MEASURE N COMMISSION
1000 Broadway, Suite 680
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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 Technical High School

Action Requested and Recommendation	Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Oakland Technical High School as "Approved - Developing and Implementing" in an amount not to exceed $1,626,900.00.

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 TECHNICAL HIGH SCHOOL

Resource	Allocation	Total Expended	Total Remaining
Measure N	$1,626,900.00	$1,626,900.00	$0.00

Site #: 305

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
305-1	Consultant Contract with Bay Area Community Resources (BACR) to provide 4 Student Support Specialists for our 5 pathways (1 Specialist for every 3 or 4 cohorts of scholars) to provide Tier 1 supports to 10-12th grade at risk pathway scholars to ensure they graduate College and Career ready. The Student Support Specialists will provide tutoring, counseling, work based learning activities and additional supports as needed. The goal of the SSSs are to reduce disparities and inequities in student achievement.	$310,960.00	5825	Consultant Contract	Student Support Specialists	1.0 FTE	Computer, Engineering, FADA, Health, RPL
305-2	Hire a Pathway Coach, at .50 FTE, to provide pathway support for all pathways planning, collaboration, alignment to ensure comprehensive student supports and develop a lesson on scholar graduation requirements including A-G, GPA and credit recovery. (Salary & Benefits).	$69,395.69	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Computer, Engineering, FADA, Health, RPL
305-3	Hire a Work Based Learning Liaison, at 1.0 FTE, to coordinate the facilitation of work based and college experiences to all pathway students and organize school wide activities that allows the pathway students to gain a better understanding of the different opportunities available to them. The Work Based Learning Liaison will also manage the Outside Work Experience Program, identify new Industry Partners, provide support with district wide WBL and Internship initiatives and teach students how to conduct a successful job search. (Salary & Benefits)	$120,593.95	2205	Classified Support Salaries	Work-Based Learning Liaison	1.0 FTE	Computer, Engineering, FADA, Health, RPL, Non-Pathway
305-4	Hire an College and Career Readiness Specialist, at 1.0 FTE, to expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on site college events, assist scholars with FASA, community college support, community outreach, supports with dual enrollment, college and career counseling. (Salary & Benefits)	$105,744.97	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Computer, Engineering, FADA, Health, RPL

305-5	Hire an additional Assistant Principal, at 1.0 FTE. The Assistant Principal is above the base allocation. The Assistant Principal will coordinate the work of the 5 pathways to provide support and supervision in alignment with the Pathway vision, mission and goals. Assistant Principal will work directly with the Pathway Leads of the Health Academy, provide professional development, collaborate with Pathway Coordinator, to continue to build out the Pathway and to support them in decreasing disparities in student achievement. (Salary & Benefits)	$121,571.25	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High School	1.0 FTE	Health Academy
305-6	Hire an Counselor, at 1.0 FTE. The Counselor is above the base allocation and necessary so that we can transition to having 1 counselor per pathway. For the 2021-2022 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. (Salary & Benefits)	$112,245.07	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Race, Policy, Law, Social Justice Pathway
305-7	Hire an Counselor, at 1.0 FTE. The Counselor is above the base allocation and is necessary so that we can transition to having 1 counselor per pathway. For the 2021-2022 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. (Salary & Benefits)	$93,261.96	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Health Academy
305-8	Hire an Teacher, at .80 FTE. The teacher (C. Ong) will provide instruction in CTE AP Computer Science and Computer Programing in the Computer Pathway, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$67,863.64	1105	Teacher Salaries	TCHRSTREN GIM	.80 FTE	Computer Pathway
305-9	Hire an Teacher, at .40 FTE. The teacher (B. Rivera) will provide instruction in CTE in the Race, Policy, Law, Social Justice pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$34,812.88	1105	Teacher Salaries	TCHRSTREN GIM	.40 FTE	Race, Policy, Law, Social Justice Pathway
305-10	Hire an Teacher, at .80 FTE. The teacher (S. Wright) will provide instruction in CTE Courses, AP Computer Science Principles, and Computer Science for Capstone in the Computer Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$116,410.70	1105	Teacher Salaries	TCHRSTREN GIM	.80 FTE	Computer Pathway

305-11	Hire an Teacher, at .20 FTE. The teacher (R. Li) will provide instruction in CTE Courses Architecture 1 & 2, and Engineering Principles, in the Engineering Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$25,596.50	1105	Teacher Salaries	TCHRSTREN GIM	.20 FTE	Engineering Pathway
305-12	Hire an Teacher, at 1.0 FTE. The teacher (M. Monroe) will provide instruction in CTE Course Fundamentals in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$119,745.19	1105	Teacher Salaries	TCHRSTREN GIM	1.0 FTE	Fashion, Art, & Design Academy
305-13	Hire an Teacher, at 1.0 FTE. The teacher (P. Heckel) will provide instruction in CTE Course Art of Animation, in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$93,564.84	1105	Teacher Salaries	TCHRSTREN GIM	1.0 FTE	Fashion, Art, & Design Academy
305-14	Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. Accomplishment Standards: Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. Justification: Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Calculations Per Teacher 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 "	$17,325.00	1120	Teacher Salaries Stipends			9th Grade

305-15	Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. Accomplishment Standards: Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. Justification: Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Calculations Per Teacher: 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 x 6 Academy/Pathway Directors = $103,950 (Engineering, FADA, Health, Computer, RPL, and 9th Grade)	$17,325.00	1120	Teacher Salaries Stipends			Computer Academy

305-16	Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. Accomplishment Standards: Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. Justification: Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Calculations Per Teacher 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325	$17,325.00	1120	Teacher Salaries Stipends			Engineering Academy

305-17	Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. Accomplishment Standards: Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. Justification: Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Calculations Per Teacher 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325	$17,325.00	1120	Teacher Salaries Stipends			Fashion, Art, & Design Academy

| 305-18 | Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved.
Accomplishment Standards:
Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board.
Justification: Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program.
Calculations Per Teacher
10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 " | $17,325.00 | 1120 | Teacher Salaries Stipends | | | Health Academy |

305-19	Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. Accomplishment Standards: Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. Justification: Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Calculations Per Teacher 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 "	$17,325.00	1120	Teacher Salaries Stipends			Race, Policy, Law, Social Justice Pathway
305-20	Pathway Allocation: 9th Grade ($19,166.86)		4399	Surplus			
305-21	Pathway Allocation: Computer Academy ($26,304.19)		4399	Surplus			Computer Academy
305-22	Pathway Allocation: Engineering Academy ($18,609.77)		4399	Surplus			Engineering Academy
305-23	Pathway Allocation: FADA ($28,272.54)		4399	Surplus			Fashion, Art, & Design Academy
305-24	Pathway Allocation: Health ($22,725.39)		4399	Surplus			Health Academy
305-25	Pathway Allocation: RPL ($16,104.61)		4399	Surplus			Race, Policy, Law, Social Justice Pathway

305-26	Supplies & Materials: Computer, CTE Course Supplies, which include reusables (raspberry pi, arduino adrenals, etc), hardware (memory, ram, etc) for computer upgrades, Vendor: Chussy - Vendor #: 001068 Pathway Development: Provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. Measure N Action 1 for Goal 1: Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards. Need: Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$1,004.19	4310	Supplies & Materials			Computer Academy
305-27	Supplies & Materials: CTE Lab course, such as computer parts (kits), screwdrivers, pliers, meters (check connections and cables), other tools used for computer repair, building and networking. to increase opportunities for students to be college and/or career ready and to provide real-world application. Vendor: Chussy Vendor #: 001068 Pathway Development: Provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. Measure N Action 1 for Goal 1: Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards. Need: Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$2,000.00	4310	Supplies & Materials			Computer Academy

305-28	Licensing Agreements: CTE Course Software Subscription & Agreements for CTE-aligned online curriculum licenses required to support distance learning and expand the number of technical skills that pathway students will acquire through the pathway course sequence. Subscriptions & Registrations: Udemy ($700), Cisco ($600), CyberPatriots ($300), WASTC ($300), Microsoft Azure ($1100), Oracle ($500), Certiport ($500) - Testing, Licensing, or Certification costs: Total Cost: $4000 Number of students served: 283 Expected improvement in student engagement: Measure N Action 1 for Goal 1: Increase PBL units by using collaboration time to develop at least 2 well planned units using CCSS and CTE standards. Included in approved 2020-2021 Measure N Plan? No Need: Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$4,000.00	4310	Licensing Agreements			Computer Academy
305-29	Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to improve curriculum and increase students exposure to Work Based Learning experiences and to increase high school students' readiness to succeed in college and career.	$300.00	4311	Meeting Refreshment			Computer Academy
305-30	Transportation Costs: Provide Job Shadowing = pathway students shadow a professional. Assignments will depend on availability and planning logistics between the Pathway and the industry partner to increase opportunities for students to be college and/or career ready.	$2,500.00	5826	Transportation Costs			Computer Academy
305-31	Transportation Costs: College Visits for Pathway students to visit Colleges by grade level to develop a better understanding of career options, college requirements, programs associated with Computer Pathway and to increase student retention and prepare students for college and career.	$2,500.00	5826	Transportation Costs			Computer Academy
305-32	Transportation Costs: Career Exploration Visits for Pathway students for career exploration visits to industry, museums, Tech Museums. Students get exposure to computing careers, and get the opportunity to make useful connections between classroom concepts and workplace skills to increase student retention and prepare students for college and career.	$2,500.00	5826	Transportation Costs			Computer Academy
305-33	Transportation Costs: purchase AC Transit and/or BART Tickets. The passes will enable many of the at-risk, minority, and economically disadvantaged student the opportunity to get to and from Work Based Learning sites to increase student readiness to succeed in college and/or career.	$3,000.00	4310	Supplies & Materials			Computer Academy

305-34	Consultant Contract for the Computer Pathway Consultant: Mr. Peters assists with University of California Berkeley internships, meet with University of California Berkeley Chancellor, assists with grant writing to support 20-30 students, host workshops, meets with staff and students to increase equitable opportunities to promote college and career/readiness and decrease academic disparities.	$6,000.00	5825	Consultant Contract			Computer Academy
305-35	Materials & Supplies: Maker Lab - Build a Maker Lab for the Computer Pathway interdisciplinary cross pathway project: Build out an elaborate project space with the Crucible partnership support in Oakland using a space at Tech. Pathway students create technology solutions to solve problems in their community through hands-on learning in skills like welding, soldering, machining, 3D designs, robotics. Students get exposure to computing careers, and get the opportunity to make useful connections between classroom concepts and workplace skills to increase student retention and prepare students for college and career. Vendor: Chussy Vendor #: 001068 Pathway Development: Provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. Measure N Action 1 for Goal 1: Increase PBL units by using collaboration time to develop at least 2 well planned units using CCSS and CTE standards. Need: Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$2,500.00	5825	Consultant			Computer Academy

305-36	Supplies & Materials for the Career Technical Education Course: for Engineering Principles, Architecture 1, and Architecture 2(Paper, ink). We require specialized ink and paper for the specialized plotters we use for students CTE projects. $4000 for ink and $1000 for paper, poster board, cardboard, tracing paper, etc to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency Specific Expenditure: $4250 for ink -HP771 cartridges for HPZ6200 plotters @$336 each, usually a full set of 8 + 1 extra black per year - full set of 4 HP643 cartridges + 1 extra black @$245 for our HP4700 color laserjet -$750 for paper -2 packs of drafting vellum tracing paper @$48 / 100 -2 packs of tagboard for projects @$43 / 100 -2 packs of plastic sheets for projects @$25 / 100 -20 packs of green construction paper for architectural drafting @$15 / 50 -10 pads of bristol paper @$18/25 sheets -cardboard of various sizes and thicknesses for model building Pathway Development: Certain paper, ink are industry standard and needed to replicate real-world scenarios. Scholars will engage in creating an industry level product and gain the knowledge and understanding of industry level materials. Action 2 for Goal 1- Create Rigorous Academic Program: Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards Need: In order to prepare our scholars to meet the high demand in the field of engineering, it is important that we provide them with real-world experiences aligned with the industry sector.	$5,000.00	4310	Supplies & Materials			Engineering Academy
305-37	Supplies & Materials for the CTE Project Based Learning Projects: (Project materials). Students will be making prototypes, and these require materials like wood, motors, circuitry, batteries, etc to increase high school students' readiness to succeed in college and career. Specific Expenditure: Materials vary based on the project selected by the scholar. In the past scholars have used wood, motors, wiring, screws, etc. Pathway Development: Improve access to real-world, project-based learning opportunity to students, to increase student retention, and prepare students for college and career. Linked Learning Pillar 1: Rigorous Academics Action 2 for Goal 1- Create Rigorous Academic Program - Increase PBL units by using collaboration time to develop at least 2 well planned units using CCSS and CTE standards Number of Scholars: 65 x $50.00 Need: Many at-risk scholars have greater success demonstrating their understanding of content subject matter through projects, oral presentations and demonstrations. It is our goal to implement a variety of ways to assess scholar understanding of key concepts.	$3,000.00	4310	Supplies & Materials			Engineering Academy

305-38	Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career.	$400.00	4311	Meeting Refreshments			Engineering Academy
305-39	Admission Fees for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	$1,750.00	5829	Admission Fees			Engineering Academy
305-40	Transportation Costs for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	$1,500.00	5826	Transportation Costs			Engineering Academy
305-41	Admission Fees for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	$1,059.77	5829	Admission Fees			Engineering Academy
305-42	Transportation Costs for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	$1,300.00	5826	Transportation Costs			Engineering Academy
305-43	Admission Fees for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience.	$750.00	5829	Admission Fees			Engineering Academy

305-44	Supplies & Materials for the Course (Classroom / lab supplies). Our curriculum has specific laboratory and specialized equipment needs such as supplies for our thermal camera, oscilloscopes, spectrometers, universal testing machine, laser sources, cement extruder, 3D printer, 3D scanner, microscopic imaging, drafting arms, circuit boards, wire and magnets, model building kits Specific Expenditure: The materials will be scholar driven. Most materials for Architecture projects include wood, circut boards, motors, lightening, sensors, buttons, etc. Pathway Development: It is the goal of the Engineering Academy to provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. Scholars can utilize these kits during in-person, asynchronous or synchronous learning. Measure N Action 2 for Goal 1: Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards Number of Scholars: 65 Improved Scholar Engagement: Hands-on Project Based Learning experiences is a student-centered approach, which allows scholars to make real-world application to their learning. Project Based Learning also provides opportunities for scholars to think outside the box and demonstrate a variety of academic skills. Creating lab kits will provide scholars the opportunity to participate in labs in the classroom or at home if we continue to in asynchronous teaching and learning. Need: Oakland Tech is increasing the use of Project Based Learning to provide additional forms of differentiated instruction to support and meet the needs of our most academically challenged scholars.	$2,000.00					Engineering Academy
305-45	Transportation Costs for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience.	$1,850.00	5826	Transportation Costs			Engineering Academy
305-46	Transportation Costs: Purchase AC Transit Tickets for the PBL and WBL experience from site visits. Funds will pay for AC Transit bus tickets for 45 students for separate industry visits.The cost of one day pass is $2.75. 45 students on three site visits = $371.25	$371.04	4310	Supplies & Materials			Fashion, Art, & Design Academy

305-47	Supplies & Materials: Career Technical Education Work Based Learning Experience, serigraphy materials and supplies required for three-year progression of pathway-integrated capstone project skills to ensure integration of CTE industry standards. Graphic Design Industry-Aligned Screen Printing Workshop to provide work-based experiences for students serving to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for supplies related to this work-based experience, such as screen-printing screens, ink, squeegees, and various substrates, such as fabric substrates (cotton t-shirts and tote bags), and paper substrates (newsprint, printmaking paper). By helping students develop skills for future work-based learning experiences, we will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards. Specific Expenditures: ASP-IFZ2 Anthem Infozine! - DIGITAL DOWNLOAD x 1, BareBones Kit-160 The Bare Bones Screen Printing Kit - x 80, CUT-SQUEE-70-12 Custom Cut Wooden Squeegee - 70 Duro - 12 Inches x 80, White Economy Screen Tape - 2" x 110 Yards x 80, Permaset Aqua Standard Ink - Jet Black - 300ml x 80, 18" x 20" Pre-Burned Screen - 160 Mesh - TX-D x 80, Newsprint pad 50 sheet (12" x 18") x 80, Printing, substrate paper x 4 reams, Printing fabric substrate cotton t shirts x 80 pcs, Printing substrate canvas tote bags x 275 pcs, Cotton cleaning towels x 10 Vendor: Anthem Screen Printing and Blick Action for Goal 1 - Work-Based Learning: For the 2021-2022 year, we would like to continue to develop, increase and expand our WBL experiences through in-class guest speakers and demonstrations/workshops, internships, and SBE as part of an effort to reduce disparities in student achievement and student access to career pathways. Number of Scholars: 45 Improved Scholar Engagement: Hands-on Project Based Learning experiences is a student-centered approach, which allows scholars to make real-world application to their learning. PBL also provides opportunities for scholars to think outside the box and demonstrate a variety of academic skills. Need: A large population of FADA scholars are marginalized and/or at risk. As a part of Oakland Tech equity vision, we are offering more opportunities for scholars to develop skills that they can apply in the real world.	$8,481.65	4310	Materials/Supplies			Fashion, Art, & Design Academy

305-48	Workshop Materials - Industry Collaboration with the California College of the Arts: Funds will provide workshop materials for our senior portfolio seminar collaboration in service of portfolio development and college and career readiness and will support preparation for our culminating celebrating event, the FADA Gala. Materials will include presentation books, portfolios, and sketchbooks. Specific Expenditure: Blick Presentation Book - 11" x 14", Portrait x 100 Blick Presentation Book - 12" x 9", Portrait x 80 Blick Studio Series Softside Portfolio - 20" x 26", Black x 135 Blick Hardbound Sketchbook - 11" x 8-1/2" x 300 Vendor: Blick Action for Goal 2- Building a Rigorous Academic Core: For the 2021-2022 year, we would like to increase our PBL offerings by using collaboration time to revisit and revise existing PBL units and to develop at least 1 new multidisciplinary unit integrating our academy theme using CCSS and CTE standards. Our offerings will aid in creating vertical alignment throughout our pathway and increase high school students' readiness to succeed in college and career. Number of Scholars: ~ 300 Improved Scholar Engagement: Through collaborating with a postsecondary institution, this workshop will increase high school students' readiness to succeed in college and career. Need: By preparing students for college and career, we aim to decrease the high school dropout rate and increase the high school graduation rate for our students. A large population of FADA scholars are marginalized and/or at risk. As a part of OT equity vision, we are offering more opportunities for scholars to develop skills that they can apply in the real world.	$6,227.35	4310	Supplies & Materials			Fashion, Art, & Design Academy
305-49	Consultant Contract to hire an Arts Integrated Learning Coach: Provides mentorship and expert content-specific support for our Project Based Learning scope and sequencing in Arts Integrated Instruction around pathway-aligned integrated curriculum development and mapping; facilitates deep community connections and opportunities in the arts; supports pathway teacher retention, supports goals around building out a rigorous academic core. This consultant has been a long-time academy partner through California College of the Arts and Alameda County Office of Education; our program has served as an arts learning anchor school with Alameda County.	$2,000.00	5825	Consultant Contract			Fashion, Art, & Design Academy

305-50	Teacher Salaries Stipends Extended Contract for the CTE Cohort teachers to provide ongoing collaboration during the summer and after their contracted hours during the school year. This contract is in service of building a rigorous academic core through Project Based Learning and multidisciplinary units that integrate Work Based Learning experiences, to provide ongoing training, and to facilitate collaboration after school hours with our industry and community partners and our advisory board. (20 hours per teacher at $38.50 per hour = $770.00 plus employee benefits at 25% = $962.50 X 4 teachers = $3,850.00 total)	$4,812.50	1120	Teacher Salaries Stipends			Fashion, Art, & Design Academy
305-51	Conference Expenses: Registration fees for teachers to attend and receive training on a certification workshop on industry standard technology products and programs (Adobe CC and other related programs) for post-secondary and career student learning outcomes around building a rigorous academic core and providing Work Based Learning support. This supports differentiated professional development for teachers, provides support for teachers to increase student retention, and improves academic success. ($695 per person registration fees x 4 people = $2,780 Total)	$2,780.00	5220	Conference Expenses			Fashion, Art, & Design Academy
305-52	Transportation Costs for WBL Experiences: to increase high school students' readiness to succeed in college and career and to provide work-based learning in every strand of the Fashion, Art, & Design Academy, such as career exploration visits, college visits, and Career Technical Education workshops.	$3,600.00	5826	Transportation Costs			Fashion, Art, & Design Academy
305-53	Transportation Costs for Career and College Exploration Visits. Sonoma State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$750.00	5826	Transportation Costs			Health Academy
305-54	Transportation Costs for Career and College Exploration Visits. Charter bus to Kaiser School of Allied Health get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$750.00	5826	Transportation Costs			Health Academy
305-55	Transportation Costs for Career and College exploration Trips. Charter bus to University of California Davis students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
305-56	Transportation Costs for Career and College exploration Trips. Charter bus to San Francisco State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
305-57	Transportation Costs for Career and College exploration Trips. Charter bus to Sage Veterinary Hospital students get exposure to health careers and through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy

305-58	Transportation Costs for Career and College exploration Trips. Charter bus to ACLU Conference, medical ethics in law students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career. This is an overnight trip requiring 2 days of charter bus costs.	$2,500.00	5826	Transportation Costs			Health Academy
305-59	Transportation Costs for Career and College exploration Trips. AC transit tickets for local Work Based Learning trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	4310	Supplies & Materials			Health Academy
305-60	Transportation Costs for Career and College exploration Trips. BART tickets for local Work Based Learning trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	4310	Supplies & Materials			Health Academy
305-61	Transportation Costs for Career and College exploration Trips. Charter bus to Soul Flower Farm students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
305-62	Transportation Costs for Career and College exploration Trips. Charter bus to The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$750.00	5826	Transportation Costs			Health Academy
305-63	Transportation Costs for Career and College exploration Trips. Charter bus to CA Academy of Science students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
305-64	Admission Fees for CA Academy of Sciences students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$800.00	5829	Admission Fees			Health Academy
305-65	Admissions Fees for The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$800.00	5829	Admission Fees			Health Academy
305-66	Admission Fees for Conference Registration for students for American Civil Liberties Union (ACLU) Medical Ethics and Law Conference students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$900.00	5829	Admission Fees			Health Academy
305-67	Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences. $75/event times 4 events = $300.00	$250.39	4311	Meeting Refreshments			Health Academy

305-68	Teacher Salaries Stipends: Summer Extended Contract for curriculum development. Curriculum development will allow for courses to add more up to date scientific analyses and to adjust as new biotech processes are introduced from Biotech Partners. ($38.50 per hour x 40 total hours + 25% benefits x 3 Teachers = $9625.00)	$9,625.00	1120	Teacher Salaries Stipends			Health Academy
305-69	Supplies and Materials for mock trial events for 10th grade and mock city council policy debates as well as community action projects for 11th and 12th grade (large chart paper, enlarged printing of pictures and documents, tripods to display enlarged pictures and documents, name tags, and name tag holders) These supplies will be used to display documents and images that students will use to deliver informative and persuasive messages to their audiences during each respective event. Name tags and name tag holders are needed because students deliver these presentations in front of audiences that include community and industry partners that must know student names and be able to identify them to provide direct student feedback. Vendor: Office Depot Measure N Action for Goal: To provide effective Project Based Learning strategies to reduce disparities in academic achievement and to increase equitable access to all students. Number of Scholars: 65 Improved Scholar Engagement: Hands-on PBL experiences is a student-centered approach, which allows scholars to make real-world application to their learning. PBL also provides opportunities for scholars to think outside the box and demonstrate a variety of academic skills. Creating lab kits will provide scholars the opportunity to participate in labs in the classroom or at home if we continue to in asynchronous teaching and learning. Need: Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$2,076.61	4310	Supplies & Materials			Race, Policy, & Law
305-70	Teacher Salary Stipends: Extended Contracts for 3 brand new pathway CTE teachers to meet during summer and afterschool/evenings, services will include: onboarding and curriculum development for three new RPL teachers for 2021-22; staff meeting to reflect on year end student data and develop individual student intervention plans; outreach and relationship management with industry professionals for curriculum development; and to pay for staff participation in community partner engagements such as Advisory Board meetings and Career Mentoring Program Mentor trainings. ($38.50 per hour x 75 total hours + 25% benefits x 3 Teachers = $10,828)	$10,828.00	1120	Teacher Salaries Stipends			Race, Policy, & Law

305-71	Transportation Costs for Career and College exploration Trips. Charter bus to UC Davis students get exposure to law school and college life through exploration trips to increase high school students' readiness to succeed in college and career. Transportation will be an acceptable/adoptable expense if we are able to engage in face - to - face meetings. If we are not able to engage in face-to-face meetings, we will reallocate the funds through the budget modification process.	$800.00	5826	Transportation Costs			Race, Policy, & Law
305-72	Transportation Costs for Career and College exploration Trips. AC transit tickets for local WBL trips (e.g. Alameda Superior Courthouse, Hayward Hall of Justice, etc) students get exposure to legal sector careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	4310	Supplies & Materials			Race, Policy, & Law
305-73	Transportation Costs for Career and College Exploration Visits. Charter bus to Merritt College for students to learn about their Paralegal program and Administration of Justice department specifically, along with other Career Technical Education program offerings to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Race, Policy, & Law
305-	Conference Expenses - California Law Pathways Summit - Registration fees for 3 teachers to participate in annual convening of law pathways from across the state to hear from professional in the legal sector about current topics and practices, and share best practices among CA law academies.	$450.00	5220	Conference Expenses			Race, Policy, & Law
305-75	Conference Expenses - Othering & Belonging Conference - Registration fee for pathway director to participate in UC Berkeley Othering & Belonging Institute Annual Conference which brings together law professors, policy advocates, community organizers and a range of professionals to share current thinking and practices to support racial equity in areas such as criminal justice, immigration law, education policy, etc. Opportunity to stay current in the field and network to recruit industry professionals to collaborate with RPL teachers and students.	$350.00	5220	Conference Expenses			Race, Policy, & Law

