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

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Board Office Use: **Legislative File Info.**	
File ID Number	23-0770
Introduction Date	4/11/2023
Enactment Number	
Enactment Date	

Memo

To	Measure N Commission
From	Vanessa Sifuentes, High School Network Superintendent
Board Meeting Date	_____
Subject	2023-2024 Measure N/Measure H Education Improvement Plan & Linked Learning 4 Pillars Services For: Oakland Technical High School

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Action Requested and Recommendation	Presentation to and discussion by Measure N Commission of Oakland Technical High School's proposed 2023-2024 Measure N/Measure H Education Improvement Plan and the Linked Learning 4 Pillars, with a base allocation of $1,525,750.00 and a strategic carryover allocation of $126,328.28 for a total allocation not to exceed $1,652,078.28.

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

Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan and Linked Learning 4 Pillars

2023-2024 MEASURE N BUDGET   **School: OAKLAND TECHNICAL HIGH SCHOOL**

Effective July 1, 2023 - June 30, 2024

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	$1,525,750.00	$1,525,750.00	$0.00

Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (1,795) multiplied by the per pupil amount of $850.

Site #: 305

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
305-1	Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The WBL Liaison will 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. PCN 3018 - Terrance Holliday (Salary & Benefit Costs Included)	$149,518.30	2205	Classified Support Salaries	Work-Based Learning Liaison	1.0 FTE	Computer, Health, FADA, RPL and Engineering
305-2	Classified Support Salaries: Hire a College and Career Readiness Specialist, at 1.0 FTE. The CCRS will 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. PCN 6452 - Mira Stern (Salary & Benefit Costs Included)	$117,201.33	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Computer, Health, FADA, RPL and Engineering
305-3	Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE. This Assistant Principal is 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. The Assistant Principal will work directly with Pathway Leads of Oakland Tech Computer Academy to provide professional development, collaborate with Pathway Coach, to continue to build out the Pathway and to support them in decreasing disparities in student achievement. PCN 4453 - Loriann Casillas (Salary & Benefit Costs Included)	$160,660.46	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High School	1.0 FTE	Race, Policy, Law, Social Justice Pathway
305-4	Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will 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. PCN 1292 - Rachelle Sallee (Salary & Benefit Costs Included)	$94,296.47	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Computer, Health, FADA, RPL and Engineering

305-5	Pupil Support Salaries / Counselor: Hire a Counselor, at .90 FTE. This counselor is above the base allocation so that we can transition to having more counselor assigned at Tech. For the 2023-24 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. PCN 3264 - Holly Przybyla (Salary and Benefit costs included)	$97,509.96	1205	Pupil Support Salaries / Counselor	Counselor	.90 FTE	Whole School
305-6	Pupil Support Salaries / Counselor: Hire a Counselor, at .40 FTE. This counselor is above the base allocation so that we can transition to having more counselors at Tech. For the 2023-24 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. PCN 4824 - Scott (Salary and Benefit costs included)	$47,253.64	1205	Pupil Support Salaries / Counselor	Counselor	.40 FTE	Whole School
305-7	Teacher on Special Assignment School: Hire a TSA, at .25 FTE. This TSA will provide targeted College and Career Readiness Services to African American female students that are not fully accessing the resources available for college and career exploration. Duties include: Collaborate with pathway teams to coordinate college and career readiness; provide group and individualized college and career support for seamless transition to postsecondary for African American female students; and support African American female students in achieving the pathway standards of their respective pathways, including required skills aligned with industry and content standards in each through student engagement by collaborating with Pathway Teams to ensure students success. PCN 9546 Vacant	$37,157.93	1119	Teacher on Special Assignment School	TSA Class 11	.25 FTE	Whole School
305-8	Teacher Salaries: Hire a CTE Teacher, at .80 FTE, for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 4185 - Stephen Wright (Salary & Benefit costs included)	$111,144.53	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Computer Academy

