, etc.

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

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification:

One to two sentences that provides the following information:

- What the specific expenditure, vendor, or service is?
- How the specific expenditure, vendor, or service provided is aligned to pathway development?
- What need this specific expenditure or service addresses?

Team and Grade Level Retreats

Facility rental, plus food and materials cost for up to 2 full-team offsite retreat/work days and grade-level offsite work days to continue work on curriculum, project, and/or pathway development. This addresses the need for longer periods of planning time with the full pathway team that weekly team meetings cannot provide. Materials will include necessary supplies for team members to do engineering design challenges and/or create models of products that they will expect students to do in integrated or thematic curriculum.

Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school

-The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways.
-We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.

Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study

Teacher Salary Stipends: Extended Contracts to Pay...

-Stipend for teacher who manages the Graduate Capstone project
-The management and implementation of the research paper and action project and/or prototype development requires additional after school work time for this teacher for providing feedback to students, reaching out to partners for support, event planning, managing the ordering of necessary supplies and materials, etc.

Budget Justification:	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p>One to two sentences that provides the following information:</p> <ul style="list-style-type: none"> - 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? 						
<p>Team and Grade Level Retreats Facility rental, plus food and materials cost for up to 2 full-team offsite retreat/work days and grade-level offsite work days to continue work on curriculum, project, and/or pathway development. This addresses the need for longer periods of planning time with the full pathway team that weekly team meetings cannot provide. Materials will include necessary supplies for team members to do engineering design challenges and/or create models of products that they will expect students to do in integrated or thematic curriculum.</p>	\$1,500.00	5624 / 4311 / 4310	Enter object code at left.			PLTW
<p>Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school -The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways. -We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.</p>	\$1,900.00	1120	Enter object code at left.			PLTW
<p>Teacher Salary Stipends: Extended Contracts to pay for after-hours event participation -As a wall-to-wall pathway school, each pathway must participate in events on and off campus share information with ninth graders about our pathways -There are events that are part of the 9th grade pathway learning process that happen after hours and teachers need to participate in those as well to inform students the pathways and their programs of study</p>	\$400.00	1120	Enter object code at left.			PLTW
<p>Teacher Salary Stipends: Extended Contracts to Pay... -Stipend for teacher who manages the Graduate Capstone project -The management and implementation of the research paper and action project and/or prototype development requires additional after school work time for this teacher for providing feedback to students, reaching out to partners for support, event planning, managing the ordering of necessary supplies and materials, etc.</p>	\$1,500.00	1120	Enter object code at left.			PLTW

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

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
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WBL: Develop strategic and consistent relationships with specific industry partners who have ongoing interactions with students and teachers at each grade level throughout the year.	Even during the COVID shutdown, each grade-level team incorporated at least one work-based learning project into their curriculum. For example, juniors worked in partnership with Penumbra Inc to 3D print medical technology devices, and our seniors are completing a Y-Plan project with faculty at UC Berkeley, NAC Architecture, and OUSD. Before the shut-down, students also attended a variety of field trips to further our work-based learning goals. Juniors, for example, took a field trip to Google and presented a project to engineers; seniors went to the College of Alameda to discuss aerospace engineering; students participated in "Engineering Day" at Laney, during which they crafted a candy factory, learned about metal fabrication, and spoke with engineers; and students visited the US Hornet.	Next year, we plan to recruit new industry partners to work with our CTE teachers and strengthen our relationships with existing industry partners, so that they might serve on advisory boards for each grade level. We also plan to repeat last year's field trips, when safe.
WBL: Identify hallmark experiences (WBL and community building) for each grade level and commit to implementing consistently for several years.	Prior to shut down, students went to a ropes course, the California Academy of Sciences, and the Exploratorium. We have continued to prioritize community building during distance learning. For example, we held a virtual welcome and team-building event for all 10th graders, during which they participated in a design challenge. We are also currently hosting a whole-pathway Spirit Cup for students to come together and play games with classmates and teachers.	To account for lost learning time and fewer community building opportunities in distance learning, we will plan intentional community building trips. We will prioritize incoming 10th graders and 11th graders who haven't met their teachers or classmates in person.
Rigorous Academics & CTE: Increase shared understanding of curriculum and course content/themes across all teachers in order to develop projects and thematic curriculum.	We deliberately set aside time during our bi-weekly meeting so that teachers could align curriculum across grade levels. We continued to engage in this grade-level alignment during distance learning.	We plan to set aside additional planning time so that teachers can share best practices for hybrid learning. We will also set aside additional time in order to support teachers with SSP-based learning and professional development.
Student Supports: Create a pathway-wide system of tiered interventions for students that focuses on being proactive rather than reactive.	We developed student trackers using Google sheets to systemize student supports. We also planned regular meetings with grade-level teacher teams and our admin pods in order to discuss interventions and reach out to students. We have continued to host SST meetings, and admin has performed a handful of home visits.	We will continue to use our custom trackers as well as OUSD Dashboards to inform and track our support strategies. Furthermore, we plan to increase both the number and frequency of home visits, implement our "Finish on Top" attendance plan as part of a multi-tiered system of supports, and provide restorative justice training to both teachers and students.
Pathway Strategic Actions		
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
WBL: Revisit grade level essential questions and themes in order to make sure the team members are aware of what they are and ensure alignment to the new IED curriculum.	COVID 19 and distance learning impacted most of our strategic actions. Much of our meeting time was spent reacting to our circumstances, sharing best-practices for online learning, and coordinating around student supports and outreach for students struggling with the impact of the pandemic and/or access to technology. We have managed to forge ahead with our pathway rebranding efforts, creating a new pathway name "IDEA," developing a new logo (to be finalized next week), and planning for strategic actions that will make our Engineering pathway more appealing and inclusive, particularly for our young women students. We have not been able to revisit our grade level essential questions nor have we finished the pathway syllabus started last year, but several WBL projects have occurred this year in distance learning, including a Y-Plan/UC Berkeley project around designing for safe and equitable schools and working with medical technology.	
Rigorous Academics & CTE: Ensure all team members understand the what and the why of Linked Learning through a sharing of materials, resources, and information. Assess and develop students' soft skills by learning from other pathways at our school.		