305-76	Service Type: Teacher Salary Stipends: extended contracts for 9th grade Board to meet weekly to coordinate across houses to ensure alignment. Teachers will align 9th grade student supports & curriculum to ensure students are exposed to each pathway theme and prepared to enter pathways in the 10th grade. The Board plans curriculum and differentiated experiences that supports each pathway, which allows 9th grade students to gain experiences in each pathway before choosing at the end of 9th grade. The Board must plan PD to address the ever changing curriculums and pathway focuses. Expenditure: 3 Board Members + 1 9th Grade Lead x $38.50 x 1 hr x 38 days + 25% Benefits = $7,315.00 Pathway Alignment: Action 2 for Goal 3: Create a Rigorous Student Support System 9th grade data collection & reflection. The 9th grade board will collect grade and attendance data and facilitate ongoing reflection among staff into efficacy of interventions & supports. Need: After scholars return from the pandemic, we foresee a need for additional interventions. The Advisory Board and 9th Lead will be instrumental in examining data, researching strategies and techniques to provide team members with interventions to support our most marginalized scholars in need of social, emotional, and academic support.	$7,315.00	1120	Extended Contracts			9th Grade
305-77	Service Type: Teacher Salary Stipends: extended contracts for teachers to provide Boost tutoring after school to support struggling at risk students in math and science classes with high failure rates, which often keep students from accessing our Engineering and Health Academies. Students will be able to remain in pathways if they are able to pass classes upon the initial enrollment. This support will is necessary because many middle school students transition to high school without the necessary math and science skills to be successful in higher level classes. Expenditure: 2 Teachers x $38.50 x 1 hrs/day x 38 days + 25% Benefits = $3,657.50 Pathway Alignment: Action 1 for Goal 3: Implement Rigorous Student Support System - Expand Social Emotional Learning (SEL) work to ensure scholars returning to in-person sessions receive the supports needed to be successful Need: The Covid-19 pandemic has created a injust, unfair system for our scholars. Many 9th graders will enter with gaps in math skills, therefore teachers in the 9th grade are the best people to support the scholars in closing these gaps.	$3,657.50	1120	Extended Contracts			9th Grade

305-78	Meeting Refreshments for meetings with parents of at-risk students during Student Success Conferences. After each marking period, teachers and counselors will meet with students whose GPA is below a 2.0 and their parents to review their progress and to develop an action plan to get the student back on track to graduation and lessen the need for credit recovery courses as the need for credit recovery often prevents our most struggling students from accessing pathway CTE courses. Pathway Alignment: Action 1 for Goal 3: Implement Rigorous Student Support System Organize Student Showcase to strengthen family connections to school community. This will help increase students academic identity which will help them be successful throughout their high school career Need: Our goal is to increase parent engagement. Many of our parents will be coming from work, so light refreshments are a welcoming way to increase socialization, engagement to produce positive outcomes that will benefit our scholars.	$494.36	4311				9th Grade
305-79	Service Type: Teacher Extended Contracts 9th grade Summer Bridge Program provides opportunities for our most marginalized 9th graders to develop the necessary skills to make a smooth, positive transition to high school. This program has been designed to decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school. Expenditure: 4 Teachers x $38.50 x 4 hrs/day x 10 days + 25% Benefits = $7,700 Pathway Alignment: Action 1 for Goal 3: Implement Rigorous Student Support System - Expand Social Emotional Learning (SEL) work to ensure scholars returning to in-person sessions receive the supports needed to be successful Scholar Engagement: Need: The Covid-19 pandemic has created an environment of anxiety, fear and uncertainty for our scholars. It is in the interest of our incoming 9th graders that we would like to provide the opportunity to decrease anxiety and fears about entering high school, build relationships with teachers they will engage with, receive some academic front-loading, and participate in Social Emotional Learning activities to provide them with SEL skills for high school.	$7,700.00	1120	Extended Contracts			9th Grade

School:	OAKLAND TECHNICAL HIGH SCHOOL					School ID:	305

School Description

Oakland Technical High School (often referred to as Oakland Tech or simply Tech) encompasses two campuses on 13 acres in North Oakland and is one of three comprehensive high schools in the Oakland Unified School District (OUSD.) The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school. The school boasts championship athletic teams, vibrant arts programs, and more than 30 active student clubs. Its alumni have reached national prominence in athletics, the arts, business, and politics. Oakland Tech parents and community members are very involved, as for example, when they responded to the need for a baseball field in north Oakland by organizing a "Field of Dreams" fundraising and construction effort. Built in 1914 and designed to resemble the main science building at the Massachusetts Institute of Technology, Oakland Tech was historically the premiere vocational school in Oakland, offering courses as diverse as automobile and aviation mechanics in addition to woodshop and metal-working. These programs were phased out in the 1970s, and the shops were remodeled over the years into new science labs, a health clinic, a dance studio and classrooms.The faculty and administration have long been on the forefront of major changes in the district, working together to institute one of the state's first Partnership Academies, the Health and Bioscience Academy in 1985, and a second academy, the Engineering Academy, soon after. In 1986, two teachers developed the rigorous Paideia program of integrated humanities studies for 10th-12th graders. The school's celebrated 9th grade California Studies program began as a preparatory course for Paideia, but was expanded to include all freshmen during the 2012-2013 school year. Oakland Tech became one of the first Digital High Schools, participated in the Bay Area School Reform Collaborative in the 1990s, and helped shape the district's School Site Empowerment policy as the largest pilot school for the site-based decision-making model of operations earlier in this decade.

School Mission and Vision

Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college and career ready.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	51.2%	48.8%	97.8%	48.2%	6.4%	4.7%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	26.9%	0.3%	19.4%	18.6%	1.2%	0.4%	24.5%	6.1%	1.1%
Target Student Population	Which student population will you focus on in order to reduce disparities?				African American males				

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	92.8%	90.8%	94.0%	Not Available	95.0%		
Four-Year Cohort Dropout Rate	3.7%	12.5%	3.0%	Not Available	3.0%		
A-G Completion	74.7%	Not Available	76.0%	Not Available	80%		
On Track to Graduate- 9th Grade	75.6%	85.2%	85.0%	83.4%	86%		
Percentage of students who participated in at least 1 Work-Based Learning activity	12.7%	9.8%	50.0%	23%	55%		
Percentage of students who have passed dual enrollment courses with a C- or better	82.5%	84.4%	87.0%	Not Available	88%		
Percentage of students in Linked Learning pathways	71.1%	74.0%	80.0%	79.2%	86%		
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	81.8%	Not Available	83.0%	Not Available	85.0%		
Four-Year Cohort Dropout Rate	7.60%	Not Available	6.0%	Not Available	5.0%		
A-G Completion	46.3%	Not Available	50.0%	Not Available	55%		

On Track to Graduate - 9th Grade	48.9%	Not Available	55.0%	50.7%	60%		
Percentage of students who participated in at least 1 Work-Based Learning activity	8%%	10.0%	25.0%	30%	35%		
Percentage of students who have passed dual enrollment courses with a C- or better	100.0%	0.0%	100.0%	Not Available	100%		
Percentage of students in Linked Learning pathways	64.0%	66.3%	71.0%	86%	87%		

ROOT CAUSE ANALYSIS

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

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

Percentage of students who participated in at least 1 Work-Based Learning activity	Participation numbers are increasing. Pathways are incorporating more WBL activities into their CTE courses. Student Support Specialists collaborate with our Work Based Liaison to ensure targeted students have access and supports to opportunities. Data is incomplete. Data shows 222 participated in a work based learning activity during the 19-20 school year.	Pathway directors and SSS report student follow through is lacking in many instances and necessary documents are sometimes not returned (permission slips, applications, eyc.). African American males have fewer role models in the community thus we must prioritize their involvement in pathways and work based activities. There is a need to broaden our partnerships to include athletic coaches to help promote and influence involvement.	Better data collection is needed. We have offered more opportunities this year and the data has not been captured. African american males who must repeat a class often are not able to attend the CTE class of the pathway, which is where most of the CTE opportunities are provided. Remaining in the CTE class was difficult because of the 6 period day schedule. We are moving to a block schedule in 20-21 to allow students the space for remediation and participation in work based opportunities.
Percentage of students who have passed dual enrollment courses with a C- or better	African American and Asian females are taking more Dual Enrollment classes than other subgroups	A small percentage of students have not been successful in DE classes because we are not able to offer tutoring. African American males are very reluctant to take the risk and enroll in DE classes. Fall semester no African American males were enrolled in DE classes. Last Spring 2 African American males took a DE class and both passed with a c or better.	Dual enrollment classes are scheduled after school. Many students opt into playing a sport or need to work and can not enroll in DE classes. Students entering high school without the necessary skills to be successful in high school courses do not enroll in dual enrollment courses because of the rigor. No students support available because there is no funding for college level tutors. Some students need tutoring or more time with the professor to practice the material. If we were able to offer tutoring, more students would take the risk of adding a college level class to their already rigorous course loads.
Percentage of students in Linked Learning pathways	73.8% of students are enrolled in a pathway	Students opt to be in Paideia instead of a pathway, students must leave the pathways in order to make up credits for graduation. We are shifting to a block schedule next year which will allow students to remain in pathways.	Our current 6 period schedule does not allow for much flexibility. Students who need to remediate classes to meet graduation requirements have to drop pathway classes. Students who are not in the CTE classes were not able to stay enrolled in the pathway. We are moving to a block schedule beginning with the 20-21 school year. This will allow students to receive remediation, take support classes, and participate in more work based learning opportunities over the course of the three years students participate in pathways.
2020-2021: YEAR ONE ANALYSIS			
Strategic Actions			

Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	What evidence will you look for to know you are successful?
Oakland Tech is moving to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrolment classes will be built into the master schedule, thus not competing with other student obligations.	Block schedule and the increased number of opportunities for students. We will improve our tracking of student involvement in work based learning and other opportunities provided through the school. Student satisfaction surveys after events to assess engagement and additional student concerns.
Pathway teams will be provided support to grow and manage their respective pathways to build alignment between courses and develop capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.	Professional Development agendas, materials and resources Collaboration agenda and notes Senior work samples Data from Capstone Project rubrics
Pathway cohorts will be built using a refined clear selection process. Pathway teams will work with the Pathway coach to continue to refine our academy selection process to increase equity and decrease disparities in academics.	Academy application Survey data Pathway selection data Student achievement data Meeting agendas
Teachers will be provided professional development to increase student engagement through refining teacher practices and using Zaretta Hammond's framework of Culturally Responsive Teaching, which supports high school retention and prepares students to be college and/or career. Professional development will also focus on teaching within the block.	Walk-Through Data Classroom Observations Student Surveys and/or Listening Campaigns Attendance Data Discipline Data
Intervention classes in math and stand alone ELD classes will be created and incorporated into the school day. Students will be assigned into math support and ELD support classes in 9th grade.	Redesignation rates,GPA, on track to graduation rates for students in intervention classes, CHKS Survey

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Consultant Contract with BACR to provide Student Support Specialist for each of our 5 pathways to provide Tier 1 supports to 10-12th grade at risk pathway students to ensure they graduate College and Career ready. - SSSs will provide tutoring, counseling, work based learning activities and additional supports as needed. The goal of the SSSs are to reduce disparities and inequities in student achievement.	$335,000.00	5825	Enter object code at left.	Student Support Specialists		Computer, Health, FADA, RPL and Engineering

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

Hire 1.00 FTE (salary and benefits) for a Counselor above the base allocation so that we can transition to having each counselor be aligned to a pathway. For the 2020-2021 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence.	$107,001.58	1205	Enter object code at left.	Pathway Counselor	1.00 FTE	Computer, Health, FADA, RPL and Engineering
Hire .80 FTE (salary and benefits) Teacher -Ong - To provide instruction in CTE AP Computer Science, Computer Programing, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	$58,755.07	1105	Enter object code at left.	Pathway Teacher	.80 FTE	Computer
Hire .40 FTE (salary and benefits) Teacher - Rivera - To provide instruction in CTE Race, Policy, Law, Social Justice which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	$32,748.10	1105	Enter object code at left.	Pathway Teacher	.40 FTE	RPL
Hire .80 FTE Teacher (salary and benefits) - Wright - To provide instruction in CTE Courses AP Computer Science Principles, Computer Science for Capstone, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	$90,354.59	1105	Enter object code at left.	Pathway Teacher	.80 FTE	Computer
Hire .20 FTE (salary and benefits) Teacher - LI - To provide instruction in CTE Courses Architecture 1 & 2, Engineering Principles, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	$17,456.00	1105	Enter object code at left.	Pathway Teacher	.20 FTE	Engineering
Hire 1.00 FTE (salary and benefits) Teacher Monroe - To provide instruction in CTE Course FADA Fundamentals which, provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	$112,943.24	1105	Enter object code at left.	Pathway Teacher	1.00 FTE	FADA
Hire 1.00 FTE (salary and benefits) Teacher - Heckel - To provide instruction in CTE Course Art of Animation, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.	$90,286.96	1105	Enter object code at left.	Pathway Teacher	1.00 FTE	FADA
Allocation to Computer Pathway ($26,304.19)						Computer
Allocation to Race Policy and Law Pathway ($16,104.61)						RPL
Allocation to 9th grade ($68,700.00)						9th grade
Allocation to Health Academy ($22,725.39)						Health
Allocation to FADA ($28,272.54)						FADA
Allocation to Engineering ($18,609.77)						Engineering

2021-2022: YEAR TWO ANALYSIS

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?

Oakland Tech is moving to a block schedule that will allow students to be able to take more classes each semester. This will provide more opportunities for remediation while allowing students to remain in the pathway CTE course. Students will also be able to engage in more work based learning opportunities over the course of the 3 years students are in a pathway. Dual enrolment classes will be built into the master schedule, thus not competing with other student obligations.	**Effective Strategic Actions**
	Schedule changes due to Covid - 19 greatly impacted our actions towards this goal. However, these are the actions we were able to accomplish:
	1. Implemented Tutorials during Quarters 2 & 4 to provide opportunities for remediation
	2. Engage scholars in a variety of WBL opportunities, including:
	    a. 9th Grade Exploratory
	    b. Monthly Speaker Series
	    c. Career Fairs
	    d. Dual Enrollment
	    e. Some Virtual Internships
	Least Effective Strategic Actions
	Block Scheduling was not the least effective action, it was not able to be implemented due to the changes in schedules. We will be implementing Block schedule when we return to face-to-face
	Impact of Distance Learning
	Scheduling and modification to teaching and learning blocks impacted this action
	Evidence Related to this Goal:
	1. Tutorial Sign-Up
	2. Exploratory Lesson Plan
	3. Agendas, Flyers, Invitations, Video Recordings
	4. Speaker Sign-up Forms

Pathway teams will be provided support to grow and manage their respective pathways to build alignment between courses and develop capstone projects that are meaningful and consistent between pathways. This will happen through professional development and collaborative meetings, which will decrease academic disparities, provide strong leadership to ensure all students are college and/or career ready.	**The Actions We Took to Improve Outcomes:** 1. Held weekly or bi-weekly Pathway collaboration meetings 2. Utilized CTE Coaches to assist with the alignment and development of Capstone Projects 3. Teachers received Capstone Professional Development 4. Teachers met and collaboratively planned together to align Capstone requirements and scoring **Least Effective Strategic Actions** Limitations in individual schedules and availability slightly impacted some areas of Pathway Growth **Impact of Distance Learning** Course schedules, some meeting availability were impacted **Evidence Related to this Goal:** 1. Capstone PD Agendas 2. Capstone Meeting Agendas, Notes, Chat Notes 3. Capstone Planning Meeting Notes

Pathway cohorts will be built using a refined clear selection process. Pathway teams will work with the Pathway coach to continue to refine our academy selection process to increase equity and decrease disparities in academies.	**The Actions We Took to Improve Outcomes:** 1. Redesigned Pathway Applications (Shortened the application, identified the key questions needed by each Pathway) 2. Held Selection Process Meetings 3. Updated the Selection Process Tool to account for the CTE Pathways that have specific requirements such as including s - at risk - have irregular attendance - have low G.P.A. - considered economically disadvantaged - are behind in coursework (poor grades) **Evidence Related to this Goal:** 1. Pathway Application 2. Selection Process Data 3. Meeting/Chat Notes
Teachers will be provided professional development to increase student engagement through refining teacher practices and using Zaretta Hammond's framework of Culturally Responsive Teaching, which supports high school retention and prepares students to be college and/or career ready. Professional development will also focus on teaching within the block schedule.	**The Actions We Took to Improve Outcomes:** 1. Staff participated in CRT Professional Development 2. Staff participated in SEL Professional Development **Least Effective Strategic Actions** Using Zaretta Hammond's Framework was not the least effective, however we were not able to disseminate the book to all staff members. **Impact of Distance Learning** Limitations on in=person meetings impeded progress of book dissemination **Evidence Related to this Goal:** 1. PD Agendas, Slides
Intervention classes in math and stand alone ELD classes will be created and incorporated into the school day. Students will be assigned into math support and ELD support classes in 9th grade.	**The Actions We Took to Improve Outcomes:** Due to the constraints of Covid-19, OT had to modify interventions classes. We hosted: 1. Virtual Math Tutoring Sessions 2. Implemented Tutorials twice a week for remediation 3. Implemented Math Peer Tutors **Least Effective Strategic Actions** The stand alone 2 ELD class were not the least effective, however due to staffing shortages this was not fully executed. In **Impact of Distance Learning** Hiring, interviewing, scholars social, emotional needs were greatly impacted by Covid -19 **Evidence Related to this Goal:** 1. Flyers, Scholar Sign-Up
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?

Pathway teams will be provided support to grow and manage their respective pathways to align with the LInked Learning Pillars and CTE Standards	**Strategic Actions** Integrated Thematic Instruction (ITI), a multidisciplinary approach, was coined by Kovalick, (1989) and Shoemaker, (1989) and has been adapted, replicated and expanded by many other educational researchers and theorist, as a synthesis of brain research, instructional strategies, and curriculum development. The themes are divided into topics that incorporate key content areas like, ELA, History, Science and Art. The units will be developed by ALL teachers on the team integrating the CCSS and the College Career Readiness (CCR) standards that area already embedded in Common Core. In addition, CTE teachers will identify industry standards that can be aligned with the theme. **Research Skills:** Research a variety of industry careers, skills and experiences aligned with the project **Critical Thinking Skills:** Identify and find a solution to a past or current industry problem - Each Pathway will identify at least 2 themes to design and implement Multidisciplinary/ITI PBL units aligned with CTE and CCSS - Identify 2 themes to drive the PBL units - Use team collaboration time to begin planning units for next year in order to develop the scope and sequence of our PBL units - Identify resources for the PBL units **Evidence** - CTE Course of Study - Syllabus - Lesson/Unit Plans - Project Rubrics - Scholar Work Samples
Teachers will be provided professional development to increase student engagement through expanded work on CRT, SEL, RJ and Equity.	**Strategic Actions** Current research confirms that the quality of teaching is the key factor contributing to a scholar's success. Effective professional development should be driven by data and result in improvements in teacher practices. Washington (2019), states "Professional development (PD) in the 21st century is important to the growth and development of the contemporary educator. Today's educational realm is full of multiple perspectives, technologies, and opportunities for students and educational leaders. The goal of professional development for educators is to go beyond maintenance and to create sustainability and professional longevity." Oakland Tech's ILT and Equity Team is committed to providing effective PD next year so that teachers are well equipped to meet the diverse needs of our scholars. The emphasis of our work will focus on the 15 21st Century professional development skills, Equity, Restorative Justice (RJ), Social, Emotional Learning (SEL) and Culturally Responsive Teaching (CRT). - Create PD using sound research based strategies to ensure OT staff has the resources to promote, encourage and develop scholar engagement. - Provide researched based resources and materials to support scholars with social emotional needs, restorative justice strategies using the OT equity lens. - Implement the goals of the Equity Team aligned with the vision, mission and goals of Oakland Tech - Use data from the Oakland Tech Equity Plan to identify PD needs **Evidence** - PD Agendas, Presentation Slides, Resource LInks, OT Equity Plan

Expand reading and math Intervention classes to assist with closing academic gaps	**Strategic Actions** There are over six million adolescents who are literacy deficient, struggling with reading and unable to receive the intervention needed to close the gap (Biancarosa & Snow, 2004;Vaughn, Denton, & Fletcher, 2010). Many of these scholars guess, miss assignments, disengage, skip classes and eventually drop out of school (Moats, 2014; Novosel, 2014). It is important that secondary teachers implement and support scholar reading achievement by ensuring they have access to and gain relevant content knowledge despite their reading challenges. Oakland Tech has developed a Literacy Framework to support this work. Our goal next year is to be intentional about the supports we put in place to address this inequity. - Identify and hire a Reading Intervention Specialist - Implement the OT Literacy Framework This year the Oakland Tech Equity Team, Administration and BACR worked collaboratively to provide virtual math tutoring sessions. It is our goal to expand this work next year to accommodate and support more scholars. - Expand partnership with BACR to hire math tutors **Evidence** - Scholar Sign-In - Progress Reports - Grade Reports - Assessment Data

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 prevented OT from engaging in field trips, college tours, hosting guest (refreshments) and purchasing some materials.

The most effective use of the Measure N funds was for scholar lab kits, art kits, art supplies, and materials that scholars could pick up and use at home.

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)
Consultant Contract with Bay Area Community Resources (BACR) to provide 4 Student Support Specialists for our 5 pathways (1 Specialist for every 3 or 4 cohorts of scholars) to provide Tier 1 supports to 10-12th grade at risk pathway scholars to ensure they graduate College and Career ready. The Student Support Specialists will provide tutoring, counseling, work based learning activities and additional supports as needed. The goal of the SSSs are to reduce disparities and inequities in student achievement.	$310,960.00	5825	Consultant Contract	Student Support Specialists	1.0 FTE	Computer, Engineering, FADA, Health, RPL
Hire a Pathway Coach, at .50 FTE, to provide pathway support for all pathways planning, collaboration, alignment to ensure comprehensive student supports and develop a lesson on scholar graduation requirements including A-G, GPA and credit recovery. (Salary & Benefits).	$69,395.69	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Computer, Engineering, FADA, Health, RPL

Hire a Work Based Learning Liaison, at 1.0 FTE, to coordinate the facilitation of work based and college experiences to all pathway students and organize school wide activities that allows the pathway students to gain a better understanding of the different opportunities available to them. The Work Based Learning Liaison will also manage the Outside Work Experience Program, identify new Industry Partners, provide support with district wide WBL and Internship initiatives and teach students how to conduct a successful job search. (Salary & Benefits)	$120,593.95	2205	Classified Support Salaries	Work-Based Learning Liaison	1.0 FTE	Computer, Engineering, FADA, Health, RPL, Non-Pathway
Hire an College and Career Readiness Specialist, at 1.0 FTE, to expose scholars to colleges and career opportunities, provide access to future educational & career opportunities by hosting on site college events, assist scholars with FASA, community college support, community outreach, supports with dual enrollment, college and career counseling. (Salary & Benefits)	$105,744.97	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Computer, Engineering, FADA, Health, RPL
Hire an additional Assistant Principal, at 1.0 FTE. The Assistant Principal is above the base allocation. The Assistant Principal will coordinate the work of the 5 pathways to provide support and supervision in alignment with the Pathway vision, mission and goals. Assistant Principal will work directly with the Pathway Leads of the Health Academy, provide professional development, collaborate with Pathway Coordinator, to continue to build out the Pathway and to support them in decreasing disparities in student achievement. (Salary & Benefits)	$121,571.25	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High School	1.0 FTE	Health Academy
Hire an Counselor, at 1.0 FTE. The Counselor is above the base allocation and necessary so that we can transition to having 1 counselor per pathway. For the 2021-2022 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. (Salary & Benefits)	$112,245.07	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Race, Policy, Law, Social Justice Pathway
Hire an Counselor, at 1.0 FTE. The Counselor is above the base allocation and is necessary so that we can transition to having 1 counselor per pathway. For the 2021-2022 school year, counselors will collaborate with their respective pathway team and will assume the 10th grade caseload for that specific pathway and will loop with them the following school year. Counselors will develop College and Career plans with the pathway students on their caseload, and will intervene to ensure the student stays on track to graduation and to completing their pathways CTE sequence. (Salary & Benefits)	$93,261.96	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Health Academy
Hire an Teacher, at .80 FTE. The teacher (C. Ong) will provide instruction in CTE AP Computer Science and Computer Programing in the Computer Pathway, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$67,863.64	1105	Teacher Salaries	TCHRSTRENGIM	.80 FTE	Computer Pathway

Hire an Teacher, at .40 FTE. The teacher (B. Rivera) will provide instruction in CTE in the Race, Policy, Law, Social Justice pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$34,812.88	1105	Teacher Salaries	TCHRSTRENGIM	.40 FTE	Race, Policy, Law, Social Justice Pathway
Hire an Teacher, at .80 FTE. The teacher (S. Wright) will provide instruction in CTE Courses, AP Computer Science Principles, and Computer Science for Capstone in the Computer Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$116,410.70	1105	Teacher Salaries	TCHRSTRENGIM	.80 FTE	Computer Pathway
Hire an Teacher, at .20 FTE. The teacher (R. Li) will provide instruction in CTE Courses Architecture 1 & 2, and Engineering Principles, in the Engineering Pathway which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$25,596.50	1105	Teacher Salaries	TCHRSTRENGIM	.20 FTE	Engineering Pathway
Hire an Teacher, at 1.0 FTE. The teacher (M. Monroe) will provide instruction in CTE Course Fundamentals in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$119,745.19	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Fashion, Art, & Design Academy
Hire an Teacher, at 1.0 FTE. The teacher (P. Heckel) will provide instruction in CTE Course Art of Animation, in the Fashion, Art, & Design Academy which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. (Salary & Benefits)	$93,564.84	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Fashion, Art, & Design Academy

Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. **Accomplishment Standards:** Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. **Justification:** Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. **Calculations Per Teacher** 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 "	$17,325.00	1120	Teacher Salaries Stipends			9th Grade

Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. **Accomplishment Standards:** Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. **Justification:** Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. **Calculations Per Teacher:** 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 x 6 Academy/Pathway Directors = $103,950 (Engineering, FADA, Health, Computer, RPL, and 9th Grade)	$17,325.00	1120	Teacher Salaries Stipends			Computer Academy

Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. **Accomplishment Standards:** Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. **Justification:** Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. **Calculations Per Teacher** 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325	$17,325.00	1120	Teacher Salaries Stipends		Engineering Academy

Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. **Accomplishment Standards:** Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. **Justification:** Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. **Calculations Per Teacher** 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325	$17,325.00	1120	Teacher Salaries Stipends			Fashion, Art, & Design Academy

Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. **Accomplishment Standards:** Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. **Justification:** Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. **Calculations Per Teacher** 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 "	$17,325.00	1120	Teacher Salaries Stipends			Health Academy

Teacher Salaries Stipends: Extended Contract for the Pathway Director (in lieu of extra conference period) to provide curricular and structural supports schoolwide through collaboration. To provide professional development and teacher support to continue to build out the pathway model and to ensure alignment of all classes to the mission and vision of the school. Increase scholar retention and reduce dropout rates, collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. Distance learning has significantly increased the number of students who are at-risk, and additional meetings with case managers are required; additional methods and curriculum are required during distance learning that were not anticipated when the original plan was approved. **Accomplishment Standards:** Regular communication with pathway teachers and Student Support Specialists; provide timely notice and written notes of meetings; maintain roster of community partners and advisory board. **Justification:** Collaborate with case managers to identify and support at-risk and underserved students will allow a greater number of students to be engaged. Coordinate a new high-interest curriculum to help them find relevance in the pathway program. **Calculations Per Teacher** 10 hours per week x 36 weeks = 360 hours x $38.50/hour = $13,860 + 25% benefits = $17,325 "	$17,325.00	1120	Teacher Salaries Stipends		Race, Policy, Law, Social Justice Pathway
Pathway Allocation: 9th Grade ($19,166.86)		4399	Surplus		
Pathway Allocation: Computer Academy ($26,304.19)		4399	Surplus		Computer Academy
Pathway Allocation: Engineering Academy ($18,609.77)		4399	Surplus		Engineering Academy
Pathway Allocation: FADA ($28,272.54)		4399	Surplus		Fashion, Art, & Design Academy
Pathway Allocation: Health ($22,725.39)		4399	Surplus		Health Academy
Pathway Allocation: RPL ($16,104.61)		4399	Surplus		Race, Policy, Law, Social Justice Pathway

COMPUTER PATHWAY	
Mission and Vision	The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. Vision/ Mission: Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.

