MEASURE N COMMISSION
1000 Broadway, Suite 680
Oakland, CA 94607-4099

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

Jason Gumataotao, Chairperson
jason@ibew595.org

Louise Waters, Vice Chair
louise.bay.waters@gmail.com

Whitney Dwyer, Secretary
whitney.dwyer@ousd.org

Emma Paulino, Member
emmap@oaklandcommunity.org

James Harris, Member
james@510media.com

Board Office Use: **Legislative File Info.**	
File ID Number	21-0905
Introduction Date	5/04/2021
Enactment Number	
Enactment Date	

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 Unity High School
Action Requested and Recommendation	Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Oakland Unity High School as "Approved - Developing and Implementing" in an amount not to exceed $422,150.00.

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 UNITY HIGH SCHOOL**

REVISED 4/26/21

Resource	Allocation	Total Expended	Total Remaining
Measure N	$422,150.00	$422,150.00	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Hire an AP Computer Science Teacher, at 1.0 FTE: (A-G and CTE certified) class for all students at 10th grade. This teacher will teach AP Computer Science Principles to all 10th graders as the second year in our three year CTE sequence.	$66,979.00	1100	Salary	AP Computer Science Teacher	1.0 FTE	
2	Hire an Digital Media Art Teacher, at 1.0 FTE: (A-G and CTE) class for all students at 11th grade. This teacher will teach Digital Media Arts and Design to all 11th graders as the third year in our three year CTE sequence.	$65,650.00	1100	Salary	Digital Media Art Teacher	1.0 FTE	
3	Hire an Exploring Computer Science Teacher, at 1.0 FTE: (A-G and CTE certified) class for all students at 9th grade CodeCombat	$50,000.00	1100	Salary	Exploring Computer Science Teacher	1.0 FTE	
4	Hire an College and Career Counselor, at .50 FTE: for all students	$35,000.00	1100	Salary	College and Career Counselor	.50 FTE	
5	Hire an Internship Coordinator, at 1.0 FTE: for all 11th and 12th grade students	$50,000.00	1100	Salary	Internship Coordinator	1.0 FTE	
6	Hire an IT (Fundamentals and Hardware) Teacher, at .25 FTE: (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$19,288.25	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	.25 FTE	
7	Benefit Costs for Exploring Computer Science Teacher (line #93) (A-G and CTE certified) class for all students at 9th grade. This teacher will offer Exploring Computer Science to all 9th graders as Year One of our three year CTE sequence.	$10,759.48	3101-3602	Benefit	Exploring Computer Science Teacher		
8	Benefit Costs for AP Computer Science Teacher (Line #91) (A-G and CTE certified) class for all students at 10th grade. This teacher will teach AP Computer Science Principles to all 10th graders as the second year in our three year CTE sequence.	$31,442.03	3101-3602	Benefit	AP Computer Science Teacher		
9	Benefit Costs for Digital Media Art Teacher (Line #92) (A-G and CTE) class for all students at 11th grade. This teacher will teach Digital Media Arts and Design to all 11th graders as the third year in our three year CTE sequence.	$34,414.12	3101-3602	Benefit	Digital Media Art Teacher		
10	Benefit Costs for College and Career Counselor Position (Line #94)	$20,000.00	3101-3602	Benefit	College and Career Counselor		
11	Benefit Costs for Internship Coordinator Position (Line #95)	$25,620.00	3101-3602	Benefit	Internship Coordinator		
12	Benefit Costs for IT (Fundamentals and Hardware) Teacher (Line #96) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$11,745.76	3101-3602	Benefit	Comp-TIA Instructor and Portable Repair Lab Lead		

| 13 | Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. | $1,251.36 | 5200 | Travel and Conferences | | | |

School:	OAKLAND UNITY HIGH SCHOOL

School Description

Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college. Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 345 students: 91% Latino, 6% African American, and 3% other. Over 90% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

School Mission and Vision

Our Mission
It is the mission of Oakland Unity High School ("Unity") to prepare its students for admission to college and success in college and career. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.
Our Vision
Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing life long professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	55.0%	45.0%	95.7%	95.0%	21.1%	20.5%	9.6%	8.5%	1.1%

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	4.5%	1.0%	1.0%	93.4%	1.0%				0.1%

Target Student Population	Which student population will you focus on in order to reduce disparities?		Long-Term English Learners	