Student Supports: Find and participate in PD related to focus for improving student support system of intervention. Finish the "pathway syllabus" work of developing shared practices.	Plan/UC Berkeley project around designing for safe and equitable schools and working with medical technology company, Penumbra Inc to print out med tech devices for a variety of case studies.
Update pathway branding and image through student and teacher focus group	
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Sharing, documenting, and transitioning best practices from distance learning into hybrid-in person learning.	Due to distance learning, best practices for teachers in our pathway had to go under massive adjustment to meet distance learning needs. Observing these best practices often meant sharing tips/techniques and student work separate from seeing it in action. This brought a lot of attention to revising this sharing practice to elevate student needs as well as teacher sustainability as we look to transition back to in person as students and teachers will need to be in sync with learning practicings as we adjust back to in person learning. Our action will be to document these best practices from distance learning and evaluate them for their viability and effectiveness for students as they transition back into in person learning.
Expanding our College/Career Readiness Initiatives and Continuing building out WBL relationships	Transitioning back to in person will hopefully allow us to revisit guest speakers from our industry sector in our respective CTE classes as well as bring career professionals in our non-cte classes in a more comprehensive and meaningful way than was possible in distance learning. Also the transition back to in person will allow for counselors and the future center to have a more effective outreach students in their post secondary plans not marred by technological/health barriers such a lack of connection and lack of in person follow ups on important time sensitive documents i.e. financial aid. Transitioning back to in person learning will also allow CTE teachers to reactivate programs/curriculums/field trips with WBL partners from before school closures i.e. autodesk, google, cal sol, pilot city etc. while building on new wbl partnerships gained through distance learning expanding our wbl program.
Enhancing/Improving Pathway Brand and Retention.	Returning to in-person learning will come with a significant focus off building on the pathway rebranding efforts from last year while also addressing chronic pathway retention issues. We will look to flesh out and create hallmark experiences around our new pathway image and vision while also bolstering student pathway spirit and involvement building off our efforts from distance learning i.e. spirit cup. Student retention around 3rd choice students will look like creating support/nurturing structures for these students in order to increase retention.
Pathway Budget Analysis of 2020-2021 Measure N Budget	
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?	
Distance learning affected our budget expenditures by making a majority of them irrelevant due to their in person nature i.e. charter bus money, budget allocated for field trips, etc. We reallocated a majority of those in person budget items into teacher meeting/planning/student intervention time.	
The major reallocation with our measure N budget due to distance learning was towards teacher meeting/planning time. This reallocation was incredibly effective as it allowed teachers/administrators/case managers/counselors to coordinate in student support and intervention through distance learning which had myriad of challenges for students. This meeting time allowed for best practice shares where we optimized pedagogy that would benefit students while also meeting in grade levels to identify and reach out to students of concern during distance learning. Payment for these meeting times were critical to ensure full teacher/staff participation in supporting and uplifting all students in our pathway during the challenges of distance learning.	
Pathway Budget Expenditures	
2021-2022 Pathway Budget	

Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Meeting Refreshments for the Team Retreat/Work Day: Meeting refreshments for up to one full-team offsite retreat/work day offsite to continue work on curriculum, project, and/or pathway development. This addresses the need for longer periods of planning time with the full pathway team that weekly team meetings cannot provide.	\$500.00	4311	Meeting Refreshments			Project Lead The Way
Teacher Salary Stipends: Extended Contracts for teachers who manage the Graduate Capstone project. -The management and implementation of the research paper and action project and/or prototype development requires additional after school work time for the teacher for provide feedback to students, reaching out to partners for support, event planning, managing the ordering of necessary supplies and materials, etc.	\$1,500.00	1120	Teacher Salaries Stipends			Project Lead The Way
Admission Fees for grade level events and activities to reinforce learning and practicing of pathway student learning outcomes and development. -Each grade level is in the process of developing annual meaningful events (for example: Ropes Course for 10th Graders) that connect to pathway theme and bring students together with teachers -Since Project Lead The Way has the highest percentage of students who did not choose this pathway as #1, these events are important to help students feel connected and excited.	\$5,000.00	5829	Admission Fees			Project Lead The Way
Transportation Costs for charter buses: -Charter buses for various Work Based Learning, and college events -Enables us to implement our WBL scope and sequence	\$3,000.00	5826	Transportation Costs			Project Lead The Way
Transportation Costs: Purchase AC Transit and/or BART Passes -AC Transit/BART tickets for various Work Based Learning, and college events -Enables us to implement our WBL scope and sequence"	\$1,000.00	4310	Supplies & Materials			
Consultant Contract with The Oakland Ed Fund to facilitate and pay-out the Summer Internship Stipends: Summer internships for students through the Exploring College, Career, and Community Options program guide and prepare our students for success in college, career, and their communities. Exploring College, Career, and Community Options offers hands-on activities and is specifically designed to help all students, regardless of background, build the necessary skills and networks for a successful transition beyond high school.	\$3,000.00	5825	Consultant Contract			Project Lead The Way

Teacher Salaries Stipends: Extended Contracts to pay teachers for after school meetings to work on curriculum development, analyze attendance, behavior, and assessment data and discuss improvement strategies for students. Meet and plan with partners, volunteers, and teachers to provide quality Work Based Learning experiences for students. (Salary and Benefit Costs)	\$6,000.00	1120	Teacher Salaries Stipends			Project Lead The Way
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VISUAL ARTS ACADEMY Magnet Program (VAAMP)			
Mission and Vision	VAAMP fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and art concept integration in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists, and become art advocates. Students produce work for authentic audiences and build a portfolio that demonstrates their personal style and expression.		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Pathway team regularly attend PDs that are focused on the unique needs of pathway development and continuous improvement.	Share lessons, resources, and best practices to improve instructional practices	We could improve by sitting in on each others' classes and "Actively incorporating feedback from observations into pathwayprofessional development, retreats,and planning that supports thehealthy development of bsts practices"
CTE (pages 3,4,5 of rubric)	Nearly all pathway students participate as a cohort in the pathways academic and technical courses. We're currently in our 2nd year of implementation for our new CTE sequence. We continue to grow and define our program of study.	Most pathway teachers ensure that all students have daily activities that require them to work in heterogeneous pairs or groups. Provide specific skill instruction in collaborative learning.	We'd like to move up in this category to where all pathway teachers ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or group, provide specific skill instruction and differentiated support to students in collaborative learning.
WBL (page 6 of rubric)	We have WBL opportunities at each pathway level industry and postsecondary partners	We're exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences	Work more closely with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences. Come up with specific criteria we'd like to see students achieve through our program.
Comprehensive Student Supports (page 7 of rubric)	We assure that each student is known well: their individual skills, strengths, challenges, interests, and aspirations. We identify and monitor student academic, personal, and social emotional needs, and provide culturally responsive and timely intervention and acceleration strategies to support each student's success.	Cooperate with counselors to assure that students complete a 4- year high school plan. Share their personal knowledge about college and career options. Provide or arrange periodic college and career exploration activities for students	Collaborate with counselors to support students in developing and implementing individualized college and career plans that include more college and career exploration visits.
Pathway Student Outcomes (page 2 of rubric)	We have admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history.	The pathway's admission processes and practices are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland	We would like to see one or two years of evidence showing continued growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. (in ALL demographics.)
2020-2021: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?	
Develop a process for VAAMP teachers to observe one another in order to learn best practices and develop a set of shared practices all VAAMP teachers can implement.		VAAMP teachers are able to implement best practices and new strategies in their own, respective, classrooms. VAAMP students experience more consistency across their VAAMP classes.	

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

Teacher Salary Stipends: Extended Contracts to Pay... -After school hours teacher collaboration between specific content teachers and Special Ed teachers to co-plan/design curriculum for implementing a push-in co teaching model -This ensures all students can access curriculum and receive any necessary accommodations	\$2,400.00	1120	Enter object code at left.		VAAMP
Supplies and Materials for the Senior Project Art Piece -Materials and supplies associated with producing art for the senior project -Since all students produce an art piece, they need access to appropriate materials to be successful	\$1,700.00	4310	Enter object code at left.		VAAMP