305-9	Teacher Salaries: Hire a CTE teacher, at 1.0 FTE, for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and the 12th Grade Innovative Design Capstone course, which provide 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 3662 - Ahlad Reddy (Salary and Benefit costs included)	$92,709.25	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Engineering Academy
305-10	Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher 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. Additional duties include: developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the fashion design industry. PCN 1482 - Mary Monroe (Salary & Benefit costs included)	$138,930.66	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
305-11	Teacher Salaries: Hire an English Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Capstone Course and English 3 and 4 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. PCN 2527 - Toya Groves (Salary & Benefits costs included)	$147,749.14	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
305-12	Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the digital media industry. PCN 4053 - Mallorie Winn (Salary & Benefit costs included)	$115,331.59	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
305-13	Teacher Salaries: Hire a CTE Teacher, at .5 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Graphic Arts and Design 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. PCN 1834 - David Minitti (Salary & Benefit costs included)	$45,553.08	1105	Teacher Salaries	TCHR STR ENG	.50 FTE	Fashion, Art, & Design Academy

305-14	Teacher Salaries: Hire a CTE Teacher, at .70 FTE, for the Race, Policy, & Law Pathway. The teacher 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 2658 - Felicia Yamaguchi (Salary and Benefit costs included)	$60,750.18	1105	Teacher Salaries	TCHR STR ENG	.70 FTE	Race, Policy, & Law Academy
305-15	Teacher Salaries: Hire a CTE Teacher, at .25 FTE, for the Race, Policy, & Law Academy. The teacher 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 3569 - Amanda LaBerge (Salary & Benefits costs included)	$28,096.88	1105	Teacher Salaries	TCHR STR ENG	.25 FTE	Race, Policy, & Law Academy
305-16	Clerical Salaries: Hire an Administrative Assistant II Bilingual, at .40 FTE. The Administrative Assistant II Bilingual position is supplemental, above the district base allocation. The Administrative Assistant II Bilingual will support all five Oakland Tech pathways with with all of the Measure N/H administrative tasks like completing paperwork, recordkeeping, purchasing, field trip form routing, and budget management required by the Measure N/H processes and guidelines. This also includes creation of requisitions, extended contracts, and submitting monthly time sheets for extended contracts. PCN 2083 - Marisol Boytes (Salary & Benefits)	$57,359.29	2405	Clerical Salaries	Administrative Assistant II Bilingual	.40 FTE	Whole School
305-17	Consultant Contract with Bay Area Community Resources (BACR) to subcontract 5 Student Support Specialists (SSS) to provide 1 SSS per pathway at O-Tech. The Student Support Specialists will 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. This is an initial installment on the contract for fiscal year 23-24. Along with funding from Strategic Carryover, the total initial allocation will be $150,855.59. Oakland Tech will complete a budget modification to increase the contract amount when carryover is available.	$24,527.31	5825	Consultant Contracts			Whole School

School Name:	Oakland Technical High School						Site #:	305
Pathway Name(s):	**Computer; Engineering; Race, Policy and Law; Fashion and Design; Health**							

School Description

Oakland Technical High School is a microcosm of the city it calls home.
We are a vibrant multicultural and multilingual community of more than 1,800 students, nearly 200 dedicated educators and staff and thousands of passionate alumni and supporters.
We have taught and inspired generations of Oakland youth since our founding in 1914. Today we stand at the forefront of creating highly effective small learning communities — schools within the school that both energize and focus student education. We are the home of the Bulldogs and have always been — and always will be — Bulldog proud. All students at Oakland Technical High School (Oakland Tech or simply "Tech") will acquire the skills needed to be productive citizens and lifelong learners. Oakland Tech is located on two campuses, across 13 acres in North Oakland with a total of 86 classrooms, a library, four computer labs, and a health clinic. Oakland Tech has a long history of offering innovative, rigorous and supportive programming, with a mission of providing a school where all students, staff, and parents work cooperatively and communicate respectfully. We offer a wide array of pathways and specialized programs, including Health & Bioscience; Computer Science; Fashion, Art & Design; Engineering; Paideia; Performing Arts; and Race, Policy and Law.

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-, career- and community-ready.