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	90.4%	94.20%	96.0%	N/A	96%		
Four-Year Cohort Dropout Rate	9.6%	5.80%	4.0%	N/A	4%		
A-G Completion	85.4%	90%	95%	N/A	95%		
On Track to Graduate- 9th Grade	85%	86%	90%	84%	90%		
Percentage of students who participated in at least 1 Work-Based Learning activity	61%	63%	90%	5%	90%		
Percentage of students who have passed dual enrollment courses with a C- or better	37%	23%	40%	13.5%	40%		
Percentage of students in Linked Learning pathways	45.50%	80.30%	95%	30%	95%		
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	38.2%	91.60%	75.0%	Not Available	90.0%		
Four-Year Cohort Dropout Rate	61.8%	8.40%	30.0%	Not Available	10.0%		
A-G Completion	38.18%	90%	70%	Not Available	90%		
On Track to Graduate - 9th Grade	66%	79%	85%	87%	85%		
Percentage of students who participated in at least 1 Work-Based Learning activity	50.9%	59%	90%	0%	90%		
Percentage of students who have passed dual enrollment courses with a C- or better	18%	9%	30%	3%	30%		
Percentage of students in Linked Learning pathways	38.50%	94.5%	95%	25%	95%		

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	Unity has a strong academic core and a safe and warm school culture, leading to our cohort graduation rate that is consistently at or above 90%. Due to strong student-staff bonds, our students show up every day and support one another. Our school culture of academic identity and kindness for each other helps to keep our entire community making progress towards graduation.	"LTEL's are a substantial and identifiable vulnerable group within our overall population with lower graduation rates and higher dropout rates. Our school culture of high expectations creates a challenge for those students who struggle to keep up with their peers. Our LTEL data shows that they are representative of this challenge: 55% of LTELs complete A-G requirements, compared to 90% of the whole school population "	Lack of English proficiency negatively affects LTELs' academic performance across all subject areas. Additionally, it causes them to progress more slowly than their peers, such that each grade level represents an even greater challenge than the previous year. This can lead to discouragement and a progressive cycle of academic and social disengagement.
Four-Year Cohort Dropout Rate	Unity has multiple tiered systems of support for students and we systematically coordinate support among tiers. These support systems and our long-standing ties with our family community help to make sure that students receive interventions when they need it and keep our cohort dropout rate consistently under 10%.	We have a lack of successful engagement in building academic identity with our LTEL's and other vulnerable groups. This is best demonstrated by disparity in four-year graduation rates: 60% of LTELs vs 95% whole school. Though we do have many supports for vulnerable students, they are often focused on addressing immediate needs like emotional trauma and financial stability. In many cases, these deeper issues must be addressed before a student can begin engaging fruitfully in their academic courses. We struggle to help LTELs and other vulnerable groups identify themselves with the Unity success story. Students who don't see something useful to them will leave, so we need to give all our students a vision that seems achievable and relevant to them.	LTELs, coming from some of the newest American families, can experience severe financial hardship, which can adversely affect their academic performance due to increased stressors and decreased stability at home. Additionally, it makes them more likely to seek immediate employment in order to help support their family. This can result in disengagement from courses that are not perceived as offering immediate benefits to their employability or earning potential.
A-G Completion	High expectations, support for students, and student opt-in to our school culture lead to our strong A-G graduation rate. Our Unity graduation requirements set A-G completion as a threshold for graduation.	Our only students who do not complete A-G are IEP students who have qualified for a Unity diploma under state minimum requirements. We do not view this as a challenge, since this determination has been made in coordination with each student's family and the IEP team.	At this time, the data suggests that this is not as important an area of growth for us as our graduation, drop-out rate, and implementation of WBL. We will continue to make sure that our SPED team works to provide the least restrictive possible environment for our IEP students.
On Track to Graduate - 9th Grade	We work hard to balance our high-expectations model with strong student support, and we are able to dependably maintain our on-track to graduate in 9th grade at 85-90% each year.	For many ninth graders, the transition from middle school to high school can be extremely challenging because they are being expected to do more rigorous work with a greater emphasis on self-direction. Furthermore, those students arriving to Unity below grade level in Reading and/or Math face a steep uphill battle to get to grade-level proficiency, which can lead to a cycle of discouragement and disengagement. Students who fall behind in progress to graduation leave Unity at a much higher percentage than their peers. We view our career pathway as critical to our efforts to maintain engagement and buy-in for our students as the level of challenge increases in upper-division courses.	Alongside academic content, students must develop the personal work ethic and self-regulation skills necessary to excel in any professional environment. One of the major difficulties experienced by our students as they move into high school courses is the pressure the increased workload puts upon their personal organization and self-regulation. Even for academically-proficient students, a lack of personal organization/direction can result in grades not representative of their intellectual potential.