PATHWAY QUALITY ASSESSMENT

OT COMPUTER ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Computer Science pathway teachers engage in rigorous academics in all pathway content areas. 78% of pathway students are meeting A-G requirements. Pathway students are analyzing, collaborating, and using problem-solving skills in Project-Based Learning environments.	Increase the number of African American students meeting A-G requirement to 80%. Increase the number of Hispanic students meeting A-G requirements to 75%.	SSS intervention will include checkin and checkout. Provide PD for teachers to improve and increase differentiated Instructions and interdisciplinary, PBL units. Provide more opportunity for student-centered collaborative learning environments.
CTE (pages 3,4,5 of rubric)	All CTE classes are aligned with state standards and A-G requirements. Several CTE classes are Advanced Placement CTE classes are research and project based. 78% of SPED students are meeting A-G requirements.	A large number of African American and Latino students drop the CTE classes in 11th and 12th grade. At risk and minority students do not have access to some CTE course because they do not have the required skills. Additional professional development is need to support PBL and Blended Learning models to support low performing students.	Provide more scaffolding and differentiation to meet the needs of at risk students. Provide tutoring support for at-risk and minority students during and after school. Identify additional CTE programs and create a plan for at risk scholars to master program goals.

WBL (page 6 of rubric)	Approximately 20% of our students participate in internships.	Provide more internship opportunities and increase the number of at risk and minority students participation in WBL and internships.	Increase WBL and internship opportunities by integrating WOW and Nepris, which will create a larger platform for all students to participate. Create additional industry partnerships to support all scholars in the WBL and internship process.
	Approximately 20% of our students participate in industry job shadow, career exploration visits.	Increase the number of Pathway students with a resume, mock interview and financial literacy experience to 90%.	Involve students in more WBL experiences and competitions.
	Approximately 20% of pathway students have a resume and participate in mock job interview and financial literacy workshop.	Increase the number of Pathway students with resume, mock job interview and financial literacy to 90%	Increase WBL opportunities so that more students are engaged and supported by increasing the number of industry career explorations to two and one college tour by the end of junior year. By the Spring of senior year students should complete at least 120 hours of internships. Train Computer Science teachers in WBL through professional development and increase teacher involvement in internship externships. Provide 1-2 student workshops on resume writing and financial literacy, hosting mock job interviews to provide students with the necessary skills for college and

Comprehensive Student Supports (page 7 of rubric)	Approximately 78% IEP / SEP students participate in Pathways Pathway teachers use Google classroom to list all assignments with due dates and attached resources. Student Support Specialist works directly with at risk scholars by pushing in and pulling out. The SSS implements a variety of interventions.	Increase team support for students with IEP/SEP to 90% by using data to identify critical areas of need and increasing SSS Case Management A need to increase teacher support using Google classroom and creating assignments. A need to increase parent/family engagement. There is a lack of student engagement and motivation across the Academy, especially amongst at risk students.	To use the data from the SSS tracker to identify additional intervention strategies and classroom support. Increase team collaboration and parent communication to ensure everyone has access to the assignments and resources for all students. Increase student engagement and motivation by introducing team incentives, implementing academy events, and a student advisory committee. Create more student centered activities where students have more choice and voice.
Pathway Student Outcomes (page 2 of rubric)	The Computer Academy's demographics reflect Oakland Tech. The selection process for admissions is based on student choice and interest. Our goal is to ensure the selection process is equitable.	To increase retention rates of at risk and students of color by 30%.	Increase the number of opportunities to recruit by expanding exhibitions, student meetings, competitions, industry guest speakers for 9th grade throughout the year. Continue the Computer Science education week activities.

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?**

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

Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Improve outcomes and integration of at risk and minority students in rigorous academy courses (especially AP courses), by creating a student and Pathway advisory board, increasing student intervention, student clubs and activities, family outreach and staff professional development and collaboration. **Outcomes for Teachers and Leads**: Creating more student choice and voice, identify strategies to support our struggling, at risk students including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration. **Outcome for Students**: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions. **Needs**: Professional Development, collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.	Student Data (attendance, assignments, assessment scores, work samples, observations) SSS family outreach via communication tracker data

Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Action 1 for Goal 1- Create a Rigorous Academic Program Improve access to technology in every pathway classroom (chromebook cart, smartboard, printing to support vertical alignment of curriculum and to increase academic equity. Use Collaboration Time to create, update and maintain Google classroom, analyze data, review Electronic portfolio system) to increase access to at-risk and minority students to reduce disparity. Utilize digital systems that support interventions for all. Introduce project based learning from 10th - 12th grade to ensure all students are college and career ready and reduce disparities and inequities in student achievement.	Technology access / sign out data sheet. Student Work Samples Lesson Plans/Unit Plans Collaboration Agendas and Notes Assessment Data
Action 2 for Goal 1: Create a Rigorous Academic Program Create more opportunities for team collaboration (professional development, student intervention, release days, team retreat, paid summer planning) Team with the SpED department to incorporate systems and strategies that better include and support students with IEPs	Team Intervention log Team sign in and sign out Agendas Meeting notes

Action for Goal 2: Create a Rigorous WBL Program Create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership. Increase guest speakers, field trips and college tours. Identify Externship Industry Partners for all Computer Science staff	Data from Monitoring System (Tracker, Observations) Guest Speaker Sign In Exploratory Trips to College Tour and Career Events (Attendance / Participation Data) Externship Participation Data Data on Industry Partnership Participation (Sign-In, Agreements, Sponsorships)
Action 1 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Create student extracurricular activities aligned to pathway goals (Computer club, robotics club, Hackathon, Cybersecurity club) Create a family outreach plan (exhibition invitations, school messenger, Instagram, etc.)	Event Fiers, Sign In Logs Participation in Competitions and Exhibitions Data (Sign-In, Registration, Attendance Data) Student Sponsored Events (Agendas, Website, Agendas, Meeting/Planning Notes, Meeting Attendance)
Action 2 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Create a Student Advisory Board and industry Advisory Board to improve outcomes and integration of at risk and minority students to increase equity and decrease disparities in academic outcomes.	Meeting Agenda and Notes. Attendance (Sign-In Logs) Participation in Pathway Activities and Event Student Data

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
Computer Supplies CTE Course Supplies, which include reusables (raspberry pi, arduino adrenals, etc), hardware (memory, ram, etc) for computer upgrades,	$2,500.00	4315	Enter object code at left.			Computer
CTE Lab Supplies and/or materials, such as computer parts (kits), screwdrivers, pliers, meters (check connections and cables), other tools used for computer repair, building and networking. to increase opportunities for students to be college and/or career ready and to provide real-world application.	$2,500.00	4310	Computer Supplies			Computer
Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to improve curriculum and increase students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	$304.19	4311	Meeting Refreshment			Computer
Provide Job Shadowing, Transportation Costs - Pathway students shadow a professional. Assignments will depend on availability and planning logistics between the Pathway and the industry partner to increase opportunities for students to be college and/or career ready.	$4,500.00	5826	External Work Order Services			Computer

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

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?
Goal 1: Create a Rigorous Academic Program Integrate vertical alignment of interdisciplinary units/projects at each grade level to improve academic outcomes for 80% of at risk and minority students . This is a way to increase team curriculum collaboration, opportunities for scaffolding, differentiation, project based learning and intervention strategies, across the Computer Science Academy to ensure all students are college and career ready and reduce disparities and inequities in student achievement. **Outcomes for Teachers and Leads:** Use data to drive Professional Development Needs to ensure all teachers receive effective training to ensure all students meet A-G requirements and are ready for college and career. Increase team collaboration, create and implement interdisciplinary, PBL units, collect and analyze data. **Outcome for Students:** Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. **Needs:** Professional Development, collaboration time, models for differentiated, interdisciplinary units, funding for student supplies and materials.	**The Actions We Took to Improve Outcomes:** Schedule changes due to Covid - 19 greatly impacted our actions towards this goal. However, these are the actions we were able to accomplish: 1. Increase scholars' access to technology by implementing remote access to classroom software. Creating hands-on kits for scholars to pick up. 2. Provided Google classroom support for everyone on the team. Created the Academy selection tool to increase equity and reduce disparities in Academy demographics. 3. Some members participated in the CTE conference 4, Implemented virtual team collaboration 5. Participated in CRT professional development 6. Provided take-home kits to ensure scholars could engage in critical thinking through hands-on learning **Evidence Related to this Goal:** 1. Scholar work samples 2. Teacher sign up for Google classroom sessions 3. Professional Development agendas 4. D & F data review notes	**Computer Science's Continued Improvement Plan for A Rigorous Academic Program in 2021-2022** 1. Incorporate more technology including hands-on kits and modules. 2. Participate in Professional Development to increase understanding of leading a Collaboration Team. 3. Increase PBL units by using collaboration time to develop at least 2 well planned units. 4. Increase the number of CTE conference participants to ensure the Computer Science team is current with college and career readiness shifts, changes, and new strategies and techniques in order to reduce disparities and increase equitable outcome for our scholars.

Goal 2: Create a Rigorous WBL Program Increase industry partnerships, implement effective WBL curriculum, utilize a variety of WBL opportunities, increase teacher industry externships in an effort to increase equitable WBL and internship outcomes for at risk students by 30% and increase graduation rates by providing students with the skills for success. Provide additional WBL PD for Computer Science teachers to increase buy - in , collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career. **Outcomes for Teachers and Leads:** Increase Industry Partnerships, collaboration, identify data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. **Outcome for Students:** Engage in hands-on learning experiences, increased understanding of college and career requirements, create goals for the future, develop a plan for high school success. **Needs:** Professional Development, externship opportunities, collaboration time, funding for field trips, college tours, internships and externships, SSS to support SEL and WBL activities and events.	**The Actions We Took to Improve Outcomes**: Although the Covid -19 pandemic interrupted our ability to engage scholars in field trips and college tours, we were able to: 1. Monitor & Evaluate our Measure N goals (See attached Measure N Evaluation Tool) including our WBL program. 2. The Computer Academy hosted the POC in Computer Science Speaker Series and we are hosting Women in Computer Science Series, in addition to co-hosting the Women in Tech Luncheon. Our scholars have engaged with past Computer Academy scholars who are doing well in the industry sector. 3. The Linked Learning Office is working in conjunction with a variety of industry partners to increase externship opportunities, since the pandemic eliminated our ability to engage in externships this year, we will be working with Linked Learning to ensure this action is addressed during our second year. We were able to identify Industry Partners to participate in and support our Academy via our Advisory Board. 4. Participated in the school wide career fair **Evidence Related to this Goal:** 1. Evaluation Tool 2. Agendas, letters, flyers, meeting notes AERIES data	**Computer Science's Continued Improvement Plan for A Rigorous WBL Program in 2021-2022** 1. Work with our Pathway Coordinator/Coach and WBL Liaison to implement WBL PD for our team, engage in externships, increase collaboration time, identify a variety of field trips (such as virtual ones) to accommodate our WBL needs. 2. Expand guest speaker opportunities 3. Participate in the Linked Learning Externship Program 4. Attend CTE, WBL Professional Development 5. Identify at least two PBL units that incorporate WBL (interview a professional, collaborate with a business or community entity, present to industry or community partners), academics and CTE standards.
Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Improve outcomes and integration of at risk and minority students in rigorous academy courses (especially AP courses), by creating a student and Pathway advisory board, increasing student intervention, student clubs and activities, family outreach and staff professional development and collaboration. Outcomes for Teachers and Leads: Creating more student choice and voice, identify strategies to support our struggling, at risk students including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration. Outcome for Students: Increase voice, engage in real world activities to prepare for college and/or career, increased academic opportunities through a variety of interventions. Needs: Professional Development, collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.	**The Actions We Took to Improve Outcomes:** Unfortunately, Covid-19 deter in person activities, therefore our actions did not go as planned, however we were able to: 1. Create an internship for Peer Tutors 2. Secure support with sending Academy Information via school messenger to prospective families 3. Participate in CRT and Equity professional development **Evidence Related to this Goal:** 1. Peer Tutoring Sign-Up 2. Flyers and School Messenger Reports 3, PD agendas, chat notes	**Computer Science's Continued Improvement Plan for A Comprehensive Student Support System to Increase Greater Equity in 2021-2022** 1. Use the scholar participation in the Industry Advisory Board meetings as a stepping stone to create a scholar led Advisory Board 2. Implement training for scholars to provide them with the understanding of an advisory board, roles, responsibilities and leadership skills.
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?	

Action 1 for Goal 1- Create a Rigorous Academic Program Improve access to technology in every pathway classroom (chromebook cart, smartboard, printing to support vertical alignment of curriculum and to increase academic equity. Use Collaboration Time to create, update and maintain Google classroom, analyze data, review Electronic portfolio system) to increase access to at-risk and minority students to reduce disparity. Utilize digital systems that support interventions for all. Introduce project based learning from 10th - 12th grade to ensure all students are college and career ready and reduce disparities and inequities in student achievement.	**Effective Strategic Actions** - Ensured all scholars had technology to work from home - Used Google Classroom folders to maintain scholar work - Provided hands-on-kits so scholars could engage in hands-on learning from home **Least Effective Strategic Actions** - Electronic portfolio system was not least effective, it just did not come to fruition in the current virtual environment. **Impact of Distance Learning** - Limitations in creating effective virtual PBL activities - Some interruptions to collaboration times due to changes in other site/district meetings
Action 2 for Goal 1: Create a Rigorous Academic Program Create more opportunities for team collaboration (professional development, student intervention, release days, team retreat, paid summer planning) Team with the Special Education department to incorporate systems and strategies that better include and support students with Individualized Education Plans (**IEPs**)	**Effective Strategic Actions** - Oakland Tech provided a dedicated Wednesday for team, department and Pathway collaboration - Used this time to problem solve, identify scholars in need of support and identify intervention strategies - Participated in the SPED department Professional Development, met with SPED partners during the Academy Selection process **Least Effective Strategic Actions** - The team retreat was not the least effective, we did not have the opportunity to implement it during the pandemic. **Impact of Distance Learning** - Some scheduling conflicts, slow updates to IEP changes or amendments
Action for Goal 2: Create a Rigorous WBL Program Create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership. Increase guest speakers, field trips and college tours. Identify Externship Industry Partners for all Computer Science staff	**Effective Strategic Actions** - Monitored and evaluated our Measure N goals including WBL - Our SSS has been tracking the data in AERIES - Maintained a Speaker sign-up form and videos of the presentations **Least Effective Strategic Actions** - Participating in Externship was not the least effective, we did not have the opportunity to participate due to the pandemic restrictions. **Impact of Distance Learning** - The pandemic decreased the number of real-world experiences scholars typically engage in. Distance Learning decreased opportunities for social engagement. The pandemic also opened opportunities for industries to create more virtual internships and mentorship opportunities. If OT is in a DL or hybrid model next year, we will capitalize on new industry opportunities.
Action 1 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Create student extracurricular activities aligned to pathway goals (Computer club, robotics club, Hackathon, Cybersecurity club) Create a family outreach plan (exhibition invitations, school messenger, Instagram, etc.)	**Effective Strategic Actions** - Created an internship for Peer Tutors - Increased family outreach by sending Academy Information via school messenger to prospective families - Implemented the Environmental Club - SSS met with scholars, provided SEL support, supported virtual classrooms, engaged with families and entered data **Least Effective Strategic Actions** - Participating in Externship was not the least effective, we did not have the opportunity to participate due to the pandemic restrictions.

Action 2 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity Create a Student Advisory Board and industry Advisory Board to improve outcomes and integration of at risk and minority students to increase equity and decrease disparities in academic outcomes.	**Effective Strategic Actions** - Created and hosted Fall Industry Advisory Board meeting on December 10th and invited a scholar to participate. - Scheduled a Spring Advisory Board meeting on April 2nd to identify additional areas of Industry Support, including curriculum, internships, externships and mentorships. **Least Effective Strategic Actions** - Establishing a scholar advisory board was not the least effective, we did not have the opportunity to implement it effectively due to the pandemic restrictions. In the event that we are in a hybrid model next year, scholars will meet face-to-face and/or virtually to receive training, plan and develop leadership projects
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?
Action 1 for Goal 1- Create a Rigorous Academic Program - Increase Project Based Learning (**PBL**) units by using collaboration time to develop at least 2 well planned units using Common Core State Standards (**CCSS**) and Career Technical Education (**CTE**) standards.	**Strategic Actions** One of the Linked Learning 4 Pillars that OT will implement across all Pathways is Rigorous Academic with an emphasis on Project Based Learning (PBL). PBL allows our scholars to acquire an integrated, knowledge-based framework to solve real-world problems associated with the aligned industry sector, community, social and/or global issues. Each Pathway (including 9th Grade) will: - Identify 2 industry aligned themes to direct the PBL units, which will extend opportunities for scholars to investigate, solve complex problems and answer complex questions - College and Career Readiness (CCR). identified in the Common Core State Standards are necessary complements that define the skills and understandings scholars must demonstrate to be college and career ready: **Reading:** This offers scholars profound insights into the human condition and serve as models for scholars' own thinking, and writing, listening and presentation skills. **Collaborative Learning:** This provides opportunities for scholars to obtain the necessary communication and collaboration skills (Soft skills required for industry careers). **Research Skills:** Research a variety of industry careers, skills and experiences aligned with the project **Critical Thinking Skills:** Identify and find a solution to a past or current industry problem - Identify 2 themes to direct the PBL units - Use team collaboration time to begin planning units for next year in order to develop the scope and sequence of our PBL units - Identify resources for the PBL units

Action for Goal 2: Create a Rigorous WBL Program In addition to the current goal, the Computer Science Academy will: - Participate in the Linked Learning Externship Program - Attend Career Technical Education, Work Based Learning (**WBL**) Professional Development - Provide scholars with WBL experiences aligned with the WBL continuum	**Strategic Actions** Professional Development is important for teachers to keep current with researched based instructional strategies, refine 21st Century Teaching and Learning knowledge, collaborate with colleagues to share ideas and expand professional thinking. Professional Development can be provided in a variety of ways. Oakland Tech's goal is to ensure all CTE and Pathway teachers have the correct credentials to support our scholars in meeting the CTE and state standards. A few ways we will ensure that all teachers stay current is by providing opportunities such as: 1. Externships - The OUSD Linked Learning Office will be hosting Industry Externships. Teachers participating will be able to: - Obtain a CTE credential through (if they current have industry hours, but need additional hours to qualify for a CTE credential) - Externships also provide teachers with CTE credentials the opportunity to learn about new industry trends, skills requirements and opportunities to enrich and enhance their instruction by bringing new, relevant content to the scholars. - Externships increases the opportunity that teachers stay current with new tools, equipment, technology and practices by gaining an in depth experience with actual industry professionals. - This type of Professional Development gives teachers and industry partners structured time to collaborate for mutual understanding and learning that is designed to enhance instructional practices that will augment scholar performance. - Professional Development also provides opportunities to network and build strong industry partnerships so that we can offer more mentorships, internships and job shadowing opportunities for our scholars. 2. Participate in District Linked Learning CTE Meet-ups - The District CTE Meet-ups provide teachers with grant updates, budget support, an opportunity for sites to showcase instructional strategies or understand the uses of current/new industry technology. Work Based Learning (WBL) is one of the 4 Pillars of Linked Learning. The WBL continuum provides a variety of learning experiences and activities that scholars can engage in to address career awareness, career exploration, and career preparation. WBL is designed to assist scholars with mastering and demonstrating academic, technical and 21st Century skills required in order to be college and/or career ready. WBL can occur in a variety of settings including, virtually, at an industry site, the community, or at school. Computer Academy will: - Expand Guest Speaker Series, which sustains interactions with industry partners, learning opportunities for scholars to understand industry requirements, practices and the various jobs within the industry sector. - Expand and utilize Industry Partnerships to expand internship opportunities so that our scholars can develop hands-on industry experience to better prepare them for real world opportunities - Implement Informational Interviews are scholar led interviews that align with CCSS writing standards (resumes, cover letters, resumes, professional emails), CTE skills (researching a career to prepare appropriate questions to engage in a professional conversation with industry and community partners), employment skills (engaging in interview techniques, receiving feedback and coaching from industry partners). **Evidence** - Meeting agendas, meeting notes, flyers, surveys, scholar sign-up

Action 2 for Goal 3: Create a Comprehensive Student Support System To Increase Greater Equity - Extend Leadership opportunities for scholars - Explore Career Technical Student Organizations (CTSOs) which are a necessary component of Career Technical Education (CTE). Implementing CTSOs was encouraged during our California Department of Education (**CDE**) performance review in March.	**Strategic Actions** Oakland Tech was a strong contender and first place winner in a variety of STEM competitions. Next year, the Academy would like to re engage in industry competitions, especially the Robotics Competition. Science, Technology, Engineering Math (STEM) competitions provide opportunities for students to think critically and work autonomously, or collaboratively, to develop key social skills such as social awareness, self management and responsible decision making. - Participate with Cisco to increase hands-on industry activities - Cisco provides a variety of hand-on programs where scholars can earn a certificate. The Computer Academy participated in the past and will use Measure N to support scholars with gaining access to these robust program that provide them with industry level skills for the workforce. - Explore various competitions - The Robotics (and other STEM competitions) competitions allow scholars to dive deep into the world of robotics, explore how computer programming and robot design can solve problems, and increases opportunities to implement the SEL tenets of responsible decision making, social awareness, self management, relationship skills and self awareness. Leadership opportunities in high school provide scholars with an array of possibilities such as increasing self efficacy, intrinsic motivation and self confidence. Additionally, leadership is a key aspect of the Student Supports, Social Emotional Learning, and Project Based-Learning. Participating in leaderships in high school lets scholars embrace responsibility, problem solve challenges, experience difficult settings, expand communication skills and provides scholar choice and voice to be innovative and creative. As a site Oakland Tech will increase opportunities for scholars to develop leaderships skills which aligns with our key focus areas around equity, SEL and scholar growth and development. - Explore Informational Technology CTSOs as recommended by CDE. One CTSO that comes to mind is The Technology Student Association (TSA), which "is the only CTSO devoted exclusively to the needs of technology education students." **Evidence** - Scholar Sign-Up, Scholar Products, Rubrics, Competition Feedback - Meeting Agendas and Notes

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 prevented OT from engaging in field trips, college tours, hosting guest (refreshments) and purchasing some materials.	
The most effective use of the Measure N funds was for scholar lab kits, art kits, art supplies, and materials that scholars could pick up and use at home.	

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)**

Supplies & Materials: Computer, CTE Course Supplies, which include reusables (raspberry pi, arduino adrenals, etc), hardware (memory, ram, etc) for computer upgrades, **Vendor: Chussy - Vendor #: 001068** **Pathway Development:** Provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. **Measure N Action 1 for Goal 1:** Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards. **Need:** Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$1,004.19	4310	Supplies & Materials			Computer Academy
Supplies & Materials: CTE Lab course, such as computer parts (kits), screwdrivers, pliers, meters (check connections and cables), other tools used for computer repair, building and networking. to increase opportunities for students to be college and/or career ready and to provide real-world application. **Vendor: Chussy Vendor #: 001068** **Pathway Development:** Provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. **Measure N Action 1 for Goal 1:** Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards. **Need:** Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$2,000.00	4310	Supplies & Materials			Computer Academy

Licensing Agreements: CTE Course Software Subscription & Agreements for CTE-aligned online curriculum licenses required to support distance learning and expand the number of technical skills that pathway students will acquire through the pathway course sequence. **Subscriptions & Registrations**: Udemy ($700), Cisco ($600), CyberPatriots ($300), WASTC ($300), Microsoft Azure ($1100), Oracle ($500), Certiport ($500) - Testing, Licensing, or Certification costs: Total Cost: $4000 **Number of students served:** 283 **Expected improvement in student engagement:** Measure N Action 1 for Goal 1: Increase PBL units by using collaboration time to develop at least 2 well planned units using CCSS and CTE standards. **Included in approved 2020-2021 Measure N Plan?** No **Need:** Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$4,000.00	4310	Licensing Agreements			Computer Academy
Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to improve curriculum and increase students exposure to Work Based Learning experiences and to increase high school students' readiness to succeed in college and career.	$300.00	4311	Meeting Refreshment			Computer Academy
Transportation Costs: Provide Job Shadowing = pathway students shadow a professional. Assignments will depend on availability and planning logistics between the Pathway and the industry partner to increase opportunities for students to be college and/or career ready.	$2,500.00	5826	Transportation Costs			Computer Academy
Transportation Costs: College Visits for Pathway students to visit Colleges by grade level to develop a better understanding of career options, college requirements, programs associated with Computer Pathway and to increase student retention and prepare students for college and career.	$2,500.00	5826	Transportation Costs			Computer Academy
Transportation Costs: Career Exploration Visits for Pathway students for career exploration visits to industry, museums, Tech Museums. Students get exposure to computing careers, and get the opportunity to make useful connections between classroom concepts and workplace skills to increase student retention and prepare students for college and career.	$2,500.00	5826	Transportation Costs			Computer Academy
Transportation Costs: purchase AC Transit and/or BART Tickets. The passes will enable many of the at-risk, minority, and economically disadvantaged student the opportunity to get to and from Work Based Learning sites to increase student readiness to succeed in college and/or career.	$3,000.00	4310	Supplies & Materials			Computer Academy

Consultant Contract for the Computer Pathway Consultant: Mr. Peters assists with University of California Berkeley internships, meet with University of California Berkeley Chancellor, assists with grant writing to support 20-30 students, host workshops, meets with staff and students to increase equitable opportunities to promote college and career/readiness and decrease academic disparities.	$6,000.00	5825	Consultant Contract		Computer Academy
Materials & Supplies: Maker Lab - Build a Maker Lab for the Computer Pathway interdisciplinary cross pathway project: Build out an elaborate project space with the Crucible partnership support in Oakland using a space at Tech. Pathway students create technology solutions to solve problems in their community through hands-on learning in skills like welding, soldering, machining, 3D designs, robotics. Students get exposure to computing careers, and get the opportunity to make useful connections between classroom concepts and workplace skills to increase student retention and prepare students for college and career. **Vendor: Chussy Vendor #: 001068** **Pathway Development:** Provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. **Measure N Action 1 for Goal 1:** Increase PBL units by using collaboration time to develop at least 2 well planned units using CCSS and CTE standards. **Need:** Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$2,500.00	5825	Consultant		Computer Academy

ENGINEERING ACADEMY

Mission and Vision	The mission of the Engineering Academy is to successfully develop students logical and spatial skills and their ability to justify their reasoning through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in all STEM field while providing them access to laboratory and internship experiences.