School Demographics

								% Current Newcomers
2022-23 Total Enrollment Grades 9-12		**1838**						1.1%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52.2%	47.3%	97.6%	56.3%	7.3%	5.2%	7.1%	2.0%	0.6%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	27.4%	0.1%	15.7%	21.1%	0.8%	0.1%	23.0%	10.3%	1.6%
Focal Student Population	**Which student population will you focus on in order to reduce disparities?**				**African American**				

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

Whole School Indicator	*2021-22 Baseline Data*	*2022-23 Data*	*2023-24 Benchmark*	*2023-24 Data*	*2024-25 Benchmark*	*2024-25 Data*	*2025-26 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	94.1%	TBD	95%		96%		96.50%
Four-Year Cohort Dropout Rate	2.3%	TBD	2.00%		1.75%		1.50%
A-G Completion Rate (12th Grade Graduates)	78.3%	TBD	80.00%		82.00%		83.00%
On Track to Graduate - 9th Graders	87.3%	75.7%	80.00%		85%		90.00%
9th Graders meeting A-G requirements	83.8%	75.8%	79.00%		83%		87.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	8.2%	TBD	10.00%		12.50%		15.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	12.7%	17.9%	20.00%		22.50%		25.00%
Percentage of 10th-12th grade students in Linked Learning pathways	85.1%	80.0%	87.00%		89%		90.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	35.2%	TBD	40.00%		45%		50.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.5%	TBD	16.00%		18%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	55.0%	TBD	57.50%		60.00%		62.50%

Focal Student Population Indicator	*2021-22 Baseline Data*	*2022-23 Data*	*2023-24 Benchmark*	*2023-24 Data*	*2024-25 Benchmark*	*2024-25 Data*	*2025-26 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	90.4%	TBD	92.50%		94.00%		95.00%
Four-Year Cohort Dropout Rate	3.5%	TBD	3.00%		2.50%		2.00%
A-G Completion - 12th Grade (12th Grade Graduates)	56.6%	TBD	60.00%		65%		70%
On Track to Graduate - 9th Graders	71.4%	67.4%	72.00%		75%		80%
9th Graders meeting A-G requirements	65.7%	65.6%	68.00%		71.00%		75.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	6.8%	TBD	8%		10%		12%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	7.0%	9.4%	10.00%		12.00%		14.00%
Percentage of 10th-12th grade students in Linked Learning pathways	80.6%	79.4%	84.00%		87%		90%%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	36.4%	TBD	40.00%		45.00%		50.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	19.5%	TBD	21.50%		23.00%		25.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	35.4%	TBD	40.00%		45.00%		50%

ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator Instructions: Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	*Strengths* What is our site doing well that's leading to improvements in this indicator?	*Challenges* What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*	We had a 94.1%cohort graduation rate in 2021-22; Meanwhile our dropout rate at 2.3% remained relatively low; We believe that our focus on Culturally responsive teaching practices in addition to our Pathway Team structures where intervention and MTSS strategies are discussed and employed to support our students in way that ensure that they feel connected/respected and heard.	We are still challenged by the fact that our Latino and African American cohort graduation numbers are still lower than school rate at 91.7% and 90.4% respectively; While the difference is small in terms of percentages, these numbers reflect historical trends that we'd like to arrest.Some of these students may have been impacted by socio -economic stressors that go beyond the scope of our control or work, Covid, gentrification, high cost of living/housing. Others may come into HS below grade level in terms of their academic achievement and continue to struggle to adapt to HS norms/expectations As a result these students may struggle with overall department and their attendance is impacted and it becomes a chornice issue which impacts students achievement.
A-G Completion - 12th Grade	Our A-G rate continues to be a source of strength across the school. 78.3% of our students graduate A-G eligible, which is a 6% increase over the 2020-2021 academic year. Our Asian and white student populations saw growth over this time period; These improvements are related to our continued focus on Culturally Responsive teaching and understanding that our students need support regardless of their backgrounds.	Our Latino and AA numbers still lower than school rate at 66% and 56% respectively; These numbers are still representative of historical inequities and socio - economic stressors beyond our scope of work at times. Attendance is the major reason cited by teachers for giving students grades of D/Fs so students attendance is factor as well. In addition teacher cultural biases contribute to the disparity as well as student lack of deportment contribute to these numbers. Far too many of our African American and Latino come into HS below grade level and the challenges get harder at the HS level; Many black and brown students turn their gaze towards HBCUs as well once they get a D as those colleges will accept them with a D on their transcript.