Percentage of students who participated in at least 1 Work-Based Learning activity	Successful implementation of Work-Based Learning is an area of growth for our school that we have self-identified and seek to improve on. However, an existing strength is that our existing WBL structures are autonomous and authentic, with rich opportunities for the students who we have successfully engaged in our program offerings.	WBL is not yet consistently available at our school on a day to day basis and we have not successfully implemented WBL and interdisciplinary Pathway collaborations in all grade levels. While 19-20 was a growth year for WBL, we still had only 63% of our students participate in WBL experiences. It can also be challenging to design WBL experiences or secure internships that represent real-world professional situations while still meeting students at their level of expertise. This can be even more challenging for LTEL students who are tasked with learning a coding language at the same time that they are struggling to master English.	A core facet of this challenge is that our Tech Pathway occupies a career sector with very high barriers to entry in terms of a requisite skill set before students can begin engaging in the world of work authentically. It is very difficult for students to scale from basic consumer computer literacy to pre-professional expertise in the span of four years.
Percentage of students who have passed dual enrollment courses with a C- or better	We have had a strong tradition of dual enrollment at Unity, including in-person classes offered at the school as well as hybrid online dual enrollment. This year we have an in-person class from Merritt with a professor who has a long-standing partnership and connection to the school.	LTEL's are significantly underrepresented in our percentage of successful completers (9% of LTELs vs 23% of the whole school population.) This represents our challenge in matching our LTEL's with dual enrollment classes that match their college/career goals while supporting their unique academic needs. We also saw a decline in overall concurrent enrollment this year and we must address this issue.	This item combines the above points about LTELs' struggles with pathway engagement: barriers of literacy and greater demand for preparation for immediate employment. By virtue of their status as college courses, dual-enrollment can be perceived as non-essential to a students' career plans, or an additional stressor which could negatively impact their performance in their other courses at Unity.
Percentage of students in Linked Learning pathways	Since we are a single pathway school, our master schedule is structured such that all students grades 9 to 11 are enrolled in pathway classes, as well as 2 sections of our senior class. This means that we will now have consistently over 90% of our students enrolled in CTE-courses each year.	A critical area of growth identified for this year is to build our school pathway culture. We want 100% of our students to identify that they are at a Pathway school and to be able to effectively articulate what that means.	We do not have a numerical issue to address here, but would like to reinforce our focus on building pathway culture. However, we want to see our students not just participating in the pathway, but building a culture of engagement and success, such that the pathway becomes a driving motivation to excel in school as a whole.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	-Pathway scheduling facilitates easy enrollment of students into AP and Honors track courses without sacrificing Pathway participation. -Senior Defenses provide a summative graduate experience including student's career interests and pathway experiences. -Tech Fair 2020 was planned as an extended collaborative student project integrating CS, Social Studies, and English -Every Pathway staff member attended at least one off-site professional development aligned to their unique needs in classroom instruction or pathway administration. All instructional faculty engages in weekly peer observations to solicit and receive feedback on identified problems of practice. Weekly whole-staff PD meetings.	-We still need to foster broader and deeper integrations of technical and academic coursework at within grade level teams. -We still need more integration of project-based learning into Pathway curricula. -Always more room for professional growth!	-Master schedule for 20-21 will create protected daily prep periods for "Power-pairs" -- teachers who collaborate and plan integrated content addressing academic and technical standards simultaneously. -Each Pathway staff member will attend at least one professional development experience related to classroom management, project-based learning, and/or Pathway design/administration.