2021-2022: YEAR TWO ANALYSIS**Pathway Strategic Goals**

<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Develop a process for VAAMP teachers to observe one another in order to learn best practices and develop a set of shared practices all VAAMP teachers can implement.	VAAMP teachers met bi-weekly to check in and share best practices to incorporate during distanced-learning. New strategies were shared with the group along with what worked well and what could be improved on. Teachers tried to implement these strategies into their own classrooms to strengthen student engagement.	Next year, we hope to be back in-person and continue the practice of observing in-person classes. These will be informal observations focused on individual growth. The goal will be to spark ideas and strategies that can be refined and re-worked to best fit into each individual teachers class with that teacher's style.
All students develop an individualized college and career plan that includes both college and career exploration visits.	A VAAMP counselor has continued to work with students to create their college and career plans, both in a virtual class setting and one on one meetings. Due to the COVID-19 pandemic, in-person college and career visits have been postponed. VAAMP admin team and teachers have been checking in on student progress at bi-weekly meetings.	Next year, VAAMP hopes to continue our in-person college and career visits, which include a minimum of 2 of each visits per year.
Develop more intentional and consistent WBL experiences and connections for students that include specific roles for industry and postsecondary partners, increasing authenticity for students.	Although students could not participate in any in-person work experiences, VAAMP teachers brought industry professionals into VAAMP classes to speak with students about their experiences and give advice about working in creative careers.	Next year, VAAMP would like to get students back to in-person experiences, if the state of community health allows. We'd like to continue to work closely with our partners including the Museum of Children's Art to offer first-hand internship experiences and Civic Productions to give students opportunities to showcase their art in public spaces.

Pathway Strategic Actions

<i>2020-2021 Strategic Actions</i>	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Schedule visits to each other's classrooms to observe practices	During the 2021 school year, VAAMP teachers found the most effective way to learn and incorporate new teaching practices was to share what strategies were working, or not working, at our bi-weekly meetings. These shared strategies were then taken back to individual classrooms and incorporated by other teachers when they saw opportunities for integration. These strategies were written down for reference in our weekly meeting notes. What we found didn't work well was connecting to students via digital platforms. Although all students were communicated with consistently, there was a noticeable social strain due to distance learning. Our team was unable to do industry and
Document best-practice observations / takeaways from classroom visits	
Identify grade-level specific industry and college visits.	
Identify areas and tasks for industry involvement in existing integrated projects	

For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions <i>What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</i>	What evidence will you look for to know you are successful? <i>- How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</i>
Discussing, documenting and implementing "best practices" for teachers and students in distance/hybrid learning.	Due to distance learning, we were unable to visit each others classes to observe best teaching practices as effectively as we had wished. We would like to revisit and revamp how we approach these classroom visits. The implementation will evolve based on how classrooms are structured and functioning as we continue through the reopening process. We will implement "best practices" for both teachers and students, as we believe students will need to practice better learning strategies as they acclimate into the traditional school setting.
Postsecondary planning. College and career exploration, virtual visits, etc.	We would like to continue to expose our students to college and career options in the most direct way possible. This will look different depending on how many "in-person" opportunities are available. These opportunities may include in-person or virtual visits and tours. We will bring industry professionals in to speak with students in-person or virtually. We will also utilize our postsecondary specialists and counselors to assist students with college applications and other necessary documents.
Have students create specific and individualized plans or "blueprints" for what they will do after they graduate from high school.	We would like to help our students become more prepared for what they will do after high school by helping them to create an individualized plan that fits their skillset and desires. We will assist students in creating individualized plans that they will share as part of their Senior Capstone project. These plans will begin to take shape during their Senior Seminar class and can be refined throughout the year.
Work closely with Work Based Learning partners and industry professionals to incorporate real-world situations and skills into our students learning experience.	Over the past year we have strived to maintain our connections to our WBL and industry partners. We would like to strengthen the ties and connections between our students and our partners through a greater number of Work Based Learning activities offered through our academies program of study.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures <i>- How did distance learning impact your budget expenditures?</i> <i>- What did you find was the most effective use of resources towards your goals and strategic actions and why?</i>
Distance learning directly affected our funds that would normally correspond to in-person visits and experiences. Still paid teachers for collaboration and materials for Senior Capstone Project.
We found that, for this year, our funds could be best used by creating things like "art kits" where students could still experience hands-on learning, but in a safe and remote way. These included things like photography kits with cameras, lights and tripods and supplies for the Senior Capstone Project.

Pathway Budget Expenditures

2021-2022 Pathway Budget						
Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> <i>- What is the specific expenditure or service type?</i> <i>- How does the specific expenditure or service type support or is aligned to pathway development?</i> <i>- How does this expenditure improve student engagement and how many students will be served?</i> <i>- What need does this specific expenditure or service type address?</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