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	In 2021-22, 75.5% of our 9th graders were on track to graduate ; Across Lang Arts, World Languages, and History, 100% of our students in the 9th grade are meeting those requirements. This is probably related to our adult teaming and MS schedule structures which allow our teachers to discuss intervention strategies to support students of all academic backgrounds.	AA %'s overall are at 67%; Percentages in Math and Sci sub 80%; 61% of our Latinx population is on track; Below 80% in Eng, Math, and Science; These numbers are impacted by student attendance as well as students being behind in terms of their math skills and knowledge.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(Analyze these two indicators together)*	69.5% of our students enrolled w/n the 1st semester from 2022 class. 55% of these went to 4 year colleges. Our push from Counselors and CCC staff around college applications and financial aid deadlines (College Crunch Days) contributes positively to these numbers; Additionally our focus on A-G outcomes in PDs based around grade mark analysis and race have an impact as well.	30% of our students did not enroll w/n a semester; Only 35% of our AA students went to a 4 year with another 20% going to 2 year; Latx student % is at 35% for 4 year college enrollment as well with 21% attending a 2 year. Our A-G outcomes still have historical disparities to address; There is also the rise in "Gap year" students. Socio-economic factors have a role here as well as many of these students may feel the need to simply work out of HS.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	8.2% in 2021-22; Currently at .8% - Is the data complete? WBL experiences for ECCO; Internships through established Academies	We simply do not have enough positions for all of our students at this time; interest from students is not as high as it could be as well. The lockdown and pandemic impacted in person opportunities; Just as well, ECCO doesn't always pay as highly as jobs on the open market so students chose to do that over the summer. We need to increase the stipend pay and/ or find more community partners to work with to expand these opportunities.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	90%-98% of all students who take DE classes excluding EW's are passing with a C or better. We are continuing to add new Dual Enrollment courses to make them accessible to all students.	We could use DE to improve A-G requirement, credit recovery, and to make classes more accessible to marginalized populations that would not generally take DE classes and are therefore left out of more rigorous instruction that would prepare them for college and career outcomes.
Percentage of 10th-12th grade students in Linked Learning pathways	Ensure that all students have physical locations for students to take Capstone courses; Will allow the College and Career Center to provide A-G support and post secondary access supports in class.	EL students are the only group that are significantly below the average rate at 62%. We do struggle with placing transfers and new students in grades 11 and 12 as some come with their own ideas of placement and reject what would be a third choice placement as our two most popular academies simply don't have enough room for students.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100% of our students on campus are enrolled in a Capstone focused course. This is the result of our pathways creating Capstone courses to support the CTE course learnings (had been located in English courses previously); Students not in a pathway are enrolled in a Capstone course with 12th grade AP to ensure meeting of deadlines and requirements.	As a whole school from 2021-22, 35.2% of our student population have attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course.

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)
2023-24 Strategic Actions *Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?*
Provide A-G workshop presentations, 4 year plans,and transcript reviews with all students in grades 9-11 through English courses. Student Support Specialist or CTE teacher will be designated to do this as well. By providing these workshops, we will increase our A-G/on track rates for 9th grade by 6% by 2024-25
Oakland Tech has moved 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 enrollment classes will be built into the master schedule, thus not competing with other student obligations.
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 math department will continue professional development addressing anti-racist math teaching practices as a this subject contributes to one of the lowest A-G completion rates among our focal students.
Ensure that all students have physical classrooms for students to take Capstone courses as some students are not enrolled in Capstones and are completing the course digitally with an Assistant Principal; A focus on building this course within pathways will allow students to be supported by a Capstone/CTE teacher within their pathway.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*						
Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The WBL Liaison will 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. PCN 3018 - Terrance Holliday (Salary & Benefit Costs Included)	$149,518.30	2205	Classified Support Salaries	Work-Based Learning Liaison	1.0 FTE	Computer, Health, FADA, RPL and Engineering
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Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE. This Assistant Principal is 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. The Assistant Principal will work directly with Pathway Leads of Oakland Tech Computer Academy to provide professional development, collaborate with Pathway Coach, to continue to build out the Pathway and to support them in decreasing disparities in student achievement. PCN 4453 - Loriann Casillas (Salary & Benefit Costs Included)	$160,660.46	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High School	1.0 FTE	Race, Policy, Law, Social Justice Pathway
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will 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. PCN 1292 - Rachelle Sallee (Salary & Benefit Costs Included)	$94,296.47	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Computer, Health, FADA, RPL and Engineering