PATHWAY QUALITY ASSESSMENT

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

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

Goal 1: Create Rigorous Academic Programs 80% of struggling/at risk students will improve their academic performance across all classes by 2022 to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency through teacher collaborations to develop strategies to ensure that necessary conditions are in place for successful program implementation. Increase targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of Engineering scholars. **Outcomes for Teachers and Leads:** Implement collaboration time, align instructional strategies, create and implement culturally responsive interventions, collect and analyze data. **Outcome for Students**: Increased engagement, academic growth, development of social, emotional skills. **Needs**: Collaboration time, resources, materials, opportunities for professional growth.	* Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data * Collaboration Agendas and Meeting Notes * Advisory Board Agenda and Meeting Notes
Goal 2: Provide Students with WBL Experiences 90% of scholars will participate in WBL, Internships and Industry activities/events to increase WBL opportunities and high school readiness to succeed in college and career. Improve Industry partnerships by creating an advisory board. This will provide opportunities to keep the team abreast of current, innovative trends in the industry and provide opportunities to review and evaluate WBL experiences. **Outcomes for Teachers and Leads**: Use quantitative and qualitative data to assess program strengths and continued areas of need. **Outcome for Students**: Increased opportunities to meet Industry leaders, build a college and/or career network, increase work based learning experiences. **Needs**: Identify Industry partners for an advisory board, professional growth support, common collaboration time, funding for WBL experiences and internships, which will increase equitable opportunities and better prepare scholars for college and/or career level skills.	* Logs * Sign-In Documents * Industry Evaluations/Feedback * Observations

Goal 3: Create Accessible and Relevant CTE Experiences for all Students	* Logs
Improve industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards by holding at least semi-annual advisory board meetings with at least 5 different companies to provide work-based learning, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications by improving industry connections, opening up more internship opportunities and keeping our curriculum up to date and relevant with current industry standards. To improve CTE experiences for all scholars by utilizing the skills and talents of Industry Partners.	* Sign-In Documents * Industry Evaluations/Feedback * Observations
Outcomes for Teachers and Leads: Increase Industry Partnerships and networking opportunities, collaborate, research to ensure curriculum is up to date and relevant, implement an Advisory Board to obtain insight, support and leadership from Industry Partners.	
Outcome for Students: Increased opportunities to build CTE experiences, meet and engage with Industry leaders, build a college and/or career network.	
Needs: Collaboration time to create curriculum, professional growth support, Industry outreach campaign, funding for career exploration, job shadowing and internship programs, which will increase equitable opportunities and better prepare scholars to be prepared for college and/or career.	

Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Action 1 for Goal 1- Create Rigorous Academic Programs Have PD around designing more effective support systems and better ways for SSSs as well as PD to develop outreach strategies both to 9th grade students as well as 8th grade families to help students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency	* Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data

Action 2 for Goal 1- Create Rigorous Academic Programs Redesign our curriculum to take into account EL students needs and build support systems for these students. Additionally, we will find ways to make all work more collaborative and to integrate more technical and academic coursework across subject areas at each grade level to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency. Share lessons, resources, and best practices to improve their instructional practice.	* Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data
Action for Goal 2: Provide Students with WBL Experiences Take students on career exploration and hands on experiences (such as site visits, firm visits, etc) and have guest speakers to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. Cooperate with counselors to assure that students complete a 4- year high school plan. Provide or arrange periodic college and career exploration activities for students.	* Logs * Sign-In Documents * Industry Evaluations/Feedback * Observations
Action for Goal 3: Create Accessible and Relevant CTE Experiences for all Students Pathway advisory board will meet twice a year to discuss curriculum and review student work to increase high school students' readiness to succeed in college and career and to integrate technical and academic coursework across subject areas at each grade level	* Logs * Sign-In Documents * Industry Evaluations/Feedback * Observations

Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
CTE Course Supplies for Engineering Principles, Architecture 1, and Architecture 2(Paper, ink). We require specialized ink and paper for the specialized plotters we use for students CTE projects. $4000 for ink and $1000 for paper, poster board, cardboard, tracing paper, etc to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency	$5,000.00	4310	Enter object code at left.			Engineering
Supplies (Senior project materials). Students will be making prototypes for their senior capstone projects, and these require materials like wood, motors, circuitry, batteries, etc to increase high school students' readiness to succeed in college and career	$3,000.00	4310	Enter object code at left.			Engineering
Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	$400.00	4311	Enter object code at left.			Engineering

Honorariums for guest speakers. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences and to increase high school students' readiness to succeed in college and career .	$100.00	5828	Enter object code at left.			Engineering
Admission Fees for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	$1,750.00	5829	Enter object code at left.			Engineering
Transportation Costs for the Physics day field trip. This field trip is for juniors in physics to go to an amusement park to learn about applications of the principles they learn about in their physics class as a work based learning experience such as being able to differentiate among various forms of energy and describe energy transformations during the course of various rides, analyzing the motion of an object in terms of its position, velocity and acceleration and interpret and apply Newton's Laws of Motion demonstrated by class presentation of their findings.	$1,500.00	5826	Enter object code at left.			Engineering
Admission Fees for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	$1,059.77	5829	Enter object code at left.			Engineering
Transportation Costs for the Architecture site visit field trip. This field trip is for juniors in architecture to visit an architecturally significant site and to allow them to do site analysis for a project as a work based learning experience.	$1,300.00	5826	Enter object code at left.			Engineering
Admission Fees for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience	$750.00	5829	Enter object code at left.			Engineering
Transportation Costs for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience	$1,750.00	5826	Enter object code at left.			Engineering
Supplies (Classroom / lab supplies). Our curriculum has specific laboratory and specialized equipment needs such as supplies for our 3d printer, drafting arms, circuit boards, wire and magnets, model building kits	$2,000.00	4310	Enter object code at left.			Engineering
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?
Goal 1: Create Rigorous Academic Programs 80% of struggling/at risk students will improve their academic performance across all classes by 2022 to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency through teacher collaborations to develop strategies to ensure that necessary conditions are in place for successful program implementation. Increase targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of Engineering scholars. **Outcomes for Teachers and Leads**: Implement collaboration time, align instructional strategies, create and implement culturally responsive interventions, collect and analyze data. **Outcome for Students:** Increased engagement, academic growth, development of social, emotional skills. **Needs:** Collaboration time, resources, materials, opportunities for professional growth.	**The Actions We Took to Improve Outcomes:** 1. Implemented weekly collaboration time 2. Participated in CRT professional development 3. Collected scholar data 4. Integrated a variety of technology in lessons to increase engagement and participation **Evidence Related to this Goal** 1. Meeting agendas, notes, and recorded attendance 2. Professional Development agendas, slide presentations 3. Lesson plans, slide presentations and learning links	**Engineering/Architect's Continued Improvement Plan for Rigorous Academic Programs in 2021-2022** 1. Identify concrete academic needs through progress reports, formative and summative assessments, rubrics, participation, work samples of the scholars and add a goal aligned to curriculum, academic support and academic/CTE standards. 2. Identify strategies to support the goal that will address teaching strategies and tier 2 and 3 supports. 3. Expand PBL opportunities for scholars aligned with CTE and CCSS
Goal 2: Provide Students with WBL Experiences 90% of scholars will participate in WBL, Internships and Industry activities/events to increase WBL opportunities and high school readiness to succeed in college and career. Improve Industry partnerships by creating an advisory board. This will provide opportunities to keep the team abreast of current, innovative trends in the industry and provide opportunities to review and evaluate WBL experiences. **Outcomes for Teachers and Leads:** Use quantitative and qualitative data to assess program strengths and continued areas of need. **Outcome for Students:** Increased opportunities to meet Industry leaders, build a college and/or career network, increase work based learning experiences. **Needs:** Identify Industry partners for an advisory board, professional growth support, common collaboration time, funding for WBL experiences and internships, which will increase equitable opportunities and better prepare scholars for college and/or career level skills.	**The Actions We Took to Improve Outcomes:** Covid - 19 did not allow for face-to-face or in person visits, but the Engineering/Architect Academy: 1. Participated in a variety of Speaker Series including: a. Dream Job Series b. POC in Engineering Series c. Women in Engineering Series This provide opportunities for scholars to engage with CTE Industry Partners and engage in WBL in a virtual setting. 2. Reinstituted the Industry Advisory Board 3. Outlined a virtual mentoring program **Evidence Related to this Goal:** 1. Invitations, Flyers, Slide Shows, Video Recordings 2. Counselors' list with annotations 3. Letters, flyers, invitations, meeting chat, meeting recording 4. Mentoring application, mentoring process	**Engineering/Architect's Continued Improvement Plan to Provide Scholars with WBL Experiences in 2021-2022** 1. Use WBL data from AERIES and the district data dashboard to assess strengths and continued areas of need 2. Utilize Pathway Coordinator/Coach & WBL Liaison to provide additional opportunities for scholars. 3. Utilize the Advisory Board to review current curriculum and make recommendations.

Goal 3: Create Accessible and Relevant CTE Experiences for all Students	The Actions We Took to Improve Outcomes:	Engineering/Architect's Continued Improvement Plan for Accessible and Relevant CTE Experiences for all Scholars in 2021-2022
Improve industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards by holding at least semi-annual advisory board meetings with at least 5 different companies to provide work-based learning, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications by improving industry connections, opening up more internship opportunities and keeping our curriculum up to date and relevant with current industry standards. To improve CTE experiences for all scholars by utilizing the skills and talents of Industry Partners. **Outcomes for Teachers and Leads:** Increase Industry Partnerships and networking opportunities, collaborate, research to ensure curriculum is up to date and relevant, implement an Advisory Board to obtain insight, support and leadership from Industry Partners. **Outcome for Students:** Increased opportunities to build CTE experiences, meet and engage with Industry leaders, build a college and/or career network. **Needs:** Collaboration time to create curriculum, professional growth support, Industry outreach campaign, funding for career exploration, job shadowing and internship programs, which will increase equitable opportunities and better prepare scholars to be prepared for college and/or career.	1. Meet with the Engineering/Architect Advisory Board to discuss current courses, program needs, mentorships, and equity concerns. 2. Fall and Winter Industry/Community Advisory Board meetings were held on Oct. 29th and Dec. 10th. The Spring Advisory Board meeting is scheduled for April 29, 2021. **Evidence Related to this Goal:** 1. Advisory Board letters,invitation, presentation slides, chat notes and meeting recording 2. Scheduled date and time on the Oakland Tech Pathway Advisory Board Document	1. Expand engagement with Industry Partners by participating in CTE Professional Development to increase networking opportunities. 2. Participate in district CTE meetings to stay abreast of CTE updates, changes, and requirements. 3. Include CTE standards, which are aligned with the College, Career Readiness (CCR) Standards outlined in the CCSS in curriculum design.

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?	
Action 1 for Goal 1- Create Rigorous Academic Programs Have Professional Development around designing more effective support systems and better ways for Student Support Specialists as well as Professional Development to develop outreach strategies both to 9th grade students as well as 8th grade families to help students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency	**Effective Strategic Actions** - Included the SSS in all team meetings - SSS participated in Oakland Tech's two Equity - Received Support from Pathway Coordinator/Coach to disseminate information to 9th grade families about Pathway choices, Academy events and the Pathway Selection process **Least Effective Strategic Actions** - Although we were able to have outreach to our 8th grade scholars, this action could be expanded in the future. **Impact of Distance Learning** - Distance Learning decreased opportunities for the team to expand professional development options, such as conferences and seminars related to our specific industry	
Action 2 for Goal 1- Create Rigorous Academic Programs Redesign our curriculum to take into account English Language Learners (**ELL**) students needs and build support systems for these students. Additionally, we will find ways to make all work more collaborative and to integrate more technical and academic coursework across subject areas at each grade level to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency. Share lessons, resources, and best practices to improve their instructional practice.	**Effective Strategic Actions** - Integrated additional videos other engaging forms of media and technology to support scholars during virtual learning. - Received Support from Pathway Coordinator/Coach to disseminate information to 9th grade families about Pathway choices, Academy events and the Pathway Selection process **Least Effective Strategic Actions** - Integration across content areas was least effective due to the fact we need to cohort with other content areas. Engineering is seeking to add an ELA and History teacher to the team. **Impact of Distance Learning** - Creating scholar collaborative groups was difficult because during distance learning because some scholars took on employment to support their families, which made scheduling time to work in groups more challenging.	

Action for Goal 2: Provide Students with Work Based Learning Experiences Take students on career exploration and hands on experiences (such as site visits, firm visits, etc) and have guest speakers to increase Work Based Learning (**WBL**) opportunities for students to increase high school students' readiness to succeed in college and career. Cooperate with counselors to assure that students complete a 4- year high school plan. Provide or arrange periodic college and career exploration activities for students.	**Effective Strategic Actions** - Implemented a strong guest speaker series - Counselors met with the Admin Team to provide updates on scholar academic concerns, transcript needs and scholar success towards meeting graduation requirements. - Scholars participated in a virtual Career Fair **Least Effective Strategic Actions** - Field trips and outside career exploration were curtailed due to the pandemic. **Impact of Distance Learning** - Providing outside industry experiences could not occur due to the CDC's mandated restrictions
Action for Goal 3: Create Accessible and Relevant Career Technical Education Experiences for all Students Pathway advisory board will meet twice a year to discuss curriculum and review student work to increase high school students' readiness to succeed in college and career and to integrate technical and academic coursework across subject areas at each grade level	**Effective Strategic Actions** - Met with the Engineering/Architect Advisory Board to craft a virtual mentorship program - Scheduled meeting with the Engineering/Architect Advisory Board to review and update curriculum in April **Least Effective Strategic Actions** - This action was able to be implemented and sustained during Covid-19 **Impact of Distance Learning** - Hosting virtual meetings decreased face-to-face- personal opportunities with the Advisory Board members
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?
Action 2 for Goal 1- Create Rigorous Academic Program - Increase Project Based Learning (**PBL**) units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards	**Strategic Actions** One of the Linked Learning 4 Pillars that OT will implement across all Pathways is Rigorous Academic with an emphasis or - Identify 2 industry aligned themes to direct the PBL units, which will extend opportunities for scholars to investigate, solve **Reading:** This offers scholars profound insights into the human condition and serve as models for scholars' own thinking, **Collaborative Learning:** This provides opportunities for scholars to obtain the necessary communication and collaboratio **Research Skills:** Research a variety of industry careers, skills and experiences aligned with the project **Critical Thinking Skills:** Identify and find a solution to a past or current industry problem - Identify 2 themes to direct the PBL units - Use team collaboration time to begin planning units for next year in order to develop the scope and sequence of our PBL - Identify resources for the PBL units **Evidence** - CTE Course of Study - Syllabus - Lesson/Unit Plans - Project Rubrics - Scholar Work Samples"

| **Action for Goal 2: Provide Students with WBL Experiences**
- Participate in Work Based Learning (**WBL**), Career Technical Education (**CTE**) professional development
- Expand mentorship and internship opportunities
- Provide scholars with WBL opportunities aligned with the WBL continuum | **Strategic Actions**
Professional Development is important for teachers to keep current with researched based instructional strategies, refine 21st Century Teaching and Learning knowledge, collaborate with colleagues to share ideas and expand professional thinking. Professional Development can be provided in a variety of ways. Oakland Tech's goal is to ensure all CTE and Pathway teachers have the correct credentials to support our scholars in meeting the CTE and state standards. A few ways we will ensure that all teachers stay current is by providing opportunities such as:
1. Externships - The OUSD Linked Learning Office will be hosting Industry Externships. Teachers participating will be able to:
- Obtain a CTE credential through (if they current have industry hours, but need additional hours to qualify for a CTE credential)
- Externships also provide teachers with CTE credentials the opportunity to learn about new industry trends, skills requirements and opportunities to enrich and enhance their instruction by bringing new, relevant content to the scholars.
- Externships increases the opportunity that teachers stay current with new tools, equipment, technology and practices by gaining an : experience with actual industry professionals.
- This type of Professional Development gives teachers and industry partners structured time to collaborate for mutual understanding and learning that is designed to enhance instructional practices that will augment scholar performance.
- Professional Development also provides opportunities to network and build strong industry partnerships so that we can offer more mentorships, internships and job shadowing opportunities for our scholars.
2. Participate in District Linked Learning CTE Meet-ups - The District CTE Meet-ups provide teachers with grant updates, budget support, an opportunity for sites to showcase instructional strategies or understand the uses of current/new industry technology.
3. Implement feedback from Industry partners to expand mentorships
Work Based Learning (WBL) is one of the 4 Pillars of Linked Learning. The WBL continuum provides a variety of learning experiences and activities that scholars can engage in to address career awareness, career exploration, and career preparation. WBL is designed to assist scholars with mastering and demonstrating academic, technical and 21st Century skills required in order to be college and/or career ready. WBL can occur in a variety of settings including, virtually, at an industry site, the community, or at school. Engineering Academy will:
- Expand Guest Speaker Series, which sustains interactions with industry partners, learning opportunities for scholars to understand industry requirements, practices and the various jobs within the industry sector.
- Expand and utilize Industry Partnerships to expand internship opportunities so that our scholars can develop hands-on industry experience to better prepare them for real world opportunities
- Implement Informational Interviews are scholar led interviews that align with CCSS writing standards (resumes, cover letters, resumes, professional emails), CTE skills (researching a career to prepare appropriate questions to engage in a professional conversation with industry and community partners), employment skills (engaging in interview techniques, receiving feedback and coaching from industry partners).
Evidence
- Scholar Sign-Up
- Meeting Agendas and Notes |

Action for Goal 3: Create Accessible and Relevant CTE Experiences for all Students - Extend Leadership opportunities for scholars - Explore Career Technical Student Organizations (CTSOs) which are a necessary component of Career Technical Education (CTE). Implementing CTSOs was encouraged during our CDE performance review in March.	**Strategic Actions** Leadership opportunities in high school provide scholars with an array of possibilities such as increasing self efficacy, intrinsic motivation and self confidence. Additionally, leadership is a key aspect of the Student Supports, Social Emotional Learning, and Project Based-Learning. Participating in leaderships in high school lets scholars embrace responsibility, problem solve challenges, experience difficult settings, expand communication skills and provides scholar choice and voice to be innovative and creative. As a site Oakland Tech will increase opportunities for scholars to develop leaderships skills which aligns with our key focus areas around equity, SEL and scholar growth and development. - Provide leadership opportunities such as planning, designing and presenting, Academy Presentations, Academy Showcases, Advisory Board Participants - Explore Engineering/Architect CTSOs as recommended by CDE. One CTSO that scholars can receive leadership training supporting Architecture and Engineering is SkillsUSA, which "is a national organization serving high school and college students and professional members who are enrolled in technical, skilled and service occupations." We could also join DECA or Business Professionals of America. **Evidence** - Scholar Sign-Up - Meeting Agendas and Notes

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 prevented OT from engaging in field trips, college tours, hosting guest (refreshments) and purchasing some materials.

The most effective use of the Measure N funds was for scholar lab kits, art kits, art supplies, and materials that scholars could pick up and use at home.

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)

Supplies & Materials for the Career Technical Education Course: for Engineering Principles, Architecture 1, and Architecture 2(Paper, ink). We require specialized ink and paper for the specialized plotters we use for students CTE projects. $4000 for ink and $1000 for paper, poster board, cardboard, tracing paper, etc to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency **Specific Expenditure:** $4250 for ink -HP771 cartridges for HPZ6200 plotters @$336 each, usually a full set of 8 + 1 extra black per year -full set of 4 HP643 cartridges + 1 extra black @$245 for our HP4700 color laserjet -$750 for paper -2 packs of drafting vellum tracing paper @$48 / 100 -2 packs of tagboard for projects @$43 / 100 -2 packs of plastic sheets for projects @$25 / 100 -20 packs of green construction paper for architectural drafting @$15 / 50 -10 pads of bristol paper @$18/25 sheets -cardboard of various sizes and thicknesses for model building **Pathway Development:** Certain paper, ink are industry standard and needed to replicate real-world scenarios. Scholars will engage in creating an industry level product and gain the knowledge and understanding of industry level materials. **Action 2 for Goal 1- Create Rigorous Academic Program:** Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards **Need:** In order to prepare our scholars to meet the high demand in the field of engineering, it is important that we provide them with real-world experiences aligned with the industry sector.	$5,000.00	4310	Supplies & Materials			Engineering Academy
Supplies & Materials for the CTE Project Based Learning Projects: (Project materials). Students will be making prototypes, and these require materials like wood, motors, circuitry, batteries, etc to increase high school students' readiness to succeed in college and career. **Specific Expenditure:** Materials vary based on the project selected by the scholar. In the past scholars have used wood, motors, wiring, screws, etc. **Pathway Development:** Improve access to real-world, project-based learning opportunity to students, to increase student retention, and prepare students for college and career. **Linked Learning Pillar 1**: Rigorous Academics **Action 2 for Goal 1- Create Rigorous Academic Program -** Increase PBL units by using collaboration time to develop at least 2 well planned units using CCSS and CTE standards **Number of Scholars:** 65 x $50.00 **Need:** Many at-risk scholars have greater success demonstrating their understanding of content subject matter through projects, oral presentations and demonstrations. It is our goal to implement a variety of ways to assess scholar understanding of key concepts.	$3,000.00	4310	Supplies & Materials			Engineering Academy

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

Supplies & Materials for the Course (Classroom / lab supplies). Our curriculum has specific laboratory and specialized equipment needs such as supplies for our thermal camera, oscilloscopes, spectrometers, universal testing machine, laser sources, cement extruder, 3D printer, 3D scanner, microscopic imaging, drafting arms, circuit boards, wire and magnets, model building kits **Specific Expenditure:** The materials will be scholar driven. Most materials for Architecture projects include wood, circut boards, motors, lightening, sensors, buttons, etc. **Pathway Development:** It is the goal of the Engineering Academy to provide and improve access to project-based learning opportunity to students, to increase student retention, and prepare students for college and career. Scholars can utilize these kits during in-person, asynchronous or synchronous learning. **Measure N Action 2 for Goal 1:** Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and Career Technical Education standards **Number of Scholars:** 65 **Improved Scholar Engagement:** Hands-on Project Based Learning experiences is a student-centered approach, which allows scholars to make real-world application to their learning. Project Based Learning also provides opportunities for scholars to think outside the box and demonstrate a variety of academic skills. Creating lab kits will provide scholars the opportunity to participate in labs in the classroom or at home if we continue to in asynchronous teaching and learning. **Need:** Oakland Tech is increasing the use of Project Based Learning to provide additional forms of differentiated instruction to support and meet the needs of our most academically challenged scholars.	$2,000.00					Engineering Academy
Transportation Costs for the Senior project class field trips. These field trips will be to facilities aligned with the curriculum such as power plants, forensics labs, or other companies so that students can see applications of the principles they learn in class to provide a work based learning experience.	$1,850.00	5826	Transportation Costs			Engineering Academy

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

PATHWAY QUALITY ASSESSMENT

OT FADA ACADEMY	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	All of our CTE courses are aligned to grade-level academic and CTE standards and are aligned with A-G requirements. Students have access to Advanced Placement coursework (AP Studio Art). 95% of students in AP Studio Art will be taking the AP exam. 100% FADA students 10th graders more cohorted in English and History than ever before which has opened up new collaboration possibilities.	*98% of African American scholars are experiencing SEL behaviors and other disciplinary issues and 4% of Latino scholars are experiencing SEL behaviors and other disciplinary issues of these numbers need to improve. *50% African American female scholars are experiencing SEL behavior issues this number needs to improve. *75% of 200-Fundamentals classroom student instruction, WBL and integrated "project based" based on lesson plans, data, and teacher reflection. This number can improve. We will need to revise the structure and flow of this course to ensure equitable access for students for all 3 CTE content areas over the course of the year. *100% of AP Studio Art students are signed up to take the AP exam this year	*Continue collective vertical alignment development with our 10th grade FADA Foundations program with our 11th and 12th grade courses. We will allocate extended contract time and hire a curricular consultant to help guide this work. * Institute scholar Catchup Days *SSSs conduct Bi-weekly grade checks *Continue academy incentive and award for academic improvement *Implement strategies for Blended Learning, Academic Discussions, and Collaborative Learning * Increase scholar choice and voice * Use rigorous texts, topics, labs, and academic discussions. * Attend PD on differentiation and scaffolding * Increase team collaboration meetings * Create and implement thematic/ interdisciplinary projects * Increase PD outcomes * Increase team PD attendance * Consistently examine data to drive instruction * Increase sharing of strategies and resources * Utilize student-centered, research-based instructional and learning strategies * Utilize standards-based, project- or problem- based learning that integrates academic and technical content, aligns with the pathway theme, and involves critical thinking, problem solving, and production

CTE (pages 3,4,5 of rubric)	90% of scholars take CTE courses. 95% of seniors will participate in the Senior Capstone Project. Our CTE programming is aligned with digital and technological industry standards in grades 10-12. All students have access to industry-standard technology in our CTE classrooms. For 12th grade students, a Capstone Project that receives a 70% or above is a requirement for graduation. 100% of scholars take CTE courses and academy theme related courses.	FADA is looking to identify English cohort who are committed to working with us to create rigorous, multidisciplinary academy-themed Project Based Learning units and will attend the District PBL training with our FADA cohort at the end of this school year in service of planning and preparation for an integrated learning experience at FADA. Oakland Tech built out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. FADA will continue to give feedback to ensure theme related curriculum content. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields.	* Collaboratively revamp the Capstone requirements to increase rigor and include a PBL component * Identify CTE programs FADA 10th graders are more cohorted in English and History Continue academy-wide practices along the Harvard Project Zero model (Teaching for Understanding). FADA directors will continue developing interdisciplinary curriculum development. FADA will continue to participate with district wide SY Capstone Series work to align this with an authentic portfolio. ted learning experience at FADA. AP Art for FADA 12th graders promotes 12th grade retention and a more rigorous option within the pathway. FADA CTE, Visual Art, and 1-cohort teacher will participate in High School Linked Learning professional development, teacher externship at the end of SY 2019-2020 in order to make student learning relevant by integrating career and community related knowledge and skills into PBL and integrated disciplinary units within all classes in the pathway.