CTE (pages 3,4,5 of rubric)	-All students at all grade levels participate in CTE courses equitably, regardless of identity or previous academic achievement. No special admission requirements. -All CTE teachers provide specific weekly skill instruction relevant to their content area, including group work on limited in-class assignments and extended collaborative projects.	-Pathway must develop branding and messaging to engage all stakeholders in the goals and structures of the Pathway.	-Forge a shared Pathway culture of goals, determination, and success. Pathway team will develop explanatory materials (one-pagers, campus posters, recruitment materials) to increase student, parent, and partner awareness and engagement with the Pathway. -Upper division Unity HS students will visit Unity Middle School to lead introductory computer science workshops and projects. -DMDA bridges student skill-building in computer-programming and website development with applications to high-paid and highly desirable careers in digital design and social media development.
WBL (page 6 of rubric)	-Unity Tech Club offers employment and hardware-repair work experience to over two dozen students each year, reflecting the operations of a real-world hardware repair shop. -Unity Student Store provides students employment and experience with managing and operating a retail business, with funds supporting senior events. -Learning Through Internship program closely aligned with Senior Transition and English courses to prepare students for college or the current labor market. -Students interact regularly with industry partners during guest speaking assemblies and guided technical workshops.	-Our various programs and initiatives must be organized and streamlined into a Fully Developed WBL Continuum -Need committed long-term industry partners to provide guidance and knowledge support to Pathway curriculum design.	-Expand Yearbook class into "Unity Live," a WBL class which publishes the Yearbook, as well as maintains the school's social media presence. -An industry partner will commit to a semester-long partnership to collaborate with a Pathway teacher to infuse real-world PBL into a unit.
Comprehensive Student Supports (page 7 of rubric)	-All students with IEPs and EL students participate in Pathway courses -Our Wellness, COST, and Advisory structures support students with both academic and non-academic struggles. Our Activity and ASB Directors balance a large menu of extra-curricular club and activity offerings to maintain or warm and engaging campus climate. -Study Center tutoring team provides in-class, small group, and one-on-one support to struggling students. -College and Career Readiness program	We still see below-average outcomes for our vulnerable student groups, especially our LTEL students.	-Pathway will continue its partnerships with various teams in order to support vulnerable students. -"Career Fridays" integrate career/labor market research into Pathway courses in order to help students develop awareness of the job market and their progress toward employability. -Pathway Ambassador Teams of upper division students will share Pathway culture with 9th grade students through engagement activities aligned with Pathway themes and goals.
Pathway Student Outcomes (page 2 of rubric)	-Majority of Senior class engaged in career exploration experiences. -Our open enrollment policy and master schedule ensure equity of access to Pathway courses, while our multiple student support structures ensure every student has access to achievement through the pathway. -Internal data demonstrates that Pathway enrollment closely matches the diversity of our student body as a whole, with all identity groups engaging in CTE courses. -Vulnerable groups such as young men of color and LTELs are fully included in pathway courses. They receive robust support through our multiple systems of student support and intervention.	-As a program, we must work to support our students choosing to pursue a career immediately after graduation. -A computer science pathway can be extremely difficult for some students to engage in due to the high barrier to entry created by the cost of hardware/software, as well as the requisite skill barrier before students can start doing any "real world" learning. -We need to use our Pathway events as a way to drive engagement and excitement amongst our most vulnerable students, spreading awareness of the Pathway as a route to long term high-quality employment.	-Organize a "Career Launchpad" course that provides intensive support to students seeking high-quality employment immediately after graduation. -Use WBL experiences as a way to deepen engagement amongst vulnerable students groups, especially those struggling due to access to technology. -Integrate Pathway messaging into recruitment efforts at the middle school level to increase the number of families choosing our school because of our pathway offerings. -The Unity branding initiative will be informed by empathy interviews with members of vulnerable student groups to collaborate on what types of messaging will be most effective for their cohort.
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?
Every Unity graduate will identify as a Pathway graduate, able to cite the specific impact our program has had upon their academic/career decisions. Our students will learn to view technology as a powerful lever of change, from personal enrichment to social activism. They will consistently consider how emerging technologies and new technical skills can be used to better themselves and their communities. **Year 1**: 85% of 11th/12th grade students can explain pathway goals and overall structure. Introduction of Career/Workforce Research in 9th/10th grade pathway courses. **Year 2**: Previous year's goal and all 10th grade student can explain the purpose of the pathway and its place in their own career aspirations. **Year 3**: All students can explain the pathway purpose and role in their professional development. Students enroll in dual-enrollment courses aligned to pathway themes.	-Awareness of pathway goals amongst students/parents, as measured by participant surveys at start and end of year. -PBL work products intended to produce positive social change -PBL work that engages students in entrepreneurship
Our Pathway will produce graduates majoring in STEM careers at top California/national universities, with a focus on the use of technology/entrepreneurship to increase equity and drive economic revitalization in their own communities. **Year 1**: At least one college-bound graduate intending to major in CS. **Year 2**: Greater proportion of graduates majoring in CS courses at collegiate level. **Year 3**: 10% of college-bound graduates majoring in CS-related fields.	-College applications/decisions -Majors selected by graduates
Our Pathway will produce graduates qualified to enter directly into high-quality skilled employment immediately upon graduation, helping them to establish their professional experience and add value to the local economy. **Year 1**: Freshman computer science will partner with Reading Intervention Specialist to improve academic literacy through CS-aligned readings/activities. **Year 2**: (Previous year's goals and) 75% of students complete a project in an academic course related to the impact of technology on our world/job market. **Year 3**: (Previous year's goals and) All students complete CS-aligned career research. At least one student earns CompTIA certification.	-Engagement in work-experience WBL, -LTEL literacy levels, as measured by MAP/SBAC exams -Employment rates and salary amongst graduates entering the workforce in their first two years post-graduation.
Our Pathway will facilitate greater access to and skills with computers amongst our students as well as our parents, serving as a vector to new opportunities for all members of our community. **Year 1**: 5% of students' parents attend a Pathway event. Open Unity Tech services up to community for low-cost repairs to devices which will enable students to complete work at home. **Year 2**: 15% of students' parents attend a Pathway event. Expand involvement in pathway events through a tech club open to parents. **Year 3**: 25% of students' parents attend a Pathway event. Invite parents to showcase their own projects at Tech Fair.	-Engagement in community events -Participation in digital communications with staff
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?