Pupil Support Salaries / Counselor: Hire a Counselor, at .90 FTE. This counselor is above the base allocation so that we can transition to having more counselor assigned at Tech. For the 2023-24 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. PCN 3264 - Holly Przybyla (Salary and Benefit costs included)	$97,509.96	1205	Pupil Support Salaries / Counselor	Counselor	.90 FTE	Whole School
Pupil Support Salaries / Counselor: Hire a Counselor, at .40 FTE. This counselor is above the base allocation so that we can transition to having more counselors at Tech. For the 2023-24 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. PCN 4824 - Scott (Salary and Benefit costs included)	$47,253.64	1205	Pupil Support Salaries / Counselor	Counselor	.40 FTE	Whole School
Teacher on Special Assignment School: Hire a TSA, at .25 FTE. This TSA will provide targeted College and Career Readiness Services to African American female students that are not fully accessing the resources available for college and career exploration. Duties include: Collaborate with pathway teams to coordinate college and career readiness; provide group and individualized college and career support for seamless transition to postsecondary for African American female students; and support African American female students in achieving the pathway standards of their respective pathways, including required skills aligned with industry and content standards in each through student engagement by collaborating with Pathway Teams to ensure students success. PCN 9546 Vacant	$37,157.93	1119	Teacher on Special Assignment School	TSA Class 11	.25 FTE	Whole School
Teacher Salaries: Hire a CTE Teacher, at .80 FTE, for the Computer Academy. The teacher will provide instruction in CTE Courses, AP Computer Science Principles (with CTE standards incorporated), 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the computer and information science industry. PCN 4185 - Stephen Wright (Salary & Benefit costs included)	$111,144.53	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Computer Academy
Teacher Salaries: Hire a CTE teacher, at 1.0 FTE, for the Engineering Academy. The teacher will provide instruction in CTE Courses Engineering Technology 1 and the 12th Grade Innovative Design Capstone course, which provide 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 3662 - Ahlad Reddy (Salary and Benefit costs included)	$92,709.25	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Engineering Academy

Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher 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. Additional duties include: developing and providing access to relevant work-based learning experiences, incorporating project-based learning methods in the curriculum, and guiding students in their exploration of careers in the fashion design industry. PCN 1482 - Mary Monroe (Salary & Benefit costs included)	$138,930.66	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire an English Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Capstone Course and English 3 and 4 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. PCN 2527 - Toya Groves (Salary & Benefits costs included)	$147,749.14	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Fashion, Art, & Design Academy. The teacher 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the digital media industry. PCN 4053 - Mallorie Winn (Salary & Benefit costs included)	$115,331.59	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire a CTE Teacher, at .5 FTE, for the Fashion, Art, & Design Academy. The teacher will provide instruction in CTE Course Graphic Arts and Design 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. PCN 1834 - David Minitti (Salary & Benefit costs included)	$45,553.08	1105	Teacher Salaries	TCHR STR ENG	.50 FTE	Fashion, Art, & Design Academy
Teacher Salaries: Hire a CTE Teacher, at .70 FTE, for the Race, Policy, & Law Pathway. The teacher 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 2658 - Felicia Yamaguchi (Salary and Benefit costs included)	$60,750.18	1105	Teacher Salaries	TCHR STR ENG	.70 FTE	Race, Policy, & Law Academy