Consultant Contract with Oakland Public Ed Fund to facilitate and pay the ECCCO (Exploring College, Career, and Community Options) Internships These "Consultant Contract" funds will facilitate/pay the ECCCO (Exploring College, Career, and Community Options) Internships (2 students / internships x \$500 each). - To support 2 students in summer internships that enhance work-based learning opportunities and mentorship. -This expenditure aligns with our goal to increase the amount of students in internships and improve our overall approach to college and career readiness. -This expenditure will improve student engagement by providing hands-on and authentic work based learning experiences during the summer in career-related work environment.	\$1,000.00	5825	Consultant Contract			Visual Arts Academy Magnet Program
Teacher Salary Stipends: Extended Contracts for a variety of work that happens during after school hours, including developing, grading Senior Project, Senior Seminar, developing CTE course curriculum, debriefing class observations, and attending Project Based Learning Professional Development. -All of this work is connected to goals and strategic actions listed above -After school hours teacher collaboration between specific content teachers and Special Ed teachers to co-plan/design curriculum for implementing a push-in co teaching model -This ensures all students can access curriculum and receive any necessary accommodations -These funds will be used to pay our 12 academy teachers at a rate of \$38.50 an hour. The extended hours will average around 3 (but range between 1 to 10 hours) in a given month.	\$3,000.00	1120	Teacher Salaries Stipends			Visual Arts Academy Magnet Program
Supplies and Materials for the Senior Project Art Piece -These materials and supplies associated with producing art for the senior project. -Each VAAMP Senior will create a piece of visual art to accompany their Senior thesis. These art pieces will not only speak to the artist's research, but will showcase the artistic practice that they've developed throughout their VAAMP course sequence. -Since all students produce an art piece, they need access to appropriate materials to be successful.	\$1,500.00	4310	Supplies & Materials			Visual Arts Academy Magnet Program
Facility Rental for Staff Retreat -This space will allow for our 16 teachers, administrators and support staff to congregate outside of school to further develop CTE course curriculum, improve strategies and build pathway structures for the increase student rigor and engagement. -This space and time will allow us assess the current state of our pathway while we plan for the future with minimal distractions and maximum engagement. - While this is not a direct service to students, the things we accomplish during this time will directly impact our pathways daily operations and the experiences our students will engage in.	\$1,000.00	5624	Rental - Facility			Visual Arts Academy Magnet Program

Facility Rental for Students Community & Culture Building Event -This space will allow the 200 (10th, 11th and 12th grade) students in the VAAMP academy a place to meet one another and introduce new students to what the academy is all about. -This space will give students a place to congregate as a large group with the intent to build community and create art together outside of the traditional classroom setting. -This event will be held off campus at a community center or local park. This will allow all VAAMP students to congregate in a central space where they'll interact, build community and create in smaller breakout groups made of students from all grade levels.	\$500.00	5624	Rental - Facility			Visual Arts Academy Magnet Program
Supplies & Materials for the Student Community & Culture Building Event -These materials will allow our 200 VAAMP students to work together in a community building art project while they meet each other and welcome newcomers to the academy. -These materials will be used to create a collective art project that will be shared with the Oakland community, outside of the school walls. -These materials will be used to create objects for the Autumn Lights Festival in Oakland. -The materials purchased will include, Tissue Paper, Glue, Markers, Pencils, Transfer Paper, Wire and Paint.	\$1,000	4310	Supplies & Materials			Visual Arts Academy Magnet Program

RISE ACADEMY

Mission and Vision	RISE Academy provides all students: -Rigor, with a focus on planning and implementing differentiated and scaffolded curriculum -Inclusion, acculturation, and access, with a focus on classrooms and interactions with students of diverse skill sets and cultural backgrounds -Socio-emotional support, with a focus on providing wraparound service personnel such as case managers and social workers -English Language Development, with a focus on strengthening both academic and social English language skills
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PATHWAY QUALITY ASSESSMENT

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

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

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

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

Pathway Strategic Actions

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

Review syllabus to find common strategies/policies or provide structure for peer observations	-Get teachers to agree on which shared practices to focus on, and identify 3 practices that teachers agree to implement in
Attend district provided PBL PD offered during the school year or continue to explore High Tech High strategies	-Teacher participation in PD and use collaboration time to work on cross-content curriculum and collaboration
Continue to develop CTE curriculum	-CTE teacher will have full CTE curriculum by the end of the 2020-21 academic school year
Identify 1 possible WBL experience that aligns with business course	-1 WBL will be implemented for students within the school year in the business course

Pathway Budget Expenditures**2020-2021 Pathway Budget**

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Consultant Contract: Mam Class and Mam Student Case Management for 2020-21 school year: 1) This expenditure is for the stipend/salary of our Mam teacher who will teach Mam reading, writing, and culture. He will also case manage the Mayan families, and work closely with our social worker to provide legal, immigration help and resources to the families. 2) This expenditure is aligned with our goals to increase comprehensive student support for the Mam students who are at-risk students for a variety of reasons including but not limited to being SIFE, language barrier	\$12,210.00	5825	Enter object code at left.			RISE
Admission Fees and Transportation Costs: 1) This expenditure is to cover the cost of admission, transportation for college/WBL/PBL fieldtrips 2) This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning 3) This expenditure will help with engagement within the pathway and exposing students to services available	\$5,000.00	5829 / 5826	Enter object code at left.			RISE
Facility Rental and Meeting Refreshments for end of the year exhibition night for seniors to share their accomplishments and for teachers to connect with families: 1) This expenditure support with payment of venue and food for parent-student night 2) This expenditure will support students in showcasing work they have done during the year and will serve as last community event prior to graduation.	\$1,000.00	5624 / 4311	Enter object code at left.			RISE
Teacher Salary Stipends: Extended Contracts to pay for bimonthly Pathway Director meetings after school -The purpose of these meetings is to guide the enrichment of the school through the development and support of pathways. -We focus on the creation, implementation, and evaluation of shared practices that result in equitable educational experiences for students and teachers.	\$1,900.00	1120	Enter object code at left.			RISE