We will dramatically strengthen our Pathway culture and increase awareness of its goals, themes, and structures for all stakeholders. This will take two forms: (1) through Pathway-hosted events to drive engagement, and (2) through the development of introductory and organizational documents such as one-pagers and campus signage. We will host one Pathway culture event each semester at each grade level for students to share their learning with members of the school community such as parents and industry partners. Pathway Ambassador teams are developed at each grade level in order to pass Pathway culture of success from cohort to cohort, with a focus on 9th grade recruitment to the Pathway Ambassador Team.	-100% of Unity students self-identify as being in the pathway and can articulate how what they are learning in the pathway can link to a career -Participation in Pathway events. -Students listing pathway as a reason for selecting Unity. -Students majoring in STEM careers in college
We will develop short and long-term interdisciplinary project-based learning experiences with culturally-responsive engaging Pathway-themed academic content, including opportunities for students to present and defend their learning.	-Student work products of immersive projects -Tech Fair products -PowerPair project plans -Pathway Senior Defenses
We will engage every Unity student in at least one WBL experience aligned to Pathway themes and their college and/or career goals. Upper division students engage in individualized WBL experiences with a focus on work experience relevant to their planned major/career.	-100% of pathway students engage in at least one WBL experience. -Completion of LTI program and Internship hours -Employment placements upon graduation
Engage students in rigorous, real-world learning experiences by establishing an industry partnership to provide extended guidance and knowledge support in project design. Create Industry Partner calendar to maximize consistent and ongoing exchange with all partners.	-Organizational documents with industry partners -Student work products
Acquire Silver Certification for Linked Learning and begin developing Gold Certification programming for Linked Learning	-Silver Certification awarded -Development of path towards Gold certification

Budget Expenditures

2020-2021 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)
Staffing for Exploring Computer Science (A-G and CTE certified) class for all students at 9th grade. This teacher will offer Exploring Computer Science to all 9th graders as Year One of our three year CTE sequence.	$47,470.00	2100	Salary	Exploring Computer Science Teacher	100%	
Staffing for AP Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will teach AP Computer Science Principles to all 10th graders as the second year in our three year CTE sequence.	$66,979.00	1100	Salary	AP Computer Science Teacher	100%	
Staffing for Digital Media Art (A-G and CTE) class for all students at 11th grade. This teacher will teach Digital Media Arts and Design to all 11th graders as the third year in our three year CTE sequence.	$65,650.00	1100	Salary	Digital Media Art Teacher	100%	
Staffing for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$19,288.25	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	25%	
Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 9th grade. This teacher will offer Exploring Computer Science to all 9th graders as Year One of our three year CTE sequence.	$10,759.48	3101-3602	Benefit	Exploring Computer Science Teacher	100%	
Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will teach AP Computer Science Principles to all 10th graders as the second year in our three year CTE sequence.	$31,442.03	3101-3602	Benefit	AP Computer Science Teacher	100%	

Staff benefits for Digital Media Art (A-G and CTE) class for all students at 11th grade. This teacher will teach Digital Media Arts and Design to all 11th graders as the third year in our three year CTE sequence.	$34,414.12	3101-3602	Benefit	Digital Media Art Teacher	100%	
Staff benefits for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$11,745.76	3101-3602	Benefit	Comp-TIA Instructor and Portable Repair Lab Lead	25%	
Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning.	$1,251.36	5200	Travel and Conferences			