Teacher Salaries: Hire a CTE Teacher, at .25 FTE, for the Race, Policy, & Law Academy. The teacher 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. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the legal practice industry. PCN 3569 - Amanda LaBerge (Salary & Benefits costs included)	$28,096.88	1105	Teacher Salaries	TCHR STR ENG	.25 FTE	Race, Policy, & Law Academy
Clerical Salaries: Hire an Administrative Assistant II Bilingual, at .40 FTE. The Administrative Assistant II Bilingual position is supplemental, above the district base allocation. The Administrative Assistant II Bilingual will support all five Oakland Tech pathways with with all of the Measure N/H administrative tasks like completing paperwork, recordkeeping, purchasing, field trip form routing, and budget management required by the Measure N/H processes and guidelines. This also includes creation of requisitions, extended contracts, and submitting monthly time sheets for extended contracts. PCN 2083 - Marisol Boytes (Salary & Benefits)	$57,359.29	2405	Clerical Salaries	Administrative Assistant II Bilingual	.40 FTE	Whole School
Consultant Contract with Bay Area Community Resources (BACR) to subcontract 5 Student Support Specialists (SSS) to provide 1 SSS per pathway at O-Tech. The Student Support Specialists will 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. This is an initial installment on the contract for fiscal year 23-24. Along with funding from Strategic Carryover, the total initial allocation will be $150,855.59. Oakland Tech will complete a budget modification to increase the contract amount when carryover is available.	$24,527.31	5825	Consultant Contracts			Whole School

Pathway Name:	Computer Pathway	Program #	3843
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

Using the *2023-26 College and Career for All and Linked Learning Quality Standards,* self-assess in each category	Evidence of Strengths	Areas For Growth	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*

Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	**Equitable Admissions - Meeting the Standard** The Computer Academy provides equitable admission via the 9th grade Match process. The Match process is aligned with the districts school choice and open enrollment policy. The 9th grade scholars usually complete a RIASEC test, an online survey identifying their top 3 Pathways and engage in research about those Pathways. Most of the scholars who select Computer Academy as their 1st match are placed in the Academy. Also, 9th grade special education scholars are automatically granted their 1st match.	* Increase the number of African American scholars meeting A-G requirement to 85% * Increase the enrollment and retention rate of African American scholars. * Increase the number of female scholars. * Increase the number of Hispanic students meeting A-G requirement to 80%	The Computer Academy scholars and teachers will visit 9th grade classrooms earlier, provide opportunities for 9th graders to visit classrooms to see project presentations. Provide 9th grade scholars with more opportunities to have questions answered about the Pathway earlier. Also, visit the feeder schools to meet with 8th grade scholars and provide them with information about our program. Take African American and Hispanic scholars to present and share their experiences and make connections with the 8th graders.
	Cohort Structure - Working towards Standard The Computer Academy has a modified Cohort. We have 2 English teachers, 1 Science teacher, and CTE teacher who work together to support the scholars in the Pathway. Although, the teachers are not pure Cohort teachers for the Pathway, the scholars share common experiences.	* Increase the number of core content area teachers on the team including history and possibly math. * Increase the number of CTE teachers on the team. (Encourage teachers to obtain their CTE credential).	Oakland Tech is moving towards collaborative cohorts, which will include 2 core academic teachers (ELA, History or Science) to collaborate in the planning of interdisciplinary units, support with planning and implementing interventions for scholars in need of additional support. Teachers will be invited to meet with Pathways and select a Pathway that they would like to partner with.
	Curriculum and Instructional Design and Delivery - Working towards Standard Computer Science Pathway provides our scholars with multiple preparatory learning opportunities leading to varied college and career computing pathways. Pathway teachers are engaged in rigorous academics, regularly team planning, use equity grading and result-oriented instructional strategies in an social and emotionally safe student-centered learning environment. The scholar's work in collaborative learning groups to design various apps, games, identify solutions to complex computer science problems.	*. Use collaboration time to identify essential and CTE standards to implement across the Pathway. *. Identify instructional strategies to implement as a team to augment engagement, critical thinking and organization * Increase opportunities to review scholarly work, analyze date to inform instructional practices	Provide PD for teachers to improve and increase differentiated instructions, interdisciplinary PBL units and use common standards across content areas. Provide more opportunities for experiential learning in student-centered collaborative learning environments. Integrate all academic and lab courses in all grade levels to align with CTE Standards and workforce needs. SSS intervention will include check-in, check-out, and occasional pull-out from classroom to provide targeted support.
	Assessment of Learning - Meeting the Standard Computer Academy scholars engage in a senior yea Capstone project where they use critical thinking, research, inquiry, essay skills. The scholars present their research to stakeholders, teachers , parents and peers. Also, many of these scholars gain additional experience and insight during internships, field trips, job shadowing to increase opportunities for authentic, experiential projects.		