Teacher pay for weekly collaboration meetings 1) This expenditure is to pay teachers for meeting time after school hours 2) This expenditure is aligned with our goals to increase shared practices, techniques and develop an integrated projects across content-area classes and ELD 3) This expenditure will help with community building amongst teachers, collaboration and increase the amount of shared, best practices.	\$5,390.00	1120	Enter object code at left.			RISE
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2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals		
<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Comprehensive Student Support: Create a system for student interventions to increase student retainment, attendance and engagement and prevent dropping out and transfers	Meeting agendas prioritize case management sessions with teaching staff, review of academic grades and attendance. Referral to online referral system "suite 363" for additional services and interventions that address the whole child. Data dives on grades and attendance to target interventions including counseling check in, parent/teacher meetings, COST referrals, senior status review leading to graduation. Prioritize money to fund case management for SIFE students in an advisory cohort. Use of survey Newcomer Wellness Initiative from the ELMMA office to address further needs.	Continue to prioritize meeting agendas for case management and data dives for targeted interventions. From the Newcomer Wellness Initiative survey implement sex ed workshops and build on the donations to address food insecurity. Develop and implement home visit protocols to address tier 3 students. Continue to offer SIFE support and expand services to include Mam translation for parent/guardian engagement and partnership.
Rigorous Academics: Develop at least 3 shared practices that at least half of the teachers implement in their classrooms. Those can include strategies and tools that support student learning and language acquisition	The action that we took to improve outcomes was to offer teachers targeted PD's with ELLMA office that will help teachers strategize classroom curriculum and modify it to fit distance learning. PD emphasis is on classroom practices that support language acquisition for students. We know we were successful because teachers produced more than 3 lessons with targeted support from ELLMA Office, were offered feedback on curriculum, and time to productively collaborate with other teachers and share materials.	To continue improving our program next year, we will continue to offer teachers ELLMA sponsored PDs that emphasize developing and sharing practices, developing curriculum for students to access language. We will offer more PDs that cover the entire year, rather than only give support to teachers for 1 semester. This year, we offered teachers ELLMA PD for the Spring semester because during the Fall semester, we were still adjusting to distance learning. We are continuing to be proactive and will set up a continuous relationship with ELLMA office staff so that they can continue to help our teachers grow in their practice.
Rigorous Academics: Create PBL units that will create collaboration of shared/integrated projects across content areas and ELD classes	Due to distance learning and the CTE teacher primarily focusing in building the full curriculum for the first CTE course in this sequence, we did not get to focus on this goal in 20-21. Once we transition back into in-person learning, and now that the CTE curriculum is more finalized, we will refocus on this goal. The CTE teacher will share updates and highlights of the new curriculum this spring and throughout next year, the whole team will consider how to develop thematic or integrated units. We will know if we are successful when students experience a lesson or unit in a content class that has a business management connection.	We will have the CTE teacher share information about business management curriculum more frequently at team meetings and also ensure we have time during collaboration and PD meetings to work on developing more thematic lessons and units.
Pathway Strategic Actions		