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?
Every Unity graduate will identify as a Pathway graduate, able to cite the specific impact our program has had upon their academic/career decisions. Our students will learn to view technology as a powerful lever of change, from personal enrichment to social activism. They will consistently consider how emerging technologies and new technical skills can be used to better themselves and their communities. Year 1: 85% of 11th/12th grade students can explain pathway goals and overall structure. Introduction of Career/Workforce Research in 9th/10th grade pathway courses. Year 2: Previous year's goal and all 10th grade student can explain the purpose of the pathway and its place in their own career aspirations. Year 3: All students can explain the pathway purpose and role in their professional development. Students enroll in dual-enrollment courses aligned to pathway themes.	Despite the challenges of creating a distance-learning schedule, we were able to enroll 100% of 10th graders in AP Computer Science A, which is taught during a special block in our afternoon schedule. As part of the introductory activities of the APCS curriculum, students examined and interpreted the Pathway mission statement. Our 11th grade APCS-B and 12th grade Comp-TIA course each have a full section for upper-class students.	We want every student to identify as a Pathway graduate, but we want to expand our Pathway offerings to support students who do not feel an interest in computer science or who have their own interests/plans for employment after graduation. We want to add a course that will support those students in developing their own career path. Our goal will be to offer a course which offers broad support of the digital skills necessary for the 21st century job market. This course will ensure that no matter what career or trade a student wants to explore, they will be prepared to do so with the fundamentals of digital and business literacy.
Our Pathway will produce graduates majoring in STEM careers at top California/national universities, with a focus on the use of technology/entrepreneurship to increase equity and drive economic revitalization in their own communities. Year 1: At least one college-bound graduate intending to major in CS. Year 2: Greater proportion of graduates majoring in CS courses at collegiate level. Year 3: 10% of college-bound graduates majoring in CS-related fields.	<Have not gathered this data for Class of 2020> Many of our graduates have not yet selected their majors as they are still in their first semester of college.	Our College and Career counselor will begin gathering data on graduates' intended majors and graduation rates moving forward. We will also invite alumni who major in STEM careers to visit with current students and share their experiences at the collegiate level.
Our Pathway will produce graduates qualified to enter directly into high-quality skilled employment immediately upon graduation, helping them to establish their professional experience and add value to the local economy. Year 1: Freshman computer science will partner with Reading Intervention Specialist to improve academic literacy through CS-aligned readings/activities. Year 2: (Previous year's goals and) 75% of students complete a project in an academic course related to the impact of technology on our world/job market. Year 3: (Previous year's goals and) All students complete CS-aligned career research. At least one student earns CompTIA certification.	100% of tenth grade students participated in the AI Design Project, a collaborative project which simulated the creation of a tech start-up using artificial intelligence to address a market need or social issue. Teams' topics ranged from robots designed to clean litter, analyze crime statistics to inform policing, and the development of more creative AI for video games.	Revamp our Tech Fair upon resumption of on-campus instruction to develop Pathway culture and strengthen students' collaboration and entrepreneurial skills. This will parallel. our school's focus in the coming year on strengthening whole-school academic identity and bonds between students and staff through socio-emotional learning activities in our Advisories. With the return of in-person instruction, we will also be able to meet our goals of tying Reading Intervention and freshman CS curricula more closely.

Our Pathway will facilitate greater access to and skills with computers amongst our students as well as our parents, serving as a vector to new opportunities for all members of our community. Year 1: 5% of students' parents attend a Pathway event. Open Unity Tech services up to community for low-cost repairs to devices which will enable students to complete work at home. Year 2: 15% of students' parents attend a Pathway event. Expand involvement in pathway events through a tech club open to parents. Year 3: 25% of students' parents attend a Pathway event. Invite parents to showcase their own projects at Tech Fair.	Distance learning has meant that all of our curriculum is now being delivered digitally. We have created a distance-learning website as well as instructional and support materials for students and their families. Distance learning has also made it easier to host industry professionals for talks with students. 100% of students enrolled in CS courses have participated in at least one event with an industry professional via Zoom. Our Unity Tech Club has been instrumental in repairing and distributing school Chromebooks and hotspots to students in need. The school would not have been able to provide nearly half the material support for students' technology needs without the expertise and hard work of our Tech Club.	Distance learning has shown us the power of student-centered projects and inquiry. While some students have struggled with self-regulation, many of our students have reported that they have enjoyed the independence of distance learning and the way that it challenges them to own their learning. Once we return to campus, we hope to preserve many of the exciting aspects of distance learning (infusion of technology, student-centered and project-based learning) into our classroom practices. We hope that this translates into increased interest in computer science amongst students who have learned to view it as an integral part of their educational and professional lives, even if they do not intend to pursue a career in technology.