WBL (page 6 of rubric)	Most students get exposure to careers in our academy theme through college representative visits, field trips, job shadows, and guest speakers. Many students also go on college field trips. A growing number of students participate in internships. All pathway students take CTE courses in 10th, 11th grade, and 12th grade. 100% of scholars take CTE courses.FADA students participate with the AME Showcase Coalition, an OUSD CPA cross collaboration that provided space for community/industry partner sponsored WBL events, curated exhibits, fashion showcase cross-pathway projects, that integrates Graduate Capstone alignment and industry partnerships to support the collaboration that strengthened student career experience impact. 2019-Summer ECCO summer internship FADA student worked with host site corporate collaboration to rebrand local business and present to corporate principal officers, presented by High School Linked Learning office mastery showcase, all logistical planning, equipment and manpower was student led and supported by host site. FADA Alumni artist guest speaker, new industry partner provided mentorships and artist development support to FADA students.	One dual enrollment course specific to FADA was offered or advertised to students. A more strategic plan around sequencing of WBL needs to be developed in coming years, especially with an emphasis on promoting strong concurrent and dual enrollment opportunities. Credit recovery effects ECCO summer intern student participation.	We will build out our student internship opportunities via a year-round internship program supported by a new academy Internship course. We will begin to plan for a Job Shadow program to be put in place at our academy. Identify indicators that affect low student internship participation. Institutionalized systems around WBL are still needed to better record and evaluate student opportunities. Students have taken interests and over achieved in the few pathway theme related internships, and over 25 students commit to internships each year.Many FADA students pursue post-secondary art related disciplines and several have graduated college and are in fashion and visual art related careers. FADA Alumni participate as mentors, guest speakers, and provide relevant project development knowledge for pathway presentation and community events throughout the year.
Comprehensive Student Supports (page 7 of rubric)	Our Student Support Specialist is integral to providing comprehensive student supports. Our SSS's case load is made up of the most at-risk students according to disciplinary action, health, attendance, and GPA. Our SSS has been able to implement routine check ins for our highest need students and maintains a database that tracks our students' experiences with field trips, college visits, career exploration visits, work based learning, internships, and guest speakers.	Areas For Growth: Many students in our 10th grade cohort have had behavioral challenges this year. We believe this is related to their 9th grade year in which several of their teachers quit mid-year, making the rest of their year very unstable.	We are working on building a community culture that will make students feel more dedicated to the academy as a home within the school. We hope to achieve this through signature academy events such as the FADA Welcome Event, the FADA Community Wellness Days, and the FADA Gala. In addition, we have had more interventions for individual students and small groups with our Student Support Specialist.

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

2020-2021: YEAR ONE ANALYSIS Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers as second.
Pathway Strategic Goals

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

Goal 2- Building a Rigorous Academic Core: We will Integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes for 80% of at risk students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status. We will build out and adopt formalized academy-wide best practices based on shared values, such as teacher observation cycles, structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model instructional frameworks such as Teaching for Understanding and PBL, in service of rigorous academics, equitable outcomes, teacher retention, and rigorous, relevant, integrated learning. **Outcome for teachers and leaders:** ongoing thriving collaboration around this goal, use of a common project-based planning model, support from curricular consultant **Student Outcomes:** Continuity of learning structures and expectations among cohorted classes in our academy; vertical alignment of project-based experiences; multiple entry points of access to curriculum that is based on our students' strengths and interests; support by a team of teachers; increased preparation for college and career readiness **Needs:** Common planning time, accommodation in master schedule, funding for curricular consultant, funding for PBL experiences such as exhibitions, expert visits, field experiences, and community engagement experiences, to increase equity, to decrease disparity, and to prepare students for college and career readiness.	Observations: Structures and best practices are evident throughout all academy classrooms, such as formalized protocols and routinized processes Agendas: A culture of consistent teacher collaboration is evident through participation in Pathway PD implementation of observation cycles, and feedback cycles. PD is informed by feedback from observations Calendar Logs and Notes: ongoing collaboration and observation cycles are scheduled and attended

Pathway Leadership and Direction: We will advance to "Excelling and Sustaining" on the Measure N Self-Assessment in each category around leadership configuration and distributive leadership by Spring 2023. 80% of FADA teachers will engage in Project-Based Learning and in integrating content across disciplines on our academy theme. We will build our capacity to develop a strong identity as a cohesive academy team. We will develop a strong line of communication and will operate as a team for all academy matters. Teachers will have defined roles in the pathway and practice distributive leadership. **Proposal:** 75% of every meeting should be dedicated to this goal; sub-committees should be created to do the work (i.e. industry partners, collab with college/career readiness office, events, in order to take ownership of the process). **Outcome for teachers and leaders:** Develop and implement a strategy for doing this together; build out strong teacher leadership; ongoing thriving collaboration around this goal, cohesive and frequent methods of communication; shared leadership; commitment to our academy's mission and vision; commitment to our community. **Student Outcomes:** stronger teacher leadership = improved student experiences; increased preparation for college and career readiness **Needs:** Teacher team-building time; common planning time; accommodation in master schedule, in order to increase equity, to decrease disparity, and to prepare students for college and career readiness.	Agendas Notes Structural Documents for leadership model Evidence from Coaching - meeting notes, meeting agendas; Calendared Team Retreats Surveys Student work samples
Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Action 1 for Goal 1 - Work-Based Learning: We will dedicate common planning time, release time, and funding to build out a vertically mapped plan of work-based learning supports for our students through field trips, collaborations with community and industry partners, job shadows, guest speakers, and workshops to increase WBL opportunities for students.	Agendas Notes Logs Sign-In Documents WBL inventory sheet Student Work Samples Student Attendance Records
Action 2 for Goal 1 - Work-Based Learning: We will create a series of industry-aligned career exploration visits for each of the 3 strands of our academy (Fashion, Art & Design, and Animation) as well as the FADA Fundamentals 10th grade cohort. We provide college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options.	Agendas Notes Logs Sign-In Documents Video Recordings Surveys Observations

Action for Goal 2- Building a Rigorous Academic Core: We will dedicate a portion of our collaboration time to build out and adopt formalized academy-wide best practices based on shared values, such as teacher observation cycles, structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model instructional frameworks such as Teaching for Understanding and PBL, in service of rigorous academics, equitable outcomes, teacher retention, and rigorous, relevant, integrated learning.	Notes Logs Sign-In Documents Observations Lesson and Unit Plans Assessment Date Student Attendance Data
Action for Goal 3- Pathway Leadership and Direction We will dedicate 75% of our common planning time towards building our capacity to develop a strong identity as a cohesive academy team. We will develop a strong line of communication and will operate as a team for all academy matters. Teachers will have defined roles in the pathway and practice distributive leadership. FADA teachers will use common planning and release time to collaborate on the planning and implementation of academy-wide events and outreach activities.	Agendas Notes Logs Sign-In Documents Observations Participation in academy-wide events Unit and lesson plans Student work samples Team group email for communication Summary of events for staff bulletin Team Calendar Event schedule WBL inventory sheet

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
Coaching Consultant - Arts Integrated Learning - Provides mentorship and expert content-specific support in Arts Integrated Instruction around pathway-aligned integrated curriculum development and mapping; facilitates deep community connections and opportunities in the arts; supports pathway teacher retention, supports goals around building out a rigorous academic core	$2,000.00	5825	Enter object code at left.			FADA
Substitutes: pay for substitutes to cover teachers for entire FADA teacher team retreat 2x year for 7 teachers to provide teachers time to collaborate and create interdisciplinary units to increase college and career readiness	$2,600.00	1150	Enter object code at left.			FADA
Meeting Refreshments: Work-Based Learning Support, Post-secondary & Industry Mock Interview event - Refreshments for community volunteers to increase community and industry partnerships and to provide scholars opportunities to engage with the interview process to be better prepared for college and career	$75.54	4311	Enter object code at left.			FADA

Teacher Salary Stipends for FADA Fundamental Curriculum Development Support. Extended Contract for CTE teachers ongoing collaboration during summer and school year for 4 teachers, 20 hours per teacher at $38.50/ hour. This is in service of building a rigorous academic core through project-based learning and interdisciplinary units, to provide ongoing training, and to facilitate collaboration.	$3,850.00	1120	Enter object code at left.			FADA
Conference Expenses: registration fees for teacher professional development for training to attend certification workshop on industry standard technology products and programs (Adobe CC and other related programs) for post-secondary and career student learning outcomes around building a rigorous academic core and providing WBL support. This supports differentiated professional development for teachers and school staff, provides support for teachers to increase student retention, and improves academic success. $750 per person x 4 people	$2,250.00	5220	Enter object code at left.			FADA
Consultant Contract for Graphic Design Industry Career Exploration Visit-Aligned Screen Printing Workshop at industry site - The Consultant will demonstrate the process for screen printing and the students will have the opportunity to engage in hands-on practice using the equipment for screen printing, to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for Consultant Fee.	$250.00	5825	Enter object code at left.			FADA
Transportation Costs for Graphic Design Industry-Aligned Screen Printing Workshop for Design 2 and AP Studio Art students to provide work-based experiences for students in industry environment to increase student outcomes towards college and career-readiness, and increase industry partnerships.	$1,200.00	5826	Enter object code at left.			FADA
Graphic Design Industry-Aligned Screen Printing Workshop for Design 2 and AP Studio Art students to provide work-based experiences for students, to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for supplies related to this work-based experience, such as screen-printing screens, ink, squeegees, fabric, and paper	$250.00	4310	Enter object code at left.			FADA
Transportation Costs for College and Career Visit for Animation 2 cohort - The purpose of this visit is to increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	$2,400.00	5826	Enter object code at left.			FADA
Industry and Collaboration with CCA - Supplemental Supplies, In service of portfolio development and college and career readiness, such as art portfolios, art supplies, and printing material.	$1,250.00	4310	School Office Supplies			FADA
CTE Aligned Technology supplies and materials for courses integrated in pathway program of study; supplies and materials must be aligned and required to meet CTE industry standards to increase equity for our students, such as tablets, styli, DSLR camera, USB, printers, external hard drives such as USB drives, SD cards	$5,850.00	4410	Equipment			FADA

Transportation Costs for Career and College Exploration for AP Studio Art cohort - Increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	$2,400.00	5826	School Office Supplies			FADA
Transportation Costs for Career and College Exploration Career - WBL Trip for Graphic Design 2 cohort - Increase high school students' readiness to succeed in college and career and to provide work-based learning in every high school, including career exploration visits, career technical education courses, job shadowing, internships, and job certifications	$2,400.00	5826	School Office Supplies			FADA
Transportation Costs for the WBL multidisciplinary Industry Collaboration Projects: academically integrated pathway theme curriculum development w/literacy component, students work directly with industry artists to create mixed medium public works exhibit pieces - provides transportation to site visit to facilitate collaboration. Specific art supplies, leathers, textiles, wire, paints, canvas frame and stretch rolls panels.	$500.00	5826	School Office Supplies			FADA
Supplies - Sketchbooks 8.5" x 11" for Graphic Design and AP Studio Art 100 x $12 . Industry standard supplies for students to have real-world experiences to support college and career readiness.	$997.00	4310	School Office Supplies			FADA

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?
Goal 1 - Work-Based Learning: 90% of FADA students will participate in WBL, Internships and Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards. **Outcomes for teachers and leaders:** Teachers will improve data collection practices and analyze quantitative and qualitative data on this goal. Teachers will engage in dedicated, thriving collaboration in order to meet this goal. **Student Outcomes:** Students will have increased opportunities for rigorous, exciting work-based learning on our academy theme. Students will build their networks and connections with industry professionals; students will experience increased preparation for college and career readiness **Needs:** Common planning time, accommodation in master schedule, funding for WBL experiences to increase equity, to decrease disparity, and to prepare students for college and career readiness.	**The Actions We Took to Improve Outcomes: COVID-19 did not allow for face-to-face or in person WBL activities; however, FADA was able to sustain a viable WBL program** by: 1. Creating opportunities for Guest Speakers in our CTE classrooms 2. Creating Academy-wide Career Readiness events like "Meet a Pro Day" 3. Providing pathway themed virtual internships 4. Teachers worked collaboratively with our Student Support Specialist to improve data collection on WBL 5. Embedded Industry Interviews in our FADA Senior Capstone Project 6. Collaborated with California College of the Arts to provide a multi-session Portfolio Seminar **Evidence Related to this Goal:** 1. Flyers, Presentation Slides Video Recordings 2. Internship planning notes 3. Data trackers, AERIES data report	**FADA's Continued Improvement Plan for A Rigorous Work Based Learning Program in 2021-2022** 1. Use WBL data in AERIES and on the district data dashboard to assess strengths and continued areas of need for WBL and CTE opportunities for scholars 2. Utilize Pathway Coordinator/Coach & WBL Liaison to provide additional opportunities for scholars. 3. Utilize the Advisory Board to review current curriculum and make recommendations.

Goal 2- Building a Rigorous Academic Core: We will Integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes for 80% of at risk students to reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs status, and residency status. We will build out and adopt formalized academy-wide best practices based on shared values, such as teacher observation cycles, structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model instructional frameworks such as Teaching for Understanding and PBL, in service of rigorous academics, equitable outcomes, teacher retention, and rigorous, relevant, integrated learning. **Outcome for teachers and leaders:** ongoing thriving collaboration around this goal, use of a common project-based planning model, support from curricular consultant **Student Outcomes:** Continuity of learning structures and expectations among cohorted classes in our academy; vertical alignment of project-based experiences; multiple entry points of access to curriculum that is based on our students' strengths and interests; support by a team of teachers; increased preparation for college and career readiness **Needs:** Common planning time, accommodation in master schedule, funding for curricular consultant, funding for PBL experiences such as exhibitions, expert visits, field experiences, and community engagement experiences, to increase equity, to decrease disparity, and to prepare students for college and career readiness.	**The Actions We Took to Improve Outcomes:** 1. Worked with CTE coach to vertically align curriculum 2. Developed and Implemented a Multi-Disciplinary Unit - Black Panther 3. Used team collaboration to check in and identify the needs of struggling scholars to craft interventions 4. CTE team collaborated to align scope and sequence of pathway courses **Evidence Related to this Goal:** 1. Curriculum Map/Lesson/Unit Plans 2. Unit Plan, Scholar work samples 3. Project Rubrics 4. Team meeting agendas and notes	**FADA's Continued Improvement Plan for A Rigorous Academic Core in 2021-2022** 1. Revise and expand Multi-Disciplinary PBL units that are integrated across CTE and core classes using CTE and CCSS standards 2. Increase team collaboration 3. Greater vertical curriculum alignment between grades 10 through 12
Goal 3 - Pathway Leadership and Direction: We will advance to "Excelling and Sustaining" on the Measure N Self-Assessment in each category around leadership configuration and distributive leadership by Spring 2023. 80% of FADA teachers will engage in Project-Based Learning and in integrating content across disciplines on our academy theme. We will build our capacity to develop a strong identity as a cohesive academy team. We will develop a strong line of communication and will operate as a team for all academy matters. Teachers will have defined roles in the pathway and practice distributive leadership. **Proposal:** 75% of every meeting should be dedicated to this goal; sub-committees should be created to do the work (i.e. industry partners, collab with college/career readiness office, events, in order to take ownership of the process). **Outcome for teachers and leaders:** Develop and implement a strategy for doing this together; build out strong teacher leadership; ongoing thriving collaboration around this goal, cohesive and frequent methods of communication; shared leadership; commitment to our academy's mission and vision; commitment to our community. **Student Outcomes:** stronger teacher leadership = improved student experiences; increased preparation for college and career readiness **Needs:** Teacher team-building time; common planning time; accommodation in master schedule, in order to increase equity, to decrease disparity, and to prepare students for college and career readiness.	**The Actions We Took to Improve Outcomes:** 1. Collectively developed academy norms and expectations at the beginning of the school year 2. Identified collaboration times to meet as a cohesive team 3. Developed and implemented a communication system 4. With the support of the CTE coach, identified clear roles and responsibilities 5. Weekly CTE collaboration meetings with CTE coach and Student Support Specialist 6. Monthly pathway meetings with team 7. Ongoing Senior Capstone Project team meetings **Evidence Related to this Goal:** 1. Collaboration agendas and meeting notes 2. Notes from meetings/schedules 3. Roles & Responsibility Outline	**FADA's Continued Improvement Plan for Pathway Leadership and Direction in 2021-2022** 1. Work with CTE coach to construct effective agendas that promote collaborative planning 2. Continue to build on the team's communication system 3. Continue working with CTE coach to clarify roles and work streams 4. Continue to build out the scope and sequence of our Senior Capstone Project

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?
Action 1 for Goal 1 - Work-Based Learning: We will dedicate common planning time, release time, and funding to build out a vertically mapped plan of work-based learning supports for our students through field trips, collaborations with community and industry partners, internships, job shadows, guest speakers, and workshops to increase WBL opportunities for students.	**Effective Strategic Actions** - Common planning time to meet and strategize - Industry Partnerships - Guest Speakers - Internships **Least Effective Strategic Actions** - Job Shadowing was not the least effective strategy, the pandemic prevented face-to-face meetings, which made job shadowing difficult. **Impact of Distance Learning** - Distance Learning decreased opportunities for job shadow and industry aligned field trips
Action 2 for Goal 1 - Work-Based Learning: We will create a series of industry-aligned career exploration visits for each of the 3 strands of our academy (Fashion, Art & Design, and Animation) as well as the FADA Fundamentals 10th grade cohort. We provide post-secondary portfolio seminar courses for seniors, college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options.	**Effective Strategic Actions** - Scholars engaged in Virtual Career Fair - Scholars were able to participate in Dual Enrollment courses - Scholars were able to participate in College Portfolio Seminar course - Scholars had the opportunity and were encouraged to participate in the College Fair - Students collaborated with industry partners in CTE classrooms on a variety of workshops and Career Exploration Visits **Least Effective Strategic Actions** - Career Exploration Visits were difficult during a pandemic, however we were able to host CEVs virtually. **Impact of Distance Learning** - Increase of scholars needing social, emotional support - Increase strain on the Student Support Specialist - Distance Learning minimized opportunities for scholar to meet with college and career recruiters
Action for Goal 2- Building a Rigorous Academic Core: We will dedicate a portion of our collaboration time to build out and adopt formalized academy-wide best practices based on shared values, such as teacher observation cycles, structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model instructional frameworks such as Teaching for Understanding and PBL, in service of rigorous academics, equitable outcomes, teacher retention, and rigorous, relevant, integrated learning.	**Effective Strategic Actions** - Some teachers were able to attend CTE in-service and the CTE Conference - Teachers were able to meet during a common planning time - Worked with the CTE coach to structure collaboration meetings **Least Effective Strategic Actions** - Identifying teacher evaluation cycles was the least strategic action. **Impact of Distance Learning** - Increase of scholars needing social, emotional support - Increase strain on the Student Support Specialist - Participating in in-service training was difficult for some team members due to conflicting demands

Action for Goal 3- Pathway Leadership and Direction We will dedicate 75% of our common planning time towards building our capacity to develop a strong identity as a cohesive academy team. We will develop a strong line of communication and will operate as a team for all academy matters. Teachers will have defined roles in the pathway and practice distributive leadership. FADA teachers will use common planning and release time to collaborate on the planning and implementation of academy-wide events and outreach activities.	**Effective Strategic Actions** - Identified roles and engaged in distributive leadership - Used common planning time to collaborate - Planned and implemented Academy Outreach events (Academy Presentations & Showcase) - Developed cohesive CTE teacher cohort, meeting weekly to align our programming - Increased student interest in our academy through our student-led academy outreach activities - Created a website and continued to develop branding for our academy **Least Effective Strategic Actions** - Due to distance learning, directors needed to allocate time and resources to bridge the equity gap by providing supplies for students to use at home; this conflicted with some pathway meeting times. **Impact of Distance Learning** - Distance Learning impacted meeting availability and schedule changes - Increase of scholars needing social, emotional support - Increase strain on the Student Support Specialist
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?

Action for Goal 1 - Work-Based Learning:	Strategic Actions
For the 2021-2022 year, we would like to continue to develop, increase and expand our WBL experiences through in-class guest speakers and demonstrations/workshops, internships, and SBE as part of an effort to reduce disparities in student achievement and student access to career pathways. Explore Career Technical Student Organizations (CTSOs) which are a necessary component of Career Technical Education (CTE). Implementing CTSOs was encouraged during our CDE performance review in March.	Work Based Learning (WBL) is one of the 4 Pillars of Linked Learning. The WBL continuum provides a variety of learning experiences and activities that scholars can engage in to address career awareness, career exploration, and career preparation. WBL is designed to assist scholars with mastering and demonstrating academic, technical and 21st Century skills required in order to be college and/or career ready. WBL can occur in a variety of settings including, virtually, at an industry site, the community, or at school. FADA will - Build out a WBL Map/Timeline aligned to the WBL continuum so that we can ensure our scholars participate in all the aspects of WBL as outlined by the continuum. - Expand and utilize Industry Partnerships to expand internship opportunities so that our scholars can develop hands-on industry experience to better prepare them for real world opportunities Leadership opportunities in high school provide scholars with an array of possibilities such as increasing self efficacy, intrinsic motivation and self confidence. Additionally, leadership is a key aspect of the Student Supports, Social Emotional Learning, and Project Based-Learning. Participating in leaderships in high school lets scholars embrace responsibility, problem solve challenges, experience difficult settings, expand communication skills and provides scholar choice and voice to be innovative and creative. As a site Oakland Tech will increase opportunities for scholars to develop leaderships skills which aligns with our key focus areas around equity, SEL and scholar growth and development. - Explore CTSOs as recommended by CDE. The CTSO aligned to our Pathway is DECA. which "prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management." Professional Development is important for teachers to keep current with researched based instructional strategies, refine 21st Century Teaching and Learning knowledge, collaborate with colleagues to share ideas and expand professional thinking. Professional Development can be provided in a variety of ways. Oakland Tech's goal is to ensure all CTE and Pathway teachers have the correct credentials to support our scholars in meeting the CTE and state standards. A few ways we will ensure that all teachers stay current is by providing opportunities such as: 1. Externships - The OUSD Linked Learning Office will be hosting Industry Externships. Teachers participating will be able to: - Obtain a CTE credential through (if they current have industry hours, but need additional hours to qualify for a CTE credential) - Externships also provide teachers with CTE credentials the opportunity to learn about new industry trends, skills requirements and opportunities to enrich and enhance their instruction by bringing new, relevant content to the scholars. - Externships increases the opportunity that teachers stay current with new tools, equipment, technology and practices by gaining an in depth experience with actual industry professionals. - This type of Professional Development gives teachers and industry partners structured time to collaborate for mutual understanding and learning that is designed to enhance instructional practices that will augment scholar performance. - Professional Development also provides opportunities to network and build strong industry partnerships so that we can offer more mentorships, internships and job shadowing opportunities for our scholars. 2. Participate in District Linked Learning CTE Meet-ups - The District CTE Meet-ups provide teachers with grant updates, budget support, an opportunity for sites to showcase instructional strategies or understand the uses of current/new industry technology. - Participate in District Linked Learning CTE PD and other Professional Development - Work with Industry Partners to expand mentorship opportunities **Evidence** - WBL Inventory - Scholar Sign-up and/or Contract - Meeting Agendas and Notes

Action for Goal 2- Building a Rigorous Academic Core: For the 2021-2022 year, we would like to increase our PBL offerings by using collaboration time to revisit and revise existing PBL units and to develop at least 1 new multidisciplinary unit integrating our academy theme using CCSS and CTE standards. Our offerings will aid in creating vertical alignment throughout our pathway and increase high school students' readiness to succeed in college and career.	**Strategic Actions** One of the Linked Learning 4 Pillars that OT will implement across all Pathways is Rigorous Academic with an emphasis on Project Based Learning (PBL). PBL allows our scholars to acquire an integrated, knowledge-based framework to solve real-world problems associated with the aligned industry sector, community, social and/or global issues. Each Pathway (including 9th Grade) will: - Identify 2 industry aligned themes to direct the PBL units, which will extend opportunities for scholars to investigate, solve complex problems and answer complex questions - College and Career Readiness (CCR). identified in the Common Core State Standards are necessary complements that define the skills and understandings scholars must demonstrate to be college and career ready: **Reading:** This offers scholars profound insights into the human condition and serve as models for scholars' own thinking, and writing, listening and presentation skills. **Collaborative Learning:** This provides opportunities for scholars to obtain the necessary communication and collaboration skills (Soft skills required for industry careers). **Research Skills:** Research a variety of industry careers, skills and experiences aligned with the project **Critical Thinking Skills:** Identify and find a solution to a past or current industry problem - Schedule release time for team to work with PBL consultant in order to develop the scope and sequence of our PBL units - Identify academy-wide conceptual through line for the year - Develop list of enduring understandings to focus on industry themed PBL units - Identify focus standards that span across CTE and CCSS guidelines - College and Career Readiness (CCR). - Develop and maintain community and industry partnerships to collaborate on PBL experiences, integrating WBL experiences into the PBL units - Use team collaboration time to begin planning units for next year - Identify resources for the PBL units **Evidence** - CTE Course of Study - Syllabus - Lesson/Unit Plans - Project Rubrics - Scholar Work Samples
Action for Goal 3- Pathway Leadership and Direction: For the 2021-2022 year continue to develop a strong identity as a cohesive academy team by further defining roles in the pathway and practicing distributive leadership. The FADA team will use common planning and release time to collaborate on the planning and implementation of academy-wide events and outreach activities. In addition, FADA teachers will participate in professional development to continue to advance leadership skills and practices.	**Strategic Actions** Each year the FADA team has a key focus on our scholars academic growth and achievement. One way that we have been effective is through our strong team collaboration. Team collaboration is one of the hallmarks for increasing scholar learning and achievement. We recognize that we all have individual strengths and gifts. Therefore, our team will incorporate the strategies for distributive leadership which include: 1. Reviewing/Refining our team norms 2. Maintain agendas that reflect the needs and voice of all team members 3. Ensure all team members have creative autonomy 4. Assign roles based on strengths and scholar needs 5. Use common planning time to expand outreach activities 6. Participate in industry and content specific professional growth. **Evidence** - Planning/ Notes for academy wide events and activities, agendas, meeting notes, planning documents
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 prevented OT from engaging in field trips, college tours, hosting guest (refreshments) and purchasing some materials.	