Work Based Learning	Work Based Learning Plans - Meeting the Standard The Work Based Learning Liaison assists the scholars with participating in activities aligned with the WBL Continuum. The WBL experiences are tracked in AERIES and data can be reviewed on the OUSD data dashboard. Scholars participate in informational interviews, hearing from presenters from the industry and participate in career fairs. Industry partners also mentor scholars and provide workshops for the scholars.	* Increase review of WBL data by demographics * Increase opportunities for scholars to engage in all aspects of the WBL Continuum	During team collaboration review WBL data to identify groups in need of additional WBL opportunities Work with the WBL Liaison to identify additional activities for scholars.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	**Student Work Based Learning Experiences and Self Assessments - Meeting the Standar**d Scholars have the opportunity to engage in career exploration through research projects and meeting with industry partners. Also, they participate in resume writing and producing professional emails. Some projects require scholars to interview people in the industry. Scholars have the opportunity to complete an internship assessment prior to participating in an internship.	* Conduct an end of year WBL assessment for all scholars * Create additional internship opportunities	Provide opportunities for scholars to have real world experiences during the day. Revamp the scholar tutoring program
	Work Based Learning Provider Assessment of Student Workplace Readiness - Working towards the Standard During mentoring workshops the industry partner meets 1 on 1 with scholars to provide them with oral feedback to assist scholars with identifying glows and grows.	* Consistency with informational and mock interviews to provide scholars with greater feedback from industry and business partners	Encourage teachers from the Pathway to participate in Externships so they can increase knowledge of current and upcoming trends in the industry to provide authentic feedback to the scholars.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	**College and Career Preparation and Support - Meeting the Standard** Scholars in the Computer Academy utilizes the College and Career Liaison to obtain information about Financial Aid, FAFSA and career opportunities. The College and Career Liaison provides weekly updates and announcements so that students are aware of upcoming college and career events on Campus. The Student Support Specialist (SSS) provides SEL support, mentoring, tutoring, and college and career support to scholars experiencing challenges. The SSS supports scholars during summer internships with developing application skills, resume building, time management and interview skills. **Social-Emotional Skill Development - Meeting the Standard** The SSS meets 1:1 with struggling scholars, provides targeted tutoring, conducts mediation, serves as an advocate for the scholars when there is a conflict with a teacher or where they experience relationships challenges. **Individual Student Supports - Meeting the Standard** The Pathway teams meet to identify struggling scholars, identify strategies and supports to meet their individual needs. The team looks at D & F and attendance data and flag the scholars. The scholar is then assigned to a teacher to follow up and provide social, emotional and academic support during their conference period or after school. **Student Input and Validation - Working towards Standard** Scholars in the Computer Academy presents information to the 9th scholars about the Pathway, they share connections between academics and WBL as presenters to the Advisory Board.	* Recommend to the Admin Team to increase professional development for counselors, teachers and staff. * Increase scholar transition to higher education. * Identify professors of color to support the college and career process so scholars have the opportunity to see people who look like them in higher education positions. * Increase the number of Black and Brown scholars participating in college and career activities and events * Increase the number of scholars in certification programs * Identify/Create an SEL protocol to use during Collaboration * Implement effective strategies to address areas of growth based on the data from the SEL protocol * Increase the number of families of color to support the academic, social and emotional needs of scholars * Increase the number of families of color to participate and engage in Pathway events and activities * Restart the Computer Academy Peer Tutoring program * Continue the Women in Technology Dinner * Continue the Black and Brown Engineering Student Association to increase opportunities for leadership opportunities for Computer Academy scholars * Continue the collaboration with Black and Brown Engineering to increase opportunities for students to receive feedback on college career opportunities and to keep abreast of changing trends in the industry	Participate and engage in college and career preparation professional development Meet with Merritt College to increase the number of colleges supporting transition to higher education and opportunities for vocational courses Recruit professors and industry partners of color to promote greater engagement, increase scholar knowledge about career opportunities and decrease gaps in scholars of color preparing for college and career Sign scholars up to programs like CISCO where they can receive certifications Identify funding for scholars to take the certification exam Encourage all scholars to take the certification exam with an emphasis on scholars of color Have a PD for the Computer Science team to review, practice and use the SEL protocol and provide feedback for improvements or changes Use the protocol regularly to support the emotional needs of scholars and to maintain and augment relationships between teachers and scholars Survey the Black and Brown families to identify times they would be available to participate in events Organize an Academy Welcome Event for families Provide numerous ways families can participate such as Zoom, Google Meets, etc. Provide SEL information to all families so they have strategies to implement at home Identify the new leaders of the Black and Brown Engineering Association and reach out to them to schedule a day and time for collaboration Identify dates and times for members of the Black and Brown Engineering Association to meet with scholars from the Computer Academy Identify additional leadership opportunities for the Computer Academy Scholars on site and in the community
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			