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Research intervention models and discussing with team on which approach to use for our students	The strategic actions that were most effective were researching best intervention models for our students. We did this in the following ways: 1) finding common strategies/policies through targeted PD's with ELLMA office that will help teachers strategize classroom curriculum and modify it to fit distance learning. PD did not allow for full teacher observations since all teachers have the same prep, and with limited instructional hours due to distance learning-the focus was more on share strategies and bringing student materials to discuss. Teachers did not want to take class time away from students. Another strategic action that was effective was 2) continuing to develop the CTE curriculum with our CTE coach and CTE business teacher. Intensive collaboration and discussion allowed for all CTE units to be loaded to CDE website and for CTE teacher to stay on course with the completion of the writing curriculum. Another action that was effective was 3) research intervention models. Teachers attended PDs that informed teachers how to effectively do home visits for students. We collaborated with OUSD Office of Equity and Inclusion, ELLMA Office, Liz Sullivan and Elmhurst Middle School newcomer program to understand the models and expectations in place for home visits to be effective. 5) The addition of a revamped ELD 5 was also a supporting addition to our students who are transitioning into a mainstream programs but still need language support. Lastly 6) our collaboration with school administration, teachers, district personnel around protocols on how and when to offer the process of mainstreaming to students was strengthened and also adapted to fit the pandemic. This conversation allowed for the development of a strong transitioning model that is supportive of the students and family's needs as well as takes into consideration teacher expertise and recommendations. The strategic actions that were not effective were: 1) Identifying a WBL experience for students and exploring High Tech High. Due to the pandemic traveling to observe teachers and learn more in depth about their programs at the school was not possible. 2) The addition of in-person WBL experience was also not possible because field trip and learning experiences were cancelled due to the pandemic. However, our CTE teacher did modify a WBL experience where
Review syllabus to find common strategies/policies or provide structure for peer observations	
Attend district provided PBL PD offered during the school year or continue to explore High Tech High strategies	
Continue to develop CTE curriculum	
Identify 1 possible WBL experience that aligns with business course	
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Comprehensive Student Support: Create a home visit system for student interventions to increase student retainment, attendance and engagement and prevent dropping out and transfers.	This year, we had an all time high for absences and lack of engagement from our students for a variety of reasons. As we worked to create systems for comprehensive student supports, it was clear that our newcomer students needed more wrap around services to allow them to thrive personally, emotionally, physically, and academically. Our teachers and our social worker started conversations around home visits as mediums for curriculum, and our idea was that home visits would engage students and prevent dropouts and reduce transfer rates because they'll have the curriculum and won't feel behind if they missed class or didn't have a computer/wifi. However, it quickly became clear that we needed to do home visits to connect with students, provide resources, food and financial security before we tried to have them focus on school. Students want to survive and need to feel stable before they have the mind to focus on school. For next year, our strategic action will shift simply creating systems for student interventions to creating a home visit system for our staff to safely connect with students and follow CDC and OUSD guidelines and protocols. With home visits, staff can connect with students, students in turn will feel more connected to staff and the school and prevent isolation. Newcomer students rely on the school for social services, legal and medical support, navigational support, food and support. By focusing on the external stressors and pressures that students are facing during this difficult pandemic, we will alleviate some of the stress and allow students to focus on growing and learning.
Rigorous Academics: Develop at least 3 shared practices that at least half of the teachers implement in their classrooms. Those can include strategies and tools that support student learning and language acquisition	Our program will continue efforts to develop shared practice. The more our staff and teachers are aligned, the less navigational stress is imposed on students. With the uncertainty of the pandemic, we want our team as aligned as possible for strategies, intervention, pillars of support and resources to ensure students can focus on the learning process rather than get stressed and focus on how to navigate the school system during the pandemic.

Rigorous Academics: Create PBL units that will create collaboration of shared/integrated projects across content areas and ELD classes	Once we transition back into in-person learning, and now that the CTE curriculum is more finalized, we will refocus on this goal. The CTE teacher will share updates and highlights of the new curriculum this spring and throughout next year, the whole team will consider how to develop thematic or integrated units. We will know if we are successful when students experience a lesson or unit in a content class that has a business management connection.
Career Technical Education: Implementing the second CTE business class in the sequence	As we continue our second year of our funding year for our business CTE course, our CTE teacher will continue to work to develop the second CTE class in the sequence with support CTE coach Camrin Fredrick from the OUSD Linked Learning Office.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

The pandemic and distance learning impacted our budget by refocusing our attention on teachers/staff and student immediate needs rather than exploratory field trips, facilities and exhibition nights. Our budget had to be modified through modification forms a few times to increase funds for things like teacher collaboration to increase student support, increase funds for our Mam-language teacher due to increased working hours.

Our most effective use of resources towards our goals and strategic actions was compensation for teachers/staff for the additional work they were investigating to collaborate, create new structures and system, stabilize students and their families during this time. By investing in teachers and compensating them for their time, knowledge and expertise, they are encouraged continue working beyond their contracts to brainstorm best practices for students during distance learning and the pandemic.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification:

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned to pathway development?
- How does this expenditure improve student engagement and how many students will be served?
- What need does this specific expenditure or service type address?