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?*
Develop a parallel career pathway focused on connecting students who are not interested in CS careers with high-quality employment, with an emphasis on skilled trades and entrepreneurship. This pathway will not focus on a single career or trade, but instead focus on the foundation skills, digital and financial literacy necessary to become an independent contractor or start a small business. Our goal is to provide student with deep support as they explore many career options without constraining them with a single professional theme.	- 75% of participating students complete either Entrepreneurship Project, or participate in work experience off-campus.
To support our Career Exploration pathway, launch a Career Horizons & Entrepreneurship course open to Juniors who do not feel interested in pursuing our computer science pathway. Many of these students just do not feel that CS is for them, or already have interests in other careers/trades. We want to support those students in pursuing their own diverse goals and empower them to become business owners rather than employees. In order to support many different aspirations without constraining students' options, the course's focus will be on developing students' career-readiness, with a focus on skills that would translate to success when launching a small business. These include foundational digital skills, financial literacy, and the research skills needed to find high-quality employment or open one's own business.	- 75% of Junior students participate in Career Horizons & Entrepreneurship Course
Re-launch our Digital Media and Design course with a new staff member. This course will now focus on aspects of applied design, centered around projects that mimic the real-world roles and responsibilities of designers.	- 75% of Juniors take Digital Media and Design Course -15% of Junior elect to take Honors Digital Media and Design in their senior year.
Develop and execute one intercurricular project at each grade level combining academic and Pathway courses.	- AI Design Project - Tech Fair

Budget Analysis of 2020-2021 Measure N Budget
Impact of 2020-2021 Budget Expenditures *- How did distance learning impact your budget expenditures?* *- What did you find was the most effective use of resources towards your goals and strategic actions and why?*
The shift into Distance Learning caused us to prioritize essential services and A-G instruction for our students. In the Spring of 2020, we found that students with heavier academic course loads struggled to complete work. Therefore we decided to focus our 9th grade course schedule with only English, Math and Biology and moved our former 9th grade CS teacher in to a 10th grade math support role and removed the salary from our Measure N expenditures. We did the same with Digital Media Arts in 11th grade. These were temporary decisions due to the pandemic, in 2021-2022 we plan to resume our prior staffing allocations and align back to our 2020-2021 planned budget.
Our students had a high level of material needs to enable them to access their classes through distance learning. As a school we spent a large amount of financial resources acquiring items such as Chromebooks and wifi hotspots for our neediest families. These resources were instrumental in ensuring equitable access to education for all of our students, regardless of economic status. We have also purchased licenses for a variety of educational software apps that allow our teachers to maximize engagement in their lessons.

Budget Expenditures
2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an AP Computer Science Teacher, at 1.0 FTE: (A-G and CTE certified) class for all students at 10th grade. This teacher will teach AP Computer Science Principles to all 10th graders as the second year in our three year CTE sequence.	$66,979.00	1100	Salary	AP Computer Science Teacher	1.0 FTE	
Hire an Digital Media Art Teacher, at 1.0 FTE: (A-G and CTE) class for all students at 11th grade. This teacher will teach Digital Media Arts and Design to all 11th graders as the third year in our three year CTE sequence.	$65,650.00	1100	Salary	Digital Media Art Teacher	1.0 FTE	
Hire an Exploring Computer Science Teacher, at 1.0 FTE: (A-G and CTE certified) class for all students at 9th grade CodeCombat	$50,000.00	1100	Salary	Exploring Computer Science Teacher	1.0 FTE	
Hire an College and Career Counselor, at .50 FTE: for all students	$35,000.00	1100	Salary	College and Career Counselor	.50 FTE	
Hire an Internship Coordinator, at 1.0 FTE: for all 11th and 12th grade students	$50,000.00	1100	Salary	Internship Coordinator	1.0 FTE	
Hire an IT (Fundamentals and Hardware) Teacher, at .25 FTE: (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$19,288.25	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	.25 FTE	
Benefit Costs for Exploring Computer Science Teacher **(line #93)** (A-G and CTE certified) class for all students at 9th grade. This teacher will offer Exploring Computer Science to all 9th graders as Year One of our three year CTE sequence.	$10,759.48	3101-3602	Benefit	Exploring Computer Science Teacher		
Benefit Costs for AP Computer Science Teacher **(Line #91)** (A-G and CTE certified) class for all students at 10th grade. This teacher will teach AP Computer Science Principles to all 10th graders as the second year in our three year CTE sequence.	$31,442.03	3101-3602	Benefit	AP Computer Science Teacher		
Benefit Costs for Digital Media Art Teacher **(Line #92)** (A-G and CTE) class for all students at 11th grade. This teacher will teach Digital Media Arts and Design to all 11th graders as the third year in our three year CTE sequence.	$34,414.12	3101-3602	Benefit	Digital Media Art Teacher		
Benefit Costs for College and Career Counselor Position **(Line #94)**	$20,000.00	3101-3602	Benefit	College and Career Counselor		
Benefit Costs for Internship Coordinator Position **(Line #95)**	$25,620.00	3101-3602	Benefit	Internship Coordinator		
Benefit Costs for IT (Fundamentals and Hardware) Teacher **(Line #96)** (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$11,745.76	3101-3602	Benefit	Comp-TIA Instructor and Portable Repair Lab Lead		
Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning.	$1,251.36	5200	Travel and Conferences			