The most effective use of the Measure N funds was for scholar lab kits, art kits, art supplies, and materials that scholars could pick up and use at home.						
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)**
Transportation Costs: Purchase AC Transit Tickets for the PBL and WBL experience from site visits. Funds will pay for AC Transit bus tickets for 45 students for separate industry visits.The cost of one day pass is $2.75. 45 students on three site visits = $371.25	$371.04	4310	Supplies & Materials			Fashion, Art, & Design Academy

Supplies & Materials: Career Technical Education Work Based Learning Experience, serigraphy materials and supplies required for three-year progression of pathway-integrated capstone project skills to ensure integration of CTE industry standards. Graphic Design Industry-Aligned Screen Printing Workshop to provide work-based experiences for students serving to increase student outcomes towards college and career-readiness, and increase industry partnerships. Funds will pay for supplies related to this work-based experience, such as screen-printing screens, ink, squeegees, and various substrates, such as fabric substrates (cotton t-shirts and tote bags), and paper substrates (newsprint, printmaking paper). By helping students develop skills for future work-based learning experiences, we will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards. **Specific Expenditures:** ASP-IFZ2 Anthem Infozine! - DIGITAL DOWNLOAD x 1, BareBones Kit-160 The Bare Bones Screen Printing Kit - x 80, CUT-SQUEE-70-12 Custom Cut Wooden Squeegee - 70 Duro - 12 Inches x 80, White Economy Screen Tape - 2" x 110 Yards x 80, Permaset Aqua Standard Ink - Jet Black - 300ml x 80, 18" x 20" Pre-Burned Screen - 160 Mesh - TX-D x 80, Newsprint pad 50 sheet (12" x 18") x 80, Printing, substrate paper x 4 reams, Printing fabric substrate cotton t shirts x 80 pcs, Printing substrate canvas tote bags x 275 pcs, Cotton cleaning towels x 10 **Vendor:** Anthem Screen Printing and Blick **Action for Goal 1 - Work-Based Learning:** For the 2021-2022 year, we would like to continue to develop, increase and expand our WBL experiences through in-class guest speakers and demonstrations/workshops, internships, and SBE as part of an effort to reduce disparities in student achievement and student access to career pathways. **Number of Scholars:** 45 **Improved Scholar Engagement:** Hands-on Project Based Learning experiences is a student-centered approach, which allows scholars to make real-world application to their learning. PBL also provides opportunities for scholars to think outside the box and demonstrate a variety of academic skills. **Need:** A large population of FADA scholars are marginalized and/or at risk. As a part of Oakland Tech equity vision, we are offering more opportunities for scholars to develop skills that they can apply in the real world.	$8,481.65	4310	Materials/Supplies			Fashion, Art, & Design Academy

Workshop Materials - Industry Collaboration with the California College of the Arts: Funds will provide workshop materials for our senior portfolio seminar collaboration in service of portfolio development and college and career readiness and will support preparation for our culminating celebrating event, the FADA Gala. Materials will include presentation books, portfolios, and sketchbooks. **Specific Expenditure:** Blick Presentation Book - 11" x 14", Portrait x 100 Blick Presentation Book - 12" x 9", Portrait x 80 Blick Studio Series Softside Portfolio - 20" x 26", Black x 135 Blick Hardbound Sketchbook - 11" x 8-1/2" x 300 **Vendor:** Blick **Action for Goal 2- Building a Rigorous Academic Core:** For the 2021-2022 year, we would like to increase our PBL offerings by using collaboration time to revisit and revise existing PBL units and to develop at least 1 new multidisciplinary unit integrating our academy theme using CCSS and CTE standards. Our offerings will aid in creating vertical alignment throughout our pathway and increase high school students' readiness to succeed in college and career. **Number of Scholars:** ~ 300 **Improved Scholar Engagement:** Through collaborating with a postsecondary institution, this workshop will increase high school students' readiness to succeed in college and career. **Need:** By preparing students for college and career, we aim to decrease the high school dropout rate and increase the high school graduation rate for our students. A large population of FADA scholars are marginalized and/or at risk. As a part of OT equity vision, we are offering more opportunities for scholars to develop skills that they can apply in the real world.	$6,227.35	4310	Supplies & Materials			Fashion, Art, & Design Academy
Consultant Contract to hire an Arts Integrated Learning Coach: Provides mentorship and expert content-specific support for our Project Based Learning scope and sequencing in Arts Integrated Instruction around pathway-aligned integrated curriculum development and mapping; facilitates deep community connections and opportunities in the arts; supports pathway teacher retention, supports goals around building out a rigorous academic core. This consultant has been a long-time academy **partner through California College of the Arts and Alameda County Office of Education**; our program has served as an arts learning anchor school with Alameda County.	$2,000.00	5825	Consultant Contract			Fashion, Art, & Design Academy
Teacher Salaries Stipends Extended Contract for the CTE Cohort teachers to provide ongoing collaboration during the summer and after their contracted hours during the school year. This contract is in service of building a rigorous academic core through Project Based Learning and multidisciplinary units that integrate Work Based Learning experiences, to provide ongoing training, and to facilitate collaboration after school hours with our industry and community partners and our advisory board. (20 hours per teacher at $38.50 per hour = $770.00 plus employee benefits at 25% = $962.50 X 4 teachers = $3,850.00 total)	$4,812.50	1120	Teacher Salaries Stipends			Fashion, Art, & Design Academy

Conference Expenses: Registration fees for teachers to attend and receive training on a certification workshop on industry standard technology products and programs (Adobe CC and other related programs) for post-secondary and career student learning outcomes around building a rigorous academic core and providing Work Based Learning support. This supports differentiated professional development for teachers, provides support for teachers to increase student retention, and improves academic success. ($695 per person registration fees x 4 people = $2,780 Total)	$2,780.00	5220	Conference Expenses			Fashion, Art, & Design Academy
Transportation Costs for WBL Experiences: to increase high school students' readiness to succeed in college and career and to provide work-based learning in every strand of the Fashion, Art, & Design Academy, such as career exploration visits, college visits, and Career Technical Education workshops.	$3,600.00	5826	Transportation Costs			Fashion, Art, & Design Academy

HEALTH ACADEMY

Mission and Vision	All Oakland Tech students interested in health and/or health careers · Will learn about clinical medicine, emergency medicine and public health · Will acquire skills in first aid, health education and basic clinical skills · Will learn about and be exposed to a variety of health care careers · Will contribute to our community's health · Will become a supportive community for each other

PATHWAY QUALITY ASSESSMENT

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

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

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

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

Goal 4: Create a Comprehensive Student Support System To Increase Greater Equity Increase scholar choice and voice, social and emotional skills to develop future leaders and provide opportunities for real world application. Create a Student and Pathway Advisory Board to distribute leadership and increase students voice and responsibility. The board will have at least 5 student members that depict the Pathways demographics. The selected scholars will share information with Health Academy scholars. Scholars will meet twice a month, Industry partners will meet at least twice a year. Scholars will be the primary planners of at least one event/activity per semester and present at the Industry Advisory meetings. **Outcomes for Teachers**: Increase/Support Industry partnerships, create opportunities for scholar choice and voice, implement effective strategies to promote critical and creative thinking. **Outcomes for Scholars**: Acquire effective communication skills, develop collaboration and leadership skills, preparation for college/career, increase organization and planning skills. (Key events are planned and facilitated by student leadership board (examples: Health Fair, Opening Assembly, Rewards Trip, 9th Grade Recruitment) **Needs**: Materials and supplies for advisory meetings, time to collaborate and train scholars.	Agendas Meeting Notes Surveys Industry Feedback Observations Event Flyers, brochures, invitations, planning documents Meeting Attendance

Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	***What evidence will you look for to know you are successful?***
Action for Goal 1: Creating a Rigorous Academic Program Leveraging our partnership with Biotech Partners, we will incorporate more options for chemistry tutoring during the week to ensure students are ready for college-level Chemistry and/or workplace responsibilities.	In addition to adding more tutoring through an industry partner's support, identifying and doing remediation for struggling chemistry students would be easier if the students in 11th grade were cohorted in chemistry. Hopefully, this will be available for 2020-2021.
Action for Goal 2 - Work-Based Learning For the 2020-2021 year, we would like to incorporate more WBL experiences through in-class guest speakers and demonstrations as part of an effort to reduce disparities in student achievement and student access to career pathways.	Moving to a block schedule will mean that we have fewer days when exploration trips are convenient, so in-school WBL opportunities will help close the gap. We will need to continue to build relationships with partners who can send a staff member to school and possible provide materials for demos, and we may need to explore how to offer honoraria for this service. Evidence for success will be shown through post-visit surveys given to students, statistics on how many students pursue internships with industry partners, and end of the year senior surveys that ask which careers they were made more aware of.
Action 1 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students To Systematize Industry Partner Internship Process: share CTE handbook that clearly lays out expectations and responsibilities of industry partners, key dates of events, documents requiring signatures, etc. Follow the example of Clairemont HS in San Diego	- Feedback from industry partners about how useful these materials are as shown through partner feedback meeting minutes - Track participation of industry partners and numbers of students working in partnership with them

Action 2 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students Create a student advisory board to expand CTE and leadership experiences: - recruit and train students who will serve on the board - have student board members take the lead on events and activities - identify industry partners to support in training students to increase student engagement, student voice and choice and provide skills towards college and career readiness.	- Document student work in leadership roles - Get student leaders' feedback about the effectiveness of their work and what could make them better leaders - Get feedback from other stakeholders about the quality of student-led activities and events

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Transportation Costs for Career and College Exploration Visits -Sonoma State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	$750.00	5826	Enter object code at left.			Health
Transportation Costs for Career and College Exploration Visits - charter bus to Kaiser School of Allied Health get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	$750.00	5826	Enter object code at left.			Health
Transportation Costs for Career and College exploration Trips - charter bus to UC Davis students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	$750.00	5826	Enter object code at left.			Health
Transportation Costs for Career and College exploration Trips - charter bus to SF State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	$750.00	5826	Enter object code at left.			Health
Transportation Costs for Career and College exploration Trips -charter bus to Sage Veterinary Hospital students get exposure to health careers and through exploration trips to increase high school students' readiness to succeed in college and career	$750.00	5826	Enter object code at left.			Health
Transportation Costs for Career and College exploration Trips -charter bus to UC Santa Cruz & CSU Monterey Bay students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career	$2,500.00	5826	Enter object code at left.			Health
Transportation Costs for Career and College exploration Trips -charter bus to ACLU Conference, medical ethics in law students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career	$2,500.00	5826	Enter object code at left.			Health

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

Meeting Refreshments for the Welcome Event - this addresses our goal of building academy community in order that all teachers know all the students and students see each other as part of their support systems. The Welcome Event is a signature pathway event that specifically aligns with Goal 4: "Create a Comprehensive Student Support System To Increase Greater Equity"	$335.39	4311	Enter object code at left.		Health
Teacher Substitutes: Sub Coverage for Teacher release day for team retreat - this is necessary to achieve our goal of providing more student interventions around attendance and low gpa; Teachers will analyze student data, discuss students who need interventions and make an intervention plan for each student. Teachers may also use this time to plan and/or refine cross curricular projects.	$2,000.00	1150	Enter object code at left.		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?
Goal 1: Creating a Rigorous Academic Program 90% of Health Academy scholars will pass both semesters of Chemistry to ensure they are prepared for college and/or career. Integrate Literacy across all core academic content areas through interdisciplinary units. To meet this goal, the Pathway will create and implement multidisciplinary projects to increase student engagement to improve outcomes for 80% of our "at risk" scholars, which include ELL, African American and Latino. **Outcomes for Teachers and Leads:** common preparation time to collaborate, improve instructional methodologies that promote multidisciplinary projects, develop student-centered, research/standards based instructional and learning strategies, integrates academic and technical content, develop and implement units across a Pathway theme, common assessments. **Outcomes for Scholars:** Real World Experience through PBL, increased critical and creative thinking, improve problem solving skills, produce products and services to increase community and industry engagement, **Needs:** Common bi-weekly planning/collaboration time, funding for classroom project supplies, funding for college and career exploration trips, community/industry engagement, funding for professional development.	**The Actions We Took to Improve Outcomes:** Due to the pandemic, we were not able to do the in-person, targeted Chemistry tutoring that we had planned, however we were able to: 1. Provide online tutoring due to our very capable student support specialist and our relationship with Biotech Partners. 2. We had close to 90% of students "pass" Chemistry, but that includes students who received a D since a D grade confers the same amount of credits as a higher grade. 3. Increased academic outcomes and engagement by incorporating virtual labs 4. Provide science lab kits to all 11th grade CTE scholars. 5. Held virtual collaboration team meetings 6. Participated in Culturally Responsive Teaching PD to expand our knowledge 7, Created the Health Fair multidisciplinary unit **Evidence Related to this Goal:** 1. Chemistry Data: Quarter 1: 1 F, 4 D (63 HA Students enrolled in CHEM Q1/Q3) 98% HA earned credit (D or higher) for CHEM Q1, 92% earning a C or higher Quarter 2: 3 F, 4 D (28 HA Students enrolled in CHEM Q2/Q4) 89% HA earned credit (D or higher) for CHEM Q2, 75% earning a C or higher **OVERALL** (Both Quarters): 95% of HA students earned credit for CHEM (D or higher) 87% earning a C or higher How does this rate compare with previous years? 67% of students receiving lower than a C are Black or African-American, 17% are Hispanic, 8% White and 8% Other Pacific Islander	**Health/BioTech Academy's Continued Improvement Plan for A Rigorous Academic Programs in 2021-2022** 1. To improve Chemistry academic outcomes for our marginalized scholars by providing tutoring support through or collaborative partnership with BioTech Partners. 2. Continue our partnership with Biotech Partners to host two (2) weekly Chemistry tutoring sessions, provide scholar lab support, and assist with curriculum review and modifications to increase equitable access for all scholars.. 3. Restructure our course teaching staff to ensure we are aligned to CTE standards and to increase the ability to create multidisciplinary units. 4. Increase PBL and multidisciplinary units aligned with CTE and CCSS to support A-G requirements and better prepare scholars for college and/or career. 5. Purchase supplies/kits for at home/virtual labs to increase academic outcomes, promote CTE standards and NGSS.

Goal 2 - Work-Based Learning	The Actions We Took to Improve Outcomes:	Health/BioTech Academy's Continued Improvement Plan for Work-Based Learning in 2021-2022
90% of scholars will participate in WBL, Internships and Industry activities/ events to assist scholars with skills and knowledge that will prepare them for careers and/or post-secondary education. The Pathway has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade, and to increase industry partnerships. **Outcomes for Teachers and Leads:** Increase integration of WBL in the curriculum, utilize the SSS to support scholars with college and career readiness activities including resume writing, interview techniques and strategies, collecting and analyzing data to evaluate and identify program needs. **Outcomes for Scholars:** Increased opportunities for real-world, rigorous, engaging work-based learning, increase networking opportunities for future career goals, increase skills in preparation for college and/or career. **Needs:** Collaboration time, WBL resources, funding for exploration trips, guest speakers, industry events to decrease disparity and inequity and to prepare all scholars for college and career readiness.	Online meeting platforms like Zoom and Google Meets assisted us in providing a Guest Speaker Series. We were able to integrate: 1. POC in Healthcare Series 2. Women in Healthcare Series 3. CPR Course 4. Virtual Career Speaker Series 5. H.E.A.L Presentations 6. Utilized the Student Support Specialist to support College & Career activities 7. Used Aeries to track WBL data **Evidence Related to this Action:** 1. Emails, Invitations, Flyers, Slide Shows, Presenter 1 Pager, Video Recordings, Sign Up Document, AERIES reports	Our focus is to implement the 4 Work Based Learning Tiers next year: a. Career Exploration b. Career Awareness c. Career Preparation d. Career Training 1. Continue collaboration with Pathway Coordinator/Coach and WBL Liaison to expand CTE WBL opportunities for scholars. 2. Identify additional resources such as Nepris or Thrively to increase WBL opportunities, while integrating more technology. 3. Identify more virtual internships opportunities 4. Continue the CTE Speaker Series 5. Add informational interviews to our CTE plan 6. Ensure CTE standards and CCSS are evident in curriculum and lesson plans
Goal 3: Create Accessible and Relevant CTE Experiences for all Students Increase scholar internship engagement by 10% through early distribution of internship information, hosting internship Q & A, increasing outreach to our ELL, SPED, African American and Latino scholars. The Pathway will continue to provide and/or arrange some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. **Outcomes for Teachers and Leads:** Systematize Industry Partnerships by providing accessible links on our Website with relevant information, arrange college and career counseling to better prepare our scholars to be college and/or career ready, collect and review data to improve program outcomes. **Outcomes for Scholars:** Preparation for college and/or career, networking experiences and advance focus on CTE content. **Needs:** exploration Trips, Guest Speakers, support from WBL Coordinator, supplies to create CTE flyers, brochures and/or invitations to events and activities.	**The Actions We Took to Improve Outcomes:** Some of the actions the Health Academy took includes: 1. Provided dates for Advisory Board Meetings 2. Provided Engagement Survey 3. Provide Course Details & Support Needs from Industry Partners 4. Created HA website **Evidence Related to this Goal:** 1. Advisory Board Letter, flyers, invitations, chat notes, presentation slides, meeting recording, engagement opportunity survey results	**Health/BioTech Academy's Continued Improvement Plan to Create Accessible and Relevant CTE Experiences in 2021-2022** 1. Utilize the Advisory Board to review current CTE curriculum to make sure our work is aligned with the CTE standards. 2. Add additional CTE resources to our CTE courses to incorporate industry standards that involve industry mentors and coaches, guest speakers and provide an industry lead panel to review and provide feedback of the final product or production. 3. Increase virtual internship opportunities to increase relationships between community and industry partners and maintain professional industry relationships 4. Collaborate with Pathway Coordinator/Coach & WBL Liaison to increase CTE experiences in a variety of settings 5. Update Pathway Website to include CTE news so that families, community members and industry partners stay abreast of our coursework 6. Create and disseminate an Academy newsletter to keep scholars and parents up to date on opportunities

Goal 4: Create a Comprehensive Student Support System To Increase Greater Equity	The Actions We Took to Improve Outcomes:	Health/BioTech Academy's Continued Improvement Plan to Create A Comprehensive Student Support System in 2021-2022
Increase scholar choice and voice, social and emotional skills to develop future leaders and provide opportunities for real world application. Create a Student and Pathway Advisory Board to distribute leadership and increase students voice and responsibility. The board will have at least 5 student members that depict the Pathways demographics. The selected scholars will share information with Health Academy scholars. Scholars will meet twice a month, Industry partners will meet at least twice a year. Scholars will be the primary planners of at least one event/activity per semester and present at the Industry Advisory meetings. **Outcomes for Teachers:** Increase/Support Industry partnerships, create opportunities for scholar choice and voice, implement effective strategies to promote critical and creative thinking. **Outcomes for Scholars:** Acquire effective communication skills, develop collaboration and leadership skills, preparation for college/career, increase organization and planning skills. (Key events are planned and facilitated by student leadership board (examples: Health Fair, Opening Assembly, Rewards Trip, 9th Grade Recruitment) **Needs:** Materials and supplies for advisory meetings, time to collaborate and train scholars.	Regrettably, Covid-19 impeded our ability to train the scholars for the Health Academy Scholar Advisory Board, however we were still able to provide leadership training for the scholars. 1. Scholars participated in Academy Presenter Meeting where they received presentation strategies, ideas for presenting, various forms of technology to incorporate in their presentation. 2. Scholars participated as Academy Leaders during Academy month by presenting to the 9th graders, participating in a Showcase and engaging in a Q & A session. 3. Scholars will be invited to the Spring Advisory Board meeting on April 22nd to present. **Evidence Related to this Goal:** 1. Meeting agenda, chat notes, video recordings, 9th grade exit tickets.	1. Plan the steps and timeline for the scholar Advisory Board before the end of 2021 to ensure implementation in the Fall to support our commitment to providing Career Technical Student Leadership as recommended by the CDE. 2. Review curriculum and identify where we can increase scholar's choice and voice, add Blooms or Webbs DOK to increase critical and creative thinking skills. 3. Incorporate presentation skills across content areas with an emphasis on writing, speaking and listening skills.

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?	
Action for Goal 1: Creating a Rigorous Academic Program Leveraging our partnership with Biotech Partners, we will incorporate more options for chemistry tutoring during the week to ensure students are ready for college-level Chemistry and/or workplace responsibilities.	**Effective Strategic Actions** - Student Support Specialist (provided academic and SEL support for scholars) - BioTech Partners supported with breakout sessions and academic support - Implemented online tutoring - Utilized OT Tutorial period to engage and support scholars We saw an increase in the number of scholar passing Chemistry, we felt supported with an extra set of hands to monitor and support breakout rooms and online tutoring resulted in positive academic gains for our scholars. **Least Effective Strategic Actions** - Face - to- Face Tutoring Recent pandemic impacted this option **Impact of Distance Learning** - Increase of scholars needing social, emotional support - Increase strain on the Student Support Specialist	

Action for Goal 2 - Work-Based Learning For the 2020-2021 year, we would like to incorporate more WBL experiences through in-class guest speakers and demonstrations as part of an effort to reduce disparities in student achievement and student access to career pathways.	**Effective Strategic Actions** - Implemented on-line Guest Speaker series - Offered online career forms such as Nepris - Provided CPR certification - Participated in Career Fair - Participated in Resume Building Scholars were able to hear presentations from POC and Women in a variety of Healthcare Industries, ask viable questions to assist in making informed decisions about career/college choices and gained exposure to how a variety of career pathways overlap. Using virtual platforms opened up new avenues for scholars to continue learning from industry partners. **Least Effective Strategic Actions** - Face - to- Face Internships Recent pandemic impacted this option **Impact of Distance Learning** - Increase of scholars needing social, emotional support - Increase strain of the Student Support Specialist - Decrease in hands-on experiences - Decrease in personal, constructive feedback in a face-to-face setting Young people thrive when they are able to socialize, collaborate and interact with one another. The Covid-19 pandemic had a devastating impact on their ability to engage, feel connected and forge new relationships.
Action 1 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students To Systematize Industry Partner Internship Process: share CTE handbook that clearly lays out expectations and responsibilities of industry partners, key dates of events, documents requiring signatures, etc. Follow the example of Clairemont HS in San Diego	**Effective Strategic Actions** - Implemented engagement opportunity survey - Shared course outlines - Provide industry partners with key dates for events and activities We realize that this goal was not as well defined as we had intended. **Least Effective Strategic Actions** - Internship process was not shared via a CTE handbook The goal was not well defined and is being reevaluated. **Impact of Distance Learning** - Decreased opportunity for face-to face meetings During the pandemic, the CDC advises against in person meetings and events.
Action 2 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students Create a student advisory board to expand CTE and leadership experiences: - recruit and train students who will serve on the board - have student board members take the lead on events and activities - identify industry partners to support in training students to increase student engagement, student voice and choice and provide skills towards college and career readiness.	**Effective Strategic Actions** - Provided alternative leadership opportunities - Provide opportunities for scholars to engage with industry partners - Increased industry partnerships to participate in future mentorship opportunities **Least Effective Strategic Actions** - The strategy of recruiting and training scholars was not least effective, we didn't have the desired circumstances to implement the program due to the pandemic. **Impact of Distance Learning** - Decreased opportunity for face-to face training, course scheduling also impacted the opportunity to work consistently with scholars.
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?

| Action for Goal 1: Creating a Rigorous Academic Program
 Increase PBL and multidisciplinary units aligned with CTE and CCSS | **Strategic Actions**
One of the Linked Learning 4 Pillars that OT will implement across all Pathways is Rigorous Academic with an emphasis on Project Based Learning (**PBL**).   PBL allows our scholars to acquire an integrated, knowledge-based framework to solve real-world problems associated with the aligned industry sector, community, social and/or global issues. Each Pathway (including 9th Grade) will:
- Identify 2 industry aligned themes to direct the PBL units, which will extend opportunities for scholars to investigate, solve complex problems and answer complex questions. College and Career Readiness (CRT) identified in the Common Core State Standards are necessary complements that define the skills and understandings scholars must demonstrate to be college and career ready:
Reading: This offers scholars profound insights into the human condition and serve as models for scholars' own thinking, and writing, listening and presentation skills.
Collaborative Learning: This provides opportunities for scholars to obtain the necessary communication and collaboration skills (Soft skills required for industry careers).
Research Skills: Research a variety of industry careers, skills and experiences aligned with the project
Critical Thinking Skills: Identify and find a solution to a past or current industry problem
- Use team collaboration time to begin planning units for next year in order to develop the scope and sequence of our PBL units
- Identify resources for the PBL units
Evidence
- CTE Course of Study
- Syllabus
- Lesson/Unit Plans
- Project Rubrics
- Scholar Work Samples |
| **Action for Goal 2 - Work-Based Learning**
- Increase scholars WBL experiences
- Participate in the Linked Learning Externship Program, CTE, WBL Professional Development
- Expand mentorship opportunities | **Strategic Actions**
Work Based Learning (WBL) is one of the 4 Pillars of Linked Learning. The WBL continuum provides a variety of learning experiences and activities that scholars can engage in to address career awareness, career exploration, and career preparation. WBL is designed to assist scholars with mastering and demonstrating academic, technical and 21st Century skills required in order to be college and/or career ready. WBL can occur in a variety of settings including, virtually, at an industry site, the community, or at school. FADA will
- Build out a WBL Map/Timeline aligned to the WBL continuum so that we can ensure our scholars participate in all the aspects of WBL as outlined by the continuum.
- Expand and utilize Industry Partnerships to expand internship opportunities so that our scholars can develop hands-on industry experience to better prepare them for real world opportunities
- Implement Informational Interviews are scholar led interviews that align with CCSS writing standards (resumes, cover letters, resumes, professional emails), CTE skills (researching a career to prepare appropriate questions to engage in a professional conversation with industry and community partners), employment skills (engaging in interview techniques, receiving feedback and coaching from industry partners).
- Implement feedback from Industry partners to expand mentorships
Evidence
- Scholar Sign-Up
- Meeting Agendas and Notes |

Action 1 for Goal 3: Create Accessible and Relevant CTE Experiences for all Students - Extend Leadership opportunities for scholars - Explore Explore Career Technical Student Organizations (CTSOs) which are a necessary component of Career Technical Education (CTE). Implementing CTSOs was encouraged during our CDE performance review in March. - Engage in CTE meetings, professional development and externships	**Strategic Actions** Professional Development is important for teachers to keep current with researched based instructional strategies, refine 21st Century Teaching and Learning knowledge, collaborate with colleagues to share ideas and expand professional thinking. Professional Development can be provided in a variety of ways. Oakland Tech's goal is to ensure all CTE and Pathway teachers have the correct credentials to support our scholars in meeting the CTE and state standards. A few ways we will ensure that all teachers stay current is by providing opportunities such as: 1. Externships - The OUSD Linked Learning Office will be hosting Industry Externships. Teachers participating will be able to: - Obtain a CTE credential through (if they current have industry hours, but need additional hours to qualify for a CTE credential) - Externships also provide teachers with CTE credentials the opportunity to learn about new industry trends, skills requirements and opportunities to enrich and enhance their instruction by bringing new, relevant content to the scholars. - Externships increases the opportunity that teachers stay current with new tools, equipment, technology and practices by gaining an in depth experience with actual industry professionals. - This type of Professional Development gives teachers and industry partners structured time to collaborate for mutual understanding and learning that is designed to enhance instructional practices that will augment scholar performance. - Professional Development also provides opportunities to network and build strong industry partnerships so that we can offer more mentorships, internships and job shadowing opportunities for our scholars. 2. Expand the number of CTE teachers on the team 3. Participate in District Linked Learning CTE Meet-ups - The District CTE Meet-ups provide teachers with grant updates, budget support, an opportunity for sites to showcase instructional strategies or understand the uses of current/new industry technology. 4. Explore Health CTSOs as recommended by CDE. The CTSO aligned to our work is HOSA, which "is a national leadership organization for students enrolled in health or biomedical science programs." - Implement Scholar Advisory Board **Evidence** - Scholar Sign-Up - Meeting Agendas and Notes

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 prevented OT from engaging in field trips, college tours, hosting guest (refreshments) and purchasing some materials.
The most effective use of the Measure N funds was for scholar lab kits, art kits, art supplies, and materials that scholars could pick up and use at home.