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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<p>Consultant Contract to teach the Mam Class and oversee the Mam Student Case Management for 2021-22 school year.</p> <p>1) This expenditure is for the extended contract salary of our Mam teacher who will teach Mam reading, writing, and culture. He will also case manage the Mayan families, and work closely with our social worker. His role will be two-fold: teach students and lift concerns to social worker, who can then provide additional support to the families.</p> <p>2) This expenditure is aligned with our goals to increase comprehensive student support for the 43 Mam students who are at-risk students for a variety of reasons including but not limited to being students who have had a "severely interrupted formal education" (SIFE), language barrier, socio-economic difficulties which present pressure to drop out and work.</p> <p>3) This expenditure will help with the overall retention rate of our at-risk Mayan students, support with engaging and connecting with families, support with increase graduation for this population and overall and increase in case-management for our Mam students. Having a Mam teacher who knows a variety of Mayan languages is critical to understanding our students needs and supporting our students as members of our community.</p> <p>4) Staff will get extended contract rate of \$28.50. Specifically, staff will get compensated 2 hours of preparation and grading for every 1 hour lesson. Staff will teach a total of 4 1-hour classes for a total of 16 instructional hours each month for 10 months. In addition to teaching students, staff will provide up to (no more than) 50 hours of case management support.</p>	\$6,000.00	5825	Consultant Contract			RISE
<p>Teacher Salaries Stipends: Extended Contracts for teachers who participate in meet-time, after school hours meetings, do home visits following OUSD protocols, attend professional development, and collaboration time.</p> <p>-This expenditure is aligned with our goals to increase shared practices, techniques and develop an integrated projects across content-area classes and English Language Development classes.</p> <p>-This expenditure will help with community building amongst teachers, collaboration and increase the amount of shared, best practices.</p> <p>-This expenditure is aligned with our goals to develop at least 3 shared practices that at least half of the teachers implement in their classrooms. Those can include strategies and tools that support student learning and language acquisition.</p> <p>-The 12 teachers on our team will be paid their extended contract rate of \$38.50 per hour for 2 meetings a month for 10 months (approximately 20 hours a year / excluding holiday weeks). (Salary and Benefit Costs)</p>	\$14,000.00	1120	Teacher Salaries Stipends			RISE



Measure N 2021-2022 Education Improvement Plan Assessment

Oakland High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ Silver Certification Status

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

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

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 4 Rationale: <ul style="list-style-type: none">• All four pillars of a pathway are fully implemented in all pathways at Oakland High. Although ESA and PLTW are going through some rethinking of course sequence and course offerings we see that as a sign of growth and continuous development.• Oakland High offers several dual enrollment classes each semester. Feedback for continued progress monitoring: <p>As Oakland High continues to dive deeper into their pathway development the area of integrated student supports should be a top priority. In general and definitely as a result of the pandemic a lot of students need support accessing the core curriculum. There continued reflection on and implementation of systemic support systems will catapult their course success rate and graduation rate.</p> <p>As they continue to develop each pathway should continue to</p>			



identify opportunities for scholars to earn certificates from Peralta.

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Goals <ul style="list-style-type: none"> Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year Alignment between schoolwide goals and Measure N priorities is evident For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme 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: <ul style="list-style-type: none"> Every pathway reflected on what they couldn't accomplish as a result of the pandemic and how they shifted to support students because of the pandemic. Several pathways set goals connected to community building to 9th and 10th grader both of whom haven't had the opportunity to begin the real relationship building process that happens in school and in the community. Feedback for continued progress monitoring: How the pathways shift in response to the pandemic should be priority one. There is know way of knowing the full impact so teams will have to be flexible with what is loose and what is tight as we reenter in person school.			
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 	Score: 4 Rationale: <ul style="list-style-type: none"> Their actions are the bedrock of Oakland High's pathway model. The extra teachers, counselors, and APs are key to making their 8 period schedule in support of all of their scholars. Actions like: <ul style="list-style-type: none"> Developing a grade-level demonstration of a learning project. Revisiting grade level essential questions and themes in order to make sure the team members are aware of what they are and ensure alignment to the new IED curriculum. 			



<ul style="list-style-type: none"> For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other 	<ul style="list-style-type: none"> Creating a home visit system for student interventions to increase student retainment, attendance and engagement and prevent dropping out and transfers. <p>Are exactly the type of actions that demonstrate a clear understanding of the 4 Linked Learning pillars, a connection to their students, and awareness of best practices.</p> <p>Feedback for continued progress monitoring:</p> <p>Grading is Oakland High's next brave frontier. Whether its a No D policy, equitable grading practices, or clearly aligned rubrics the future success of their students and their ability to graduate scholars with a mindset and skill set that makes them believe that they have what it takes to be successful is key.</p>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"> Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school 	<p>Score: 4</p> <p>Rationale:</p> <p>The bulk of their Measure N funds go towards maximizing the student classroom experience and outside of class support systems. The justification demonstrates a clear understanding of "why" and a clearly articulated understanding of the goal for each expenditure.</p>			



- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

Final Recommendation

Fully Approved

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

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

Strengths:

- The plan demonstrates a clear commitment to the 8 period day and support for students.
- Each pathway, on their own journey, is committed to rigorous academics, student supports, and addressing the impact of the pandemic

Key Questions:

- How will the school move forward with taking the grading conversation to the next level by incorporating more teachers in all pathways and teachers that are not in pathways?

Budget Feedback:

- Your budget is in alignment with your goals. Pathways should develop their plans for the use of carryover dollars now, so that when the dollars are available they can access them ASAP.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

What	Suggested Lead	Deliverable	Date
Take the equitable grading conversation to more teachers with clear expectations for what this conversation is important	Pathway directors and department	A schoolwide grading policy	5/30/22



	heads		
Begin the process of developing a carryover plan as soon as possible.	Pathway directors	Carryover spending plan	TBD
Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval.	Principal Administrative Assistant Pathway Coach		Ongoing FY 2021-2022