Measure N 2021-2022 Education Improvement Plan Assessment

Oakland Unity High School

Checklist of Required Elements:

☑ Submitted Measure N Education Improvement Plan
☑ Submitted Measure N Budget
☑ Completed Measure N EIP Presentation

☑ Submitted 4 Pillars of Linked Learning 1-Pager
☐ 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:
	• Informational Technology and Digital Media Pathway includes evidence of Linked Learning pillars as evidenced by 4 Pillars one-pager
	• Pathway CTE Sequence includes
	  ○ 9th: Exploring Computer Science
	  ○ 10th: AP Computer Science A
	  ○ 11th: AP Computer Science B
	  ○ 12th: Principles of Informational Technology Honor Digital Media & Design
	
	Feedback for continued progress monitoring: N/A			

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: 4

Rationale:
- Plan outlines 4 Strategic Goals with specific benchmarks for years 1-3 of EIP.
- Clear action steps identified that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment and align to the goals
- Concrete evidence identified for monitoring success
- EIP provides evidence of accomplishments in each goal in 2020-21 and changes to implement in 2021-22 to further improve

Feedback for continued progress monitoring: N/A

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: 4

Rationale:
- New Strategic Actions Include:
  - Develop a parallel career pathway to connect students who are not interested in CS careers with high-quality employment, with an emphasis on skilled trades and entrepreneurship.
  - Launch Career Horizons & Entrepreneurship course open to Juniors who do not feel interested in pursuing CS is for them.
  - Re-launch Digital Media and Design course with a new staff member.
  - Develop and execute one intercurricular project at each grade level combining

academic and Pathway courses.
- School has identified clear action steps that prioritize the improvement and the quality of key areas of growth identified in 20-21
- The evidence identified is concrete

Feedback for continued progress monitoring: N/A

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:** • Budget includes funding for 3.25 FTE CTE teachers; 1.0 FTE Internship Coordinator; 0.5 FTE College & Career Counselor and Professional Development • Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development • Proposed Measure N budget is in support of and aligned with outlined goals • Proposed Measure N budget appears to be supplemental			

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:

- **Lessons Learned and Entrepreneurship during Distance Learning/Pandemic:**
  - All curriculum is now being delivered digitally; distance-learning website created; 100% of students enrolled in CS courses participated in at least one event with an industry professional via Zoom.
  - Prioritization of essential services and A-G instruction during COVID. Changed 9th and 10th grader schedules for 2020-21 school year only (temporary change) because in Spring 2020, students with heavier academic course loads struggled to complete work. For example, for 2020-21, 9th grade course schedule included only English, Math and Biology.
  - Acquisition of hardware and hot spots to allow equitable access to distance Learning.
  - Unity Tech Club: The Unity Tech program did all the prep in March 2020 to get all the computers to students within 10 days. Now Unity Tech Club has "business" of repairing and distributing school Chromebooks and hotspots to students in need. Students come in on weekends to repair computers and students developed school safety videos in anticipation of re-opening.

- **Student Projects:**
  - 100% of 10th graders participated in the AI Design Project, a collaborative project which simulated the creation of a tech start-up using artificial intelligence to address a market need or social issue. Teams' topics ranged from robots designed to clean litter, analyze crime statistics to inform policing, and the development of more creative AI for video games.
  - Supporting Students Needing Jobs During Pandemic through Career Launchpad. Career Launchpad helps students develop skills adjacent to tech literacy to be able to grow a small business: micro-business enabled by tech literacy.

Key Questions:

- In your presentation you mentioned a desire to grow Unity Tech Club so it's accessible to a larger number of students and to provide services in the East Oakland Tech Corridor community. What steps will you take in 2021-22 to put these plans into action, and how will you increase girls and non-binary student access to Tech Club?
- Measure N presentation made mention of multiple partnerships developing with Google, Zynga, Code Combat, AI for All, Ignite, and

Berkeley AI Institute. How will you partner with the Advisory Board to institutionalize these partnerships and allow for equitable student access?

- How will you collect and utilize data from the Class of 2022 (the first class cohort to complete a full 4 year sequence) to inform pathway continuous quality improvement moving forward?

Budget Feedback:

- 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
2021-2022 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2021-22 Quarterly Dates to be provided
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