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)
Transportation Costs for Career and College Exploration Visits. Sonoma State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$750.00	5826	Transportation Costs			Health Academy

Transportation Costs for Career and College Exploration Visits. Charter bus to Kaiser School of Allied Health get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$750.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to University of California Davis students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to San Francisco State students get exposure to health careers and college life through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to Sage Veterinary Hospital students get exposure to health careers and through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to ACLU Conference, medical ethics in law students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career. This is an overnight trip requiring 2 days of charter bus costs.	$2,500.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. AC transit tickets for local Work Based Learning trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	4310	Supplies & Materials			Health Academy
Transportation Costs for Career and College exploration Trips. BART tickets for local Work Based Learning trips students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	4310	Supplies & Materials			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to Soul Flower Farm students get exposure to health careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$750.00	5826	Transportation Costs			Health Academy
Transportation Costs for Career and College exploration Trips. Charter bus to CA Academy of Science students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Health Academy
Admission Fees for CA Academy of Sciences students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$800.00	5829	Admission Fees			Health Academy

Admissions Fees for The Tech Museum students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$800.00	5829	Admission Fees			Health Academy
Admission Fees for Conference Registration for students for American Civil Liberties Union (ACLU) Medical Ethics and Law Conference students get exposure to health careers and see applications of science classes and labs through this exploration trip to increase high school students' readiness to succeed in college and career.	$900.00	5829	Admission Fees			Health Academy
Meeting Refreshments for advisory board meetings. This will allow us to work with community and industry partners to update our curriculum and give our students exposure to WBL experiences. $75/event times 4 events = $300.00	$250.39	4311	Meeting Refreshments			Health Academy
Teacher Salaries Stipends: Summer Extended Contract for curriculum development. Curriculum development will allow for courses to add more up to date scientific analyses and to adjust as new biotech processes are introduced from Biotech Partners. ($38.50 per hour x 40 total hours + 25% benefits x 3 Teachers = $9625.00)	$9,625.00	1120	Teacher Salaries Stipends			Health Academy

RACE, POLICY, AND LAW ACADEMY

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

PATHWAY QUALITY ASSESSMENT

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

CTE (pages 3,4,5 of rubric)	100% of RPL students take a career aligned CTE course during each of the three years of the pathway: Law & Society (10th grade), Policy & Advocacy (11th grade), and Social Justice & Advocacy (12th grade). Extensive work has been done to ensure the CTE courses are vertically aligned to the pathway graduate outcomes. Additionally, all three CTE courses include several projects that are integrated with English, involve interaction with industry partners, and engage students in the production of work aligned to current industry standards. 100% of RPL sophomores have participated in a mock trial. The mock trials were judged by industry professionals and community partners. 100% of RPL junior class participated in a City Council simulation, which involved in-depth research of policies, people, and procedures in local politics, application of knowledge, and authentic learning outcomes through the production of letters to City Councilmembers regarding the topic from the simulation. 100% of RPL junior class participated in a documentary film project about a social justice issue in their communities. They partnered with a local organization called YouthBeat and were able to access a professional instructor who could guide them through media literacy and documentary filmmaking. 100% of the RPL senior class engaged in a senior capstone research paper about an issue that can be addressed through social justice advocacy. 100% of the senior class presented their senior capstone research paper to an audience that included a mix of peers, teachers, community partners, and industry professionals.	PBL projects can be improved to include more authentic audiences and opportunities to connect with WBL opportunities. Only 1/3 teachers on the team has a CTE credential	* Collaboratively revamp large projects (mock trial, city council sim, Capstone) to increase rigor and opportunities to engage community partners and industry professionals * Identify CTE programs for teachers and a path for program completion

WBL (page 6 of rubric)	100% of RPL students have: - Created a resume; - Participated in a career panel with lawyers - interacted with a variety of industry professionals as guest speakers and consultants on their CTE project work - participated in an application support session for job/summer programs 100% of RPL students have had the opportunity to: - Participate in multiple career aligned field trips at every grade level - Participate in up to 6 informational interviews with industry professionals - Participate in a career aligned job shadow - Participate in a mock interview 75% of RPL students have: - Participated in a mock interview, (by next year, the number will be 100%) -25-30 students regularly complete a summer internship	-Increasing the number of summer internships available and the number of students able to participate without conflicting summer school obligations -increasing the participation of highest need students in WBL opportunities during the academic year and summer -figuring out school-wide systems to allow seniors to participate in internships during the school year.	-Early identification of students not on track to graduate to ensure they are able to take advantage of all opportunities for credit recovery and get needed support in current classes to increase the chances of them being able to participate in summer internships; focus on rising juniors; coupled with this, early communication with families about credit recovery options and paid internship opportunities; intensive application support for high need students able to participate -recruitment of more part-time paid summer internship opportunities for students needing to take one summer school class -increased outreach to parents of low opportunity youth in advance of WBL opportunities during the year to encourage their attendance and participation in key opportunities

Comprehensive Student Supports (page 7 of rubric)	A Student Support Specialist works with at-risk scholars by pushing in and pulling out of 100% of all core classes. SSS Caseload: RPL students with higher support needs are targeted and tiered to receive weekly or monthly check-ins. Targeted students are placed on an "SSS caseload" that is formed every semester and updated weekly. 21-24 students on each semester's caseload receive individual transcript review and goal planning session 21% of RPL students have been placed on the caseload to receive more intensive support within the 2018-19 and 2019-20 school years. 78% of targeted students improved GPAs from 2018-19 school year to 2019-20 school year (accounts for GPAs of 32 students who have been on the caseload at least once within the 2018-19 school year and the 2019-20 school year) Students in caseload build connections with one another 62.5% of students who have received caseload support are Black/African American 21.8% of students who have received caseload support are Latinx 6.3% of students who have received caseload support are of mixed background 6.3% of students who have received caseload support are White, including students of Middle Eastern descent 3.2% of students who have received caseload support are Asian/API General Cohort: 93% of RPL students have had at least one formal or informal academic, emotional or social check-in with an SSS 100% of RPL students receive a transcript review per semester, outlining graduation/college requirements Increase of academy-wide communication through different outlets, like an academy-wide google classroom and academy Instagram account	84% of targeted students continue to receive Ds and/or Fs in at least one of their classes. That percentage needs to decrease Increasing support on long-term assignments and project planning for caseload students, more intensive check-ins Making tutoring more accessible or establishing a system to incentivize it Strengthening schoolwide communications surrounding student support	* Increase credit and grade checks by 20% to support students with work completion. * Create a "grade and attendance" data tracker to provide evidence of improved grade and attendance. *Expand parent outreach to create accountability for students who need to engage in extra support like SAT sign-ups or after-school tutoring *Increasing proactive planning around college deadlines for juniors and seniors (FAFSA, SAT, etc) * Improve communications and systems with other support systems, such as school counselors, mental health counselors, COST to ensure students receive timely interventions.

Pathway Student Outcomes (page 2 of rubric)	The Academy is racially diverse, and the incoming class of 10th graders for next year will more closely mirror the schoolwide demographics than in years prior. Our Academy's outreach efforts are designed and implemented by RPL students.	Our demographics do not fully mirror schoolwide demographics. While this year has been better, we are overrepresented in terms of African American students, and underrepresented in terms of Latinx and API students. WBL experiences could be expanded so that Juniors and Seniors have the opportunity to participate in WBL internships during the school day, during the school year. WBL experiences can be more directly integrated into the curriculum of academic and technical courses.	Continue working to improve outreach efforts to underrepresented students Continue working to revise curriculum so all racial demographics are reflected in the classroom curriculum. Explore the possibility of offering internships during the academic school year. This option will be more feasible next year with the block schedule. Continue to help develop and push students into Dual Enrollment opportunities that allow them to earn college credit during high school. This will help to provide open access for our students as well as close the opportunity gap for our students.

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?
Goal 1: Create a Rigorous Academic and CTE Program The CTE & English teachers will continue to use culturally relevant PBL approaches to engage students in 5+ pathway themed projects aligned to CTE and CCSS standards per year that involve creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Students will be grouped heterogeneously and teachers will continue to develop strategies to explicitly teach collaboration skills and tools for accountability. 80% of scholars will increase academic growth meeting or exceeding standards by 2021 as measured by SRI and teacher created assessments. **Outcomes for Teachers and Leads:** Implement culturally responsive, PBL strategies, engage in team collaboration, implement technology, plan student exhibitions and analyze data. **Outcome for Students:** Increase academic, technology skills, increase critical and creative thinking, increase communication and collaboration skills and participate in exhibitions/presentations. **Needs:** Opportunities for team collaboration, materials and resources for exhibitions/presentations, digital media tools.	* Grade & Attendance Data Tracker Results * Rubric Scores * Progress and Report Card Data * Assessment Scores * SRI Data

Goal 2: Create a Rigorous WBL Program 90% of RPL students will participate in WBL, Internships and Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards. Outcomes for teachers and leaders: Teachers will improve data collection practices and analyze quantitative and qualitative data on this goal. Teachers will engage in dedicated, thriving collaboration in order to meet this goal. Student Outcomes: Students will have increased opportunities for rigorous, exciting work-based learning on our academy theme. Students will build their networks and connections with industry professionals. **Outcomes for Teachers and Leads**: Increase WBL opportunities for students, increase college/career readiness activities/events, maintain and implement current, researched based curriculum. **Outcome for Students**: Engage in rigorous, exciting WBL activities, build network and industry connections, increase college and career readiness **Needs**: Common planning time, accommodation in master schedule, funding for WBL experiences.	* Logs * Sign-In Documents * Evaluations/Feedback * Observations
Goal 3: Implement Rigorous Student Support System 100% of RPL teachers will develop and implement engaging, innovative, PBL curriculum that is vertically aligned in order to optimize learning across content areas. We will share lessons, resources, and best practices to improve their instructional practice. We will collaborate with counselors to support students in developing and implementing individualized college and career plans. We will provides college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. And we will arrange several college and career exploration activities per year. **Outcomes for Teachers and Leads**: Collaborate to improve best instructional practices, collaborate with SSS and counselors, arrange college and career explorations. **Outcome for Students**: Increase SEL skills, identify college and career options, review course sequences to remain on track for graduation. **Needs**: Opportunity for collaboration to share lessons and instructional practices, resources for career exploration, funding for transportation.	* Logs * Sign-In Documents * Evaluations/Feedback * Observations * Completed College Visits / Career Aligned Field Trips

Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**

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

Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**

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

Goal	The Actions We Took to Improve Outcomes	RPL's Continued Improvement Plan
Goal 1: Create a Rigorous Academic and CTE Program The CTE & English teachers will continue to use culturally relevant PBL approaches to engage students in 5+ pathway themed projects aligned to CTE and CCSS standards per year that involve creative and critical thinking, collaboration, use of digital media tools, and production and presentation of products. Students will be grouped heterogeneously and teachers will continue to develop strategies to explicitly teach collaboration skills and tools for accountability. 80% of scholars will increase academic growth meeting or exceeding standards by 2021 as measured by SRI and teacher created assessments. **Outcomes for Teachers and Leads:** Implement culturally responsive, PBL strategies, engage in team collaboration, implement technology, plan student exhibitions and analyze data. **Outcome for Students:** Increase academic, technology skills, increase critical and creative thinking, increase communication and collaboration skills and participate in exhibitions/presentations. **Needs:** Opportunities for team collaboration, materials and resources for exhibitions/presentations, digital media tools.	**The Actions We Took to Improve Outcomes:** 1. Implemented Culturally Relevant topics, materials and resources to engage scholars 2. Created a variety of lessons to increase scholar's critical thinking 3. Incorporated a variety of digital tools to augment scholar research and presentations skills 4. Created lessons that promoted collaborative and cooperative learning teams 5. Engaged authentic audiences to serve as clients and project coaches to ensure the work had a real-world impact and quality met professional standards. **Evidence Related to this Goal:** 1. Fall SRI Scores (ADD RPL RESULTS) 2. Scholar work samples 3. Lesson plans, CTE course outlines 4. Presentation Videos	RPL's Continued Improvement Plan for A Rigorous Academic Programs in 2021-2022 1. Orient new teaching team to signature PBL units and identify areas for innovation in existing curricular units. 2. Build relationships between new teaching team and existing industry partners to ensure 3. Greater vertical alignment using a curriculum map to increase opportunities for PBL units to be multi-disciplinary so that scholars learn and develop skills in logical order, make real world connections and to decrease gaps in understanding and learning between grades 10 through 12
Goal 2: Create a Rigorous WBL Program 90% of RPL students will participate in WBL, Internships and Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career. We will improve industry connections to facilitate internship opportunities and to maintain curriculum current in order to provide student experiences that are relevant to current industry standards. Outcomes for teachers and leaders: Teachers will improve data collection practices and analyze quantitative and qualitative data on this goal. Teachers will engage in dedicated, thriving collaboration in order to meet this goal. Student Outcomes: Students will have increased opportunities for rigorous, exciting work-based learning on our academy theme. Students will build their networks and connections with industry professionals. Outcomes for Teachers and Leads: Increase WBL opportunities for students, increase college/career readiness activities/events, maintain and implement current, researched based curriculum. Outcome for Students: Engage in rigorous, exciting WBL activities, build network and industry connections, increase college and career readiness Needs: Common planning time, accommodation in master schedule, funding for WBL experiences.	**The Actions We Took to Improve Outcomes:** 1. Created and implemented two virtual informational interviews events in 2. Implemented virtual mock interviews event in the spring. 3. Coordinated promotion and recruitment for summer opportunities in all 4. Scholars participated in Career Fair 5. Scholars participated in industry aligned dual enrollment courses 6. Authentic clients, project coaches, and audience of industry professiona **Evidence Related to this Goal:** 1. Lesson plans 2. Videos 3. Industry Partner feedback	1. Intentionally build relationships between new teachers and Advisory Board members in order to main key relationships with industry professionals and the organizations/agencies they represent. 2. Continue to implement PBL projects built around an authentic client, that involve project coaches and guest speakers from industry, and provide authentic audiences to receive and provide feedback on final products. 3. Train new SSS and 11th grade teacher to implement the 11th grade career mentoring program and signature events to ensure students get robust career exposure and exploration opportunities. 4. Build out the expert interview portion of the senior capstone project to facilitate ongoing interactions between students and industry professionals working on their topic area/research question. 5. Resume and continue to expand job shadow opportunities during the academic year. 6. Work with advisory board to expand school year and summer internship opportunities. 7. Work with Alameda Superior Court's head of HR, Glenys Rogers, to develop a sequence of career awareness and exploration options for students in grades 10-12 to learn about the variety of careers available through the courts.

Goal 3: Implement Rigorous Student Support System	The Actions We Took to Improve Outcomes:	1. Orient and train new Student Support Specialist on
100% of RPL teachers will develop and implement engaging, innovative, PBL curriculum that is vertically aligned in order to optimize learning across content areas. We will share lessons, resources, and best practices to improve their instructional practice. We will collaborate with counselors to support students in developing and implementing individualized college and career plans. We will provides college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. And we will arrange several college and career exploration activities per year. **Outcomes for Teachers and Leads:** Collaborate to improve best instructional practices, collaborate with SSS and counselors, arrange college and career explorations. **Outcome for Students:** Increase SEL skills, identify college and career options, review course sequences to remain on track for graduation. **Needs:** Opportunity for collaboration to share lessons and instructional practices, resources for career exploration, funding for transportation.	1. Participated in weekly collaboration meetings to align curriculum 2. Created a folder to share resources and materials 3. Worked closely with the Student Support Specialist to ensure all schola 4. Checked in with counselors on a regular basis **Evidence Related to this Goal:** 1. Lesson plans, CTE course outline, class syllabus 2. Meeting agendas and notes 3. AERIES data tracker	case management system to support approx. 20 RPL students in grades 10-12. 2. Orient and train new teaching team on students of concern protocol to be used at weekly meetings and range of interventions to consider. 3. Build relationship with Merritt College paralegal program to develop a strategic set of engagements for students in grades 10-12 to explore the certificate and degree options.

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?	
Action 1 for Goal 1: Create a Rigorous Academic and CTE Program Pathway staff collaboration and planning to Incorporate PBL strategies to reduce disparities in academic achievement and to increase equitable access to all students.	**Effective Strategic Actions** - Use team collaboration time to begin planning units for next year with at least 2 PBL industry themed units. - Identify resources for the PBL units - Regularly met as a Pathway team, sharing resources with one another for distance learning. - Regularly checked in to identify interventions and SEL support struggling scholars **Least Effective Strategic Actions** - Having a drastically reduced amount of instructional hours with students (approximately 70% less than in person). Having to collaborate over Zoom, which was difficult some weeks as staff home schedules were not always in sync **Impact of Distance Learning** - It made everything more challenging. Logistics, day-to-day collaboration	
Action 2 for Action 1 for Goal 1: Create a Rigorous Academic and CTE Program Coaching and professional learning to support development of the Senior Capstone Research and Action projects. Create a more sustainable leadership model for the Academy. Ensure that all Academy teachers receive training and support to manage pathway specific responsibilities (Measure N, Budgetary matters, CTE credentialing, etc.)	**Effective Strategic Actions** - Received CTE coaching and professional learning to support development of the Senior Capstone Research and Action projects. - CTE Coach supported the Academy Director with Pathway responsibilities **Least Effective Strategic Actions** - Having to collaborate over Zoom, which was difficult some weeks as staff home schedules were not always in sync **Impact of Distance Learning** - Finding common time and energy to effectively collaborate has been a challenge this year.	

Action for Goal 2: Create a Rigorous WBL Program Create a variety of industry-aligned career exploration visits, have guest speakers to increase WBL opportunities for students to increase readiness to succeed in college and career, create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership.	**Effective Strategic Actions** - During distance learning, we have been able to maintain one of the core elements of our WBL program, which is the 11th grade mentoring program. In the fall semester, students participated in informational interviews with professionals (over Zoom), and this Spring, they will participate in a mock interview / resume review with industry professionals. We are also working this spring to prepare students and help them apply for summer internships with some of our key internship partners (Center for Youth Development Through Law, the Alameda County Courthouse, etc.)- Scholars were able to participate in virtual informational interviews, which supports the Linked Learning WBL Pillar. **Least Effective Strategic Actions** - We were not able to do any job shadows because of the pandemic. **Impact of Distance Learning** - Fewer WBL opportunities (no field trips, no job shadows, no in person guest speakers, etc) Internships will be mostly virtual this summer, and it is more difficult to support students with various program applications
Action 1 for Goal 3: Implement Rigorous Student Support System The SSS staff person will implement strategies to engage struggling students and their families, increased school attendance (>95%) among struggling students, increase responsiveness and engagement from struggling student families to reduce disparities in academic achievement and increase high school retention rates.	**Effective Strategic Actions** - Oakland Tech's Student Support Specialist hosted scholar check-ins, contacted families, provided academic and SEL support - SSS participated in team meetings and shared concerns, updates and vital information about struggling scholars so that we could implement effective interventions strategies **Least Effective Strategic Actions** - Keep up with data tracking proved to be challenging this year **Impact of Distance Learning** - It is harder to connect with students and harder to find time to meet. Not being able to meet with students in-person created challenges for relationship building.
Action 2 for Goal 3: Implement Rigorous Student Support System Continue to develop the existing RPL student advisory board so that it can take on responsibility for planning and executing Academy events, Students will successfully plan and execute (9th grade outreach, Holiday potluck, etc.), Students will be able to develop leadership skills and increase readiness to succeed in their goals towards college and/or career.	**Effective Strategic Actions** - We hosted the Fall Advisory Board meeting and have another one scheduled for March 24. - RPL scholars attended the first Advisory Board meeting and we have invited them to the second one - RPL scholars developed leadership skills this year by participating and creating the Academy Week Presentations and Showcase videos **Least Effective Strategic Actions** - Have not been able to host any Academy wide events, like holiday potluck, end of year celebration, etc. Community and academy identity focused activities have also not happened in the way we would have liked. **Impact of Distance Learning** - It is very difficult to build an Academy identity over Zoom. It has been hard to create an Academy community, especially for this year's Sophomore class, who never had in person RPL classes together.
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?

Action 1 for Goal 1: Create a Rigorous Academic and CTE Program Pathway staff collaboration and planning to provide effective PBL strategies to reduce disparities in academic achievement and to increase equitable access to all students.	**Strategic Actions** One of the Linked Learning 4 Pillars that OT will implement across all Pathways is Rigorous Academic with an emphasis on Project Based Learning (PBL). PBL allows our scholars to acquire an integrated, knowledge-based framework to solve real-world problems associated with the aligned industry sector, community, social and/or global issues. Each Pathway (including 9th Grade) will: - Identify 2 industry aligned themes to direct the PBL units, which will extend opportunities for scholars to investigate, solve complex problems and answer complex questions. College and Career Readiness (CRT) identified in the Common Core State Standards are necessary complements that define the skills and understandings scholars must demonstrate to be college and career ready: **Reading:** This offers scholars profound insights into the human condition and serve as models for scholars' own thinking, and writing, listening and presentation skills. **Collaborative Learning:** This provides opportunities for scholars to obtain the necessary communication and collaboration skills (Soft skills required for industry careers). **Research Skills:** Research a variety of industry careers, skills and experiences aligned with the project **Critical Thinking Skills:** Identify and find a solution to a past or current industry problem - Identify 2 industry aligned themes to direct the Multi-Disciplinary PBL units - Vertical Alignment Curriculum/Unit plans across grades 10 to 12 - Common Rubrics **Evidence** - CTE Course of Study - Syllabus - Lesson/Unit Plans - Project Rubrics - Scholar Work Samples
Action for Goal 2: Create a Rigorous WBL Program Create a variety of industry-aligned career exploration visits, have guest speakers to increase WBL opportunities for students to increase readiness to succeed in college and career, create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership.	**Strategic Actions** Work Based Learning (WBL) is one of the 4 Pillars of Linked Learning. The WBL continuum provides a variety of learning experiences and activities that scholars can engage in to address career awareness, career exploration, and career preparation. WBL is designed to assist scholars with mastering and demonstrating academic, technical and 21st Century skills required in order to be college and/or career ready. WBL can occur in a variety of settings including, virtually, at an industry site, the community, or at school. RPL will: - Implement Guest Speaker Series, which sustains interactions with industry partners, learning opportunities for scholars to understand industry requirements, practices and the various jobs within the industry sector. - Implement feedback from Industry partners to expand mentorships, which is career preparation and allows scholars to interact with professions to expand their learning - Increase WBL data tracking (the district dashboard provides data which identifies the number of scholars participating in WBL activities and events), this data will assist Pathways with planning activities aligned with the WBL continuum and with their industry sector. - Implement Informational Interviews are scholar led interviews that align with CCSS writing standards (resumes, cover letters, resumes, professional emails), CTE skills (researching a career to prepare appropriate questions to engage in a professional conversation with industry and community partners), employment skills (engaging in interview techniques, receiving feedback and coaching from industry partners). **Evidence** - Scholar Sign-Up - Meeting Agendas and Notes

Action 2 for Goal 3: Implement Rigorous Student Support System	**Strategic Actions**
Continue to develop the existing RPL student advisory board so that it can take on responsibility for planning and executing Academy events, Students will successfully plan and execute (9th grade outreach, Holiday potluck, etc.), Students will be able to develop leadership skills and increase readiness to succeed in their goals towards college and/or career. Explore Career Technical Student Organizations (CTSOs) which are a necessary component of Career Technical Education (CTE). Implementing CTSOs was encouraged during our CDE performance review in March.	- Implement Scholar Advisory Board - Explore CTSOs as recommended by CDE. The industry CTSO aligned with RPL is Family, Career and Community Leaders of America (FCCLA), which "is a dynamic and effective student organization that has been making a difference in families, careers, and communities by addressing important family, work, and societal issue." Professional Development is important for teachers to keep current with researched based instructional strategies, refine 21st Century Teaching and Learning knowledge, collaborate with colleagues to share ideas and expand professional thinking. Professional Development can be provided in a variety of ways. Oakland Tech's goal is to ensure all CTE and Pathway teachers have the correct credentials to support our scholars in meeting the CTE and state standards. A few ways we will ensure that all teachers stay current is by providing opportunities such as: 1. Externships - The OUSD Linked Learning Office will be hosting Industry Externships. Teachers participating will be able to: - Obtain a CTE credential through (if they current have industry hours, but need additional hours to qualify for a CTE credential) - Externships also provide teachers with CTE credentials the opportunity to learn about new industry trends, skills requirements and opportunities to enrich and enhance their instruction by bringing new, relevant content to the scholars. - Externships increases the opportunity that teachers stay current with new tools, equipment, technology and practices by gaining an in depth experience with actual industry professionals. - This type of Professional Development gives teachers and industry partners structured time to collaborate for mutual understanding and learning that is designed to enhance instructional practices that will augment scholar performance. - Professional Development also provides opportunities to network and build strong industry partnerships so that we can offer more mentorships, internships and job shadowing opportunities for our scholars. 2. Participate in District Linked Learning CTE Meet-ups - The District CTE Meet-ups provide teachers with grant updates, budget support, an opportunity for sites to showcase instructional strategies or understand the uses of current/new industry technology. **Evidence** - Scholar Sign-Up - Meeting Agendas and Notes

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 have field trips, in person Advisory Board meetings, in person guest speakers, or the KDOL documentary film residency. Next year, we hope to have in-person field trips related to the Academy's career focus, as well as potentially resume the KDOL documentary film residency.

We had a very limited budget, but the extended contracts for summer planning are very effective, as is the support from the District CTE coach. In the future, it will be essential for the RPL Academy director to have an extra prep if the Academy is going to succeed long term.

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)

Supplies and Materials for mock trial events for 10th grade and mock city council policy debates as well as community action projects for 11th and 12th grade (large chart paper, enlarged printing of pictures and documents, tripods to display enlarged pictures and documents, name tags, and name tag holders) These supplies will be used to display documents and images that students will use to deliver informative and persuasive messages to their audiences during each respective event. Name tags and name tag holders are needed because students deliver these presentations in front of audiences that include community and industry partners that must know student names and be able to identify them to provide direct student feedback. **Vendor:** Office Depot **Measure N Action for Goal:** To provide effective Project Based Learning strategies to reduce disparities in academic achievement and to increase equitable **access to all students. Number of Scholars:** 65 **Improved Scholar Engagement:** Hands-on PBL experiences is a student-centered approach, which allows scholars to make real-world application to their learning. PBL also provides opportunities for scholars to think outside the box and demonstrate a variety of academic skills. Creating lab kits will provide scholars the opportunity to participate in labs in the classroom or at home if we continue to in asynchronous teaching and learning. **Need:** Many of our most marginalized scholars are creative and can demonstrate knowledge and understanding of key concepts using hands-on learning. Often these scholars do not do well on paper-pencil assessments, but perform extremely well on experiential projects.	$2,076.61	4310	Supplies & Materials			Race, Policy, & Law
Teacher Salary Stipends: Extended Contracts for 3 brand new pathway CTE teachers to meet during summer and afterschool/evenings, services will include: onboarding and curriculum development for three new RPL teachers for 2021-22; staff meeting to reflect on year end student data and develop individual student intervention plans; outreach and relationship management with industry professionals for curriculum development; and to pay for staff participation in community partner engagements such as Advisory Board meetings and Career Mentoring Program Mentor trainings. ($38.50 per hour x 75 total hours + 25% benefits x 3 Teachers = $10,828)	$10,828.00	1120	Teacher Salaries Stipends			Race, Policy, & Law
Transportation Costs for Career and College exploration Trips. Charter bus to UC Davis students get exposure to law school and college life through exploration trips to increase high school students' readiness to succeed in college and career. Transportation will be an acceptable/adoptable expense if we are able to engage in face - to - face meetings. If we are not able to engage in face-to-face meetings, we will reallocate the funds through the budget modification process.	$800.00	5826	Transportation Costs			Race, Policy, & Law
Transportation Costs for Career and College exploration Trips. AC transit tickets for local WBL trips (e.g. Alameda Superior Courthouse, Hayward Hall of Justice, etc) students get exposure to legal sector careers through exploration trips to increase high school students' readiness to succeed in college and career.	$800.00	4310	Supplies & Materials			Race, Policy, & Law

Transportation Costs for Career and College Exploration Visits. Charter bus to Merritt College for students to learn about their Paralegal program and Administration of Justice department specifically, along with other Career Technical Education program offerings to increase high school students' readiness to succeed in college and career.	$800.00	5826	Transportation Costs			Race, Policy, & Law
Conference Expenses - California Law Pathways Summit - Registration fees for 3 teachers to participate in annual convening of law pathways from across the state to hear from professional in the legal sector about current topics and practices, and share best practices among CA law academies.	$450.00	5220	Conference Expenses			Race, Policy, & Law
Conference Expenses - Othering & Belonging Conference - Registration fee for pathway director to participate in UC Berkeley Othering & Belonging Institute Annual Conference which brings together law professors, policy advocates, community organizers and a range of professionals to share current thinking and practices to support racial equity in areas such as criminal justice, immigration law, education policy, etc. Opportunity to stay current in the field and network to recruit industry professionals to collaborate with RPL teachers and students.	$350.00	5220	Conference Expenses			Race, Policy, & Law

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

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

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

Meeting Refreshments for student showcases to encourage parent and community engagement. This will help us develop partnerships with parents to decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school.	$600.00	4311	Enter object code at left.			9th Grade
Meeting Refreshments for meetings with parents of at-risk students during Student Success Conferences. After each marking period, teachers and counselors will meet with students whose GPA is below a 2.0 and their parents to review their progress and to develop an action plan to get the student back on track to graduation and lessen the need for credit recovery courses as the need for credit recovery often prevents our most struggling students from accessing pathway CTE courses.	$950.00	4311	Enter object code at left.			9th Grade
Meeting Refreshments for parent Pathway info sessions to explain the pathway structure at Tech, introduce pathways, and prepare parents to support students with pathway selection	$400.00	4311	Enter object code at left.			9th Grade

2021-2022: YEAR TWO ANALYSIS

9th Grade Strategic Goals

9th Grade 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?

Goal 1: Create a Rigorous Academic Program	The Actions We Took to Improve Outcomes:	9th Grade Pathways Continued Improvement
Goal 1: Create a Rigorous Academic Program 90% of students leave 9th grade on track to graduate with A-G requirements met (2.0 GPA, C or better in A-G classes)	**The Actions We Took to Improve Outcomes:** **1.** 9th grade team worked collaboratively to examine data, identify intervention needs and effective strategies *through observations cycles centered around CRT practices* 2. New teachers received support with planning and instructional practices 3. Counselors met regularly with students to review A-G requirements, provide SEL support and engage families **Evidence Related to this Goal:** 1. Meeting agendas, notes, lesson plans 2. Gradebook data 3. New teacher status reports 4. Developmental Research Survey	**9th Grade Pathways Continued Improvement Plan to Create A Rigorous Academic Program in 2021-2022** Goe, Bell & Little, (2008) contends that effective teachers implement these five core principles of Culturally Responsive Teaching 1. Hold high expectations measured by academic data 2. Contributing to a positive academic, attitudinal and social outcomes for scholars, such as regular attendance, on-time promotion to the next grade, on time graduation, self-efficacy and cooperative behavior. 3. Use diverse resources to plan and structure engaging learning opportunities, monitor scholar progress, adapt instruction as needed and evaluate learning using multiple sources or evidence. 4. Contribute to the development of classrooms and schools that value diversity and civic-mindedness 5. Collaborate with colleagues, administrators, parents and educational professionals to ensure scholar success especially high-risk scholar or scholar with special needs As indicated these strategies increase scholar engagement, promote academic success, support at risk scholars, which increase graduation outcomes. The goal of the 9th Grade Team is to: 1.Expand work on Culturally Responsive Teaching by collaboratively creating lesson/unit plans that are engaging, culturally responsive based on the 9th grade demographics. 2. Review curriculum and identify where we can increase scholar choice and voice to contribute to our classroom value in diversity and expand our scholars civic-mindedness 3. Increase interventions strategies, but also increase rigor by implementing Blooms or Webbs DOK to increase critical and creative thinking skills. 4. Continue to use data from formative and

| Goal 1: Create a Rigorous Academic Program
90% of students will improve their grades in core classes compared to MP1 data | The Actions We Took to Improve Outcomes:
1. Teachers have common planning time to align lessons to CRT strategies
2.   9th grade teachers review progress reports and assist scholars with creating an improvement plan
3. Teachers utilized BTSC Data on students' relationships with school in October and January to inform student support and intervention

Evidence Related to this Goal:
1. Lesson/Unit plans
2. Gradebook data | 9th Grade Pathways Continued Improvement
Plan to Create A Rigorous Academic Program in 2021-2022
Today's teachers must learn to proactively identify social, emotional, behavioral and academic needs of scholars to implement effective interventions that are a structured way of assisting scholars with academic proficiency, (Lynch, 2019). We will implement these four components of intervention, which aligns with the principles and ideas of CRT:
1. Proactive: Deals with areas of need before they become a larger obstacle to education.
2. Intentional: Specifically address an observed weakness or 'challenge'
3. Formal: Uses targeted methods for addressing specific needs and tracks progress
4. Flexible: Adjusts methods based on the needs of the scholar
The 9th Grade Pathway Team already engages in collaborative work to provide positive scholar learning outcomes for all scholars. Next year we will implement these four steps to increase academic outcomes for 90% of the 9th grade scholars:
1. Maintain common planning time to collaborate to identify and consider a variety of teaching strategies by content such as, graphic organizers, hands-on activities, inquiry-based lessons, PBL, summarizing, note taking, Close Reads, etc.
2. Continue to review academic data to inform teaching and learning (progress reports, formative and summative assessments)
3. Increase interventions strategies, which could include sentence/paragraph frames, word banks, self-correction checklists, storyboards, 1 Pagers, rubrics, interactive lessons, color chunking, explicit instruction, etc.
4. Integrate more PBL activities |

| **Goal 2: Create a Rigorous CTE & WBL Program**
90% of students will be able to identify a civic issue that is relevant to their community and identify 3 impacts of that issue | **The Actions We Took to Improve Outcomes:**
1. Scholars participate in an Ethnic Studies project
2. Scholars participate in College and Career Exploratory
3. Scholars engage with Pathway scholars during Academy week

Evidence Related to this Goal:
1. Lesson/Unit plans
2. Scholar work samples
3. Data Tracker | **9th Grade Pathways Continued Improvement Plan to Create A Rigorous CTE & WBL Program in 2021-2022**
Carol Topp, (2009) states, "In order to explore possibilities for careers 'scholars' need to:
- Investigate their personality, abilities, skills and priorities
- Match possible careers to their career personality
- Research potential colleges and careers to see if there is a good fit
- Prepare a plan to pursue college and career goals
The California Department of Education applauded OT's implementation of the 9th Grade Exploratory Program. Therefore, it is our goal to expand Career Technical Education and Work Based Learning opportunities through exploratory to provide scholars knowledge and understanding of the Pathways offered at Oakland Tech.
1. Expand 9th grade Exploratory Activities and participation
2. Provide opportunities for CTE guest speakers
3. Integrated WBL tenets
4. Provide CTE PD for 9th grade team - The Professional Development would provide an opportunity for teachers to:
- Review/Update the curriculum
- Ask clarifying questions about the activities
- Identify resources and materials needed
- Practice using the Exploratory data tracker |
| **Goal 3: Implement Rigorous Student Support System**
75% of parents will attend a positive school event | **The Actions We Took to Improve Outcomes:**
1. Scholars participate in House Parties
2. Scholars participate in SEL activities
3. Scholars participated in Academy Week Presentations, Showcases and Q & A

Evidence Related to this Goal:
1. Lesson plans
2. Scholar work samples
3. Video recordings | **9th Grade Pathways Continued Improvement Plan to Implement Rigorous Student Support System in 2021-2022**
1. Host 9th Grade Community BBQ (As per state, county pandemic mandates allow face-face or in-person events)
2. Utilize 9th grade parent liaison to increase family outreach
3. Increase participation in Academy Outreach events
4. Expand 9th Grade-Civic Engagement Presentations
5. Plan SEL lessons that can be implemented across Houses (collect data to identify needs) |

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?
Action 1 for Goal 3: Implement Rigorous Student Support System Organize Student Showcase to strengthen family connections to school community. This will help increase students academic identity which will help them be successful throughout their high school career	**Effective Strategic Actions** - Hosted monthly 9th Grade Parent Meetings to share news from the school community relevant to their students. - Disseminated a 9th grade Community Newsletter - Used School Messenger to keep families abreast of classroom activities and events - Scholars engaged in Virtual House Parties - 9th grade teachers implemented SEL activities during advisory - 9th grade teachers used the Asynchronous time to reach out to disengaged students by emailing and calling families and students - Set up communication systems so students/parents can easily reach out to teachers for support and conferences **Least Effective Strategic Actions** - The current pandemic impeded our opportunity to engage our families in student showcases **Impact of Distance Learning** - Decrease in socialization creating a strain in building community
Action 2 for Goal 1: Create a Rigorous Academic Teacher inquiry into using Culturally Responsive Teaching framework to support student literacy. Teachers will engage in lesson study using Hammond's CRT framework to inquire into how to best support at-risk students.	**Effective Strategic Actions** - Continued focus on Culturally Responsive Teaching practices has been very effective. Teachers shared recorded lessons with teams and shared wows, wonderings, and learnings. - 9th grade teachers participated in Culturally Responsive Teaching Professional Development - Some 9th grade teachers facilitated Culturally Responsive Teaching Professional Development sharing the work being done in the 9th grade collaboration meetings - 9th graders participated in 1:1 tutoring. In addition, Oakland Tech held "tutorial" periods in the 2nd quarter, which provide the 9th grade team additional opportunities to increase the number of scholars receiving additional support in math and other content areas - 9th grade team implemented the BTSC Developmental Relationship Survey (Developed shared understanding, examined data to identify scholar needs) **Least Effective Strategic Actions** - Trying to create ways to support at-risk students that are chronically absent during DL (not a one size fits all solution) **Impact of Distance Learning** - The Culturally Responsive Book was not available to all staff because due to Covid, it was not delivered from the warehouse
Action 1 for Goal 1: Create a Rigorous Academic Provide East Bay Consortium Math tutors for in class supports in Algebra 1; 1:1 tutoring opportunities at lunch/afterschool/Boost. These tutors will work with at-risk students to support them in their learning and ensure that they are able to access the content and be successful in class.	**Effective Strategic Actions** - Scholars were able to engage in virtual tutoring sessions - OT held tutorial where scholars signed up for additional support **Least Effective Strategic Actions** - 1:1 tutoring opportunities during lunch has not been as effective as we would have liked **Impact of Distance Learning** - Tracking scholar participation in tutorial sessions has been challenging
Action 1 for Goal 3: Implement Rigorous Student Support System Revise advisory curriculum to include more Social Emotional Learning (**SEL**) and organizational supports.	**Effective Strategic Actions** - Teachers implemented a variety of SEL activities using the OUSD SEL Playbook - The 9th grade team provided scholars with virtual assemblies, house parties, and other online engaging activities -The 1:1 Check in Protocol which was provided through our work with the BTSC **Least Effective Strategic Actions** - There are no actions we feel were least effective **Impact of Distance Learning** - Scholars ability to engage in face-to-face interactions to build stronger communities "

Action 2 for Goal 3: Create a Rigorous Student Support System 9th grade data collection & reflection. The 9th grade board will collect grade and attendance data and facilitate ongoing reflection among staff into efficacy of interventions & supports.	**Effective Strategic Actions** - 9th grade team implemented the BTSC Developmental Relationship Survey (Developed shared understanding, examined data to identify scholar needs). - Teachers used OUSD "On Track" to review data and addressed scholars' academic needs - Teachers used survey tools such as Kahoot and Google Forms to check in with students' academic and mental health needs, and were able to respond accordingly **Least Effective Strategic Actions** - Ensuring all scholars engaged in virtual intervention efforts **Impact of Distance Learning** - Some scholars are not able to adjust to the learning online which increases disengagement and opportunities for effective interventions
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?
Goal 2: Create a Rigorous CTE & WBL Program - Expand WBL and CTE opportunities for 9th Grade through CTE Exploratory	**Strategic Actions** Work Based Learning (WBL) is one of the 4 Pillars of Linked Learning. The WBL continuum provides a variety of learning experiences and activities that scholars can engage in to address career awareness, career exploration, and career preparation. WBL is designed to assist scholars with mastering and demonstrating academic, technical and 21st Century skills required in order to be college and/or career ready. WBL can occur in a variety of settings including, virtually, at an industry site, the community, or at school. 9th Grade will: - - Provide opportunities for scholars to participate in Guest Speaker Series - Invite Industry Guest Speaker , which sustains interactions with industry partners, learning opportunities for scholars to understand the Pathway offerings at Oakland Tech. This will increase scholars opportunity to make informed decisions about Pathway selections - Expand CTE college and career research in the Exploratory activities - Improve the Exploratory data tracking to identify the number of scholars participating in the various WBL activities and experiences to inform future curriculum development and changes - Identify a designated day and period to implement Exploratory (as supported by CDE) **Evidence** - Exploratory Tracker - Guest Speaker Sign-in - Video Recordings - Scholar Work Samples

Action 2 for Goal 1: Create a Rigorous Academic - In addition to CRT, 9th grade will increase PBL activities	**Strategic Actions** One of the Linked Learning 4 Pillars that OT will implement across all Pathways is Rigorous Academic with an emphasis on Project Based Learning (PBL). PBL allows our scholars to acquire an integrated, knowledge-based framework to solve real-world problems associated with the aligned industry sector, community, social and/or global issues. Each Pathway (including 9th Grade) will: - Identify 2 industry aligned themes to direct the PBL units, which will extend opportunities for scholars to investigate, solve complex problems and answer complex questions - College and Career Readiness (CCR). identified in the Common Core State Standards are necessary complements that define the skills and understandings scholars must demonstrate to be college and career ready: **Reading:** This offers scholars profound insights into the human condition and serve as models for scholars' own thinking, and writing, listening and presentation skills. **Collaborative Learning:** This provides opportunities for scholars to obtain the necessary communication and collaboration skills (Soft skills required for industry careers). **Research Skills:** Research a variety of industry careers, skills and experiences aligned with the project Critical Thinking Skills: Identify and find a solution to a past or current industry problem - Use team collaboration planning time to create PBL units in order to develop the scope and sequence of our PBL units - Identify resources for the PBL units **Evidence** - Syllabus - Lesson/Unit Plans - Project Rubrics - Scholar Work Samples
Action 1 for Goal 3: Implement Rigorous Student Support System - Expand SEL work to ensure scholars returning to in-person sessions receive the supports needed to be successful	**Strategic Actions** The core principles of Social, Emotional, Learning (SEL) will be at the forefront of our work at Oakland Tech, especially with scholars returning in some form of face-to-face sessions on site. SEL are fundamental competencies that drive emotions, confidence, empathy, and motivation needed for success in school and the workplace. The 9th grade team has a variety of ways they provide SEL support, including house parties, morning check-ins, special events and activities, and fun contests. Our goal is to be intentional in supporting our scholars when they return by: - Identifying day(s) and period(s) to focus specifically on SEL - Distribute scholar interest/inventory surveys and use the data to identify SEL needs - Work collaboratively to identify SEL activities and strategies to meet scholar needs using the OUSD two SEL Playbooks and other activities and resources teachers have collected - Create a shared SEL folders to share ideas, activities and resources **Evidence** - Lesson Plans - Data Tracker

9th Grade 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 prevented OT from engaging in field trips, college tours, hosting guest (refreshments) and purchasing some materials.

The most effective use of the Measure N funds was for scholar lab kits, art kits, art supplies, and materials that scholars could pick up and use at home.

9th Grade Budget Expenditures

2021-2022 9th Grade 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)
Service Type: Teacher Salary Stipends: extended contracts for 9th grade Board to meet weekly to coordinate across houses to ensure alignment. Teachers will align 9th grade student supports & curriculum to ensure students are exposed to each pathway theme and prepared to enter pathways in the 10th grade. The Board plans curriculum and differentiated experiences that supports each pathway, which allows 9th grade students to gain experiences in each pathway before choosing at the end of 9th grade. The Board must plan PD to address the ever changing curriculums and pathway focuses. **Expenditure**: 3 Board Members + 1 9th Grade Lead x $38.50 x 1 hr x 38 days + 25% Benefits = $7,315.00 **Pathway Alignment: Action 2 for Goal 3**: Create a Rigorous Student Support System 9th grade data collection & reflection. The 9th grade board will collect grade and attendance data and facilitate ongoing reflection among staff into efficacy of interventions & supports. **Need:** After scholars return from the pandemic, we foresee a need for additional interventions. The Advisory Board and 9th Lead will be instrumental in examining data, researching strategies and techniques to provide team members with interventions to support our most marginalized scholars in need of social, emotional, and academic support.	$7,315.00	1120	Extended Contracts			9th Grade
Service Type: Teacher Salary Stipends: extended contracts for teachers to provide Boost tutoring after school to support struggling at risk students in math and science classes with high failure rates, which often keep students from accessing our Engineering and Health Academies. Students will be able to remain in pathways if they are able to pass classes upon the initial enrollment. This support will is necessary because many middle school students transition to high school without the necessary math and science skills to be successful in higher level classes. **Expenditure:** 2 Teachers x $38.50 x 1 hrs/day x 38 days + 25% Benefits = $3,657.50 **Pathway Alignment: Action 1 for Goal 3**: Implement Rigorous Student Support System - Expand Social Emotional Learning (SEL) work to ensure scholars returning to in-person sessions receive the supports needed to be successful **Need**: The Covid-19 pandemic has created a injust, unfair system for our scholars. Many 9th graders will enter with gaps in math skills, therefore teachers in the 9th grade are the best people to support the scholars in closing these gaps.	$3,657.50	1120	Extended Contracts			9th Grade

Meeting Refreshments for meetings with parents of at-risk students during Student Success Conferences. After each marking period, teachers and counselors will meet with students whose GPA is below a 2.0 and their parents to review their progress and to develop an action plan to get the student back on track to graduation and lessen the need for credit recovery courses as the need for credit recovery often prevents our most struggling students from accessing pathway CTE courses. **Pathway Alignment: Action 1 for Goal 3:** Implement Rigorous Student Support System Organize Student Showcase to strengthen family connections to school community. This will help increase students academic identity which will help them be successful throughout their high school career **Need:** Our goal is to increase parent engagement. Many of our parents will be coming from work, so light refreshments are a welcoming way to increase socialization, engagement to produce positive outcomes that will benefit our scholars.	$494.36	4311				9th Grade
Service Type: Teacher Extended Contracts 9th grade Summer Bridge Program provides opportunities for our most marginalized 9th graders to develop the necessary skills to make a smooth, positive transition to high school. This program has been designed to decrease the high school dropout rate, increase the high school graduation rate, increase high school students' readiness to succeed in college and career, and increase middle school students' successful transition to high school. **Expenditure**: 4 Teachers x $38.50 x 4 hrs/day x 10 days + 25% Benefits = $7,700 **Pathway Alignment: Action 1 for Goal 3:** Implement Rigorous Student Support System - Expand Social Emotional Learning (**SEL**) work to ensure scholars returning to in-person sessions receive the supports needed to be successful Scholar Engagement: **Need**: The Covid-19 pandemic has created an environment of anxiety, fear and uncertainty for our scholars. It is in the interest of our incoming 9th graders that we would like to provide the opportunity to decrease anxiety and fears about entering high school, build relationships with teachers they will engage with, receive some academic front-loading, and participate in Social Emotional Learning activities to provide them with SEL skills for high school.	$7,700.00	1120	Extended Contracts			9th Grade

Measure N 2021-2022 Education Improvement Plan Assessment

Oakland Tech 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) • Rigorous Academics Integrated in Pathway • Integrated Students Supports • Work Based Learning • Industry Theme and CTE Sequence	**Score: 3** **Rationale:** • Plan demonstrates evidence of all four pillars of linked learning; some pathways are further along than others with incorporating CTE standards in academic core classes • Site is implementing pathway-aligned structures to support student outcomes (one Administrator per pathway). Site will continue this transition into the 21-22 school year by shifting to a model with one Counselor per pathway **Feedback for continued progress monitoring:** • Consider how you will support teachers, students, and the counseling team as you transition to a different structure for counseling case management and the timeline necessary to make a successful transition.			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1

Strategic Goals
- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year
- Alignment between schoolwide goals and Measure N priorities is evident
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N

Score: 3

Rationale:
- Strategic goals for each pathway are focused on different pillars of Linked Learning, specific to the needs identified by each pathway team
- Progress on strategic goals is ongoing
- Strong focus on work-based learning in several pathways
- Unclear how pathway-specific goals connect to school wide goals

Feedback for continued progress monitoring:
- Consider how individual pathways goals contribute to and inform school wide goals.

Strategic Actions
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar
- Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other

Score: 3

Rationale:
- Strategic actions support pathway-specific goals
- Strategies require continued implementation in order to achieve desired student outcomes
- Unclear how all pathways are collecting data and conducting analysis in relation to progress to goals

Feedback for continued progress monitoring:
- Consider how pathways will collect and analyze data to measure progress toward goals periodically throughout the year

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant • Supplanting • Not Allowable	Missing
	4	3	2	1

Budget
The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.

- Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan
- Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning
- Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

Score: 4

Rationale:
- All budget expenditures support initiatives that align to one of the four pillars of Linked Learning
- Funds are allocated to expand CTE course offerings, teacher planning time, Pathway Leadership work, and pathway exposure experiences
- Expenses are supplemental to the core academic program

Final Recommendation

Approved - Developing and Implementing
School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum
School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- Site has invested additional time and resources into providing all 9th grade students exposure to pathways via career inventories, Exploratory courses, and student presentations.
- Pathway teams have leveraged video conferencing to maximize and expand on accessibility to industry partners. This has allowed students and pathway teams to be more readily available for collaboration and learning experiences.
- Site team is adding more opportunities for students to access dual enrollment college courses during the school day by moving from a 6 to a 7-period day. This has allowed more students who have not historically had access to dual enrollment to take DE courses. Site team plans to continue focusing on this area.

Key Questions:
- How will your team continue to monitor the impact of shifting to a block schedule on overall student learning outcomes, and specifically, outcomes for students historically unable to access linked learning pathways at Oakland Tech (African American, Latino, ELL students)?
- How will you link your individual pathway goals to your school wide goals? How can work within pathways support more positive outcomes for students school wide? How will pathways collect and analyze data to measure progress toward student outcome goals?
- How will you support teachers, students, and the counseling team as you transition to a different structure for counseling case management? On what timeline and what actions do you need to put in place to make this transition successful?

Budget Feedback:
- Consider how you will continue prioritizing investments in experiences that support work-based learning across all pathways and allow more students to benefit from internship opportunities and stipends.
- 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
Clear plan to support shift of counseling structure from grade-level and alphabetical groups to pathway-specific assignments	Principal Pathway Asst. Principals Counselors	Roles/Responsibilities document (staff and student/family-facing)	August 2021
Plan for monitoring progress and outcomes for targeted student groups as you transition to wall-to-wall pathways.	Principal Pathway Coach Pathway Asst.	Goals and interim benchmarks for targeted student groups in pathways	August 2021

OAKLAND UNIFIED

SCHOOL DISTRICT

Community Schools, Thriving Students

	Principals		
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