Pathway Quality Strategic 3 Year Goals	
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.	

Goal #1: By 2026	**Rigorous Academics Program:** By 2026 the Computer Academy will increase the number of interdisciplinary projects in order to improve academic outcomes for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) of failing or not meeting A-G requirements and minority scholars through team curriculum and team collaborations, scaffolding, implementing researched based strategies, interventions and differentiation. We will meet weekly to review data, discuss scholar academic growth, monitor D & F rates to ensure all students are college and career ready and reduce disparities and inequities in scholar achievement. **Outcomes for Teachers and Leads:** Integrate the CCSS, NGSS and CTE Standards in lesson planning and unit designs. 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, Project Based Learning units, collect and analyze data. **Outcome for Scholars:** Develop skills to be college and/or career ready, increase problem solving skills, increase critical thinking skills. **Needs:** Professional Development, consistently utilize collaboration time, implement a variety of models for differentiated, interdisciplinary units and provide the necessary funding for scholar supplies and materials.
Goal #2: By 2026	**Create a Rigorous WBL Program:** By 2026 the Computer Academy will increase equitable WBL and internship outcomes for at risk scholars as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) by 30% and increase graduation rates by 50% by providing scholars with skills and strategies for success. We will provide additional WBL professional development 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:** Continue to identify Industry Partnerships, increase team collaboration time to align work with Linked Learning and Pathway goals, continue to use data system to track WBL and internship participation, engage in externships and implement district WBL and internship resources. Reestablish the Computer Science Certification Program for scholars. **Outcome for Scholars:** Explore a variety of college/career opportunities through college and industry visits,engage in hands-on learning experiences, increased understanding of college and career requirements, participate in certification programs, create goals for the future, develop a plan for high school success. **Needs:** Professional Development, externship opportunities, increased collaboration time focusing on standards, growth and needs of the program and scholars, funding for field trips, college tours, internships and externships, Student Success Team to support Social-Emotional Learning and WBL activities and events."
Goal #3: By 2026	**Create a Comprehensive Student Support System** By 2026 the Computer Academy would like to increase equity by improving academic outcomes and integration of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) into the Academy by 40%. We will intentionally recruit Black and Brown scholars by visiting feeder schools to share information about the Academy, increase presentations to the 9th grade so they can make better informed decisions and understand the benefits of being a part of the Computer Academy. **Outcomes for Teachers and Leads:** Creating more student choice and voice, identify strategies to support our struggling, at risk scholars including ELL, SPED, African American and Latino, increase family outreach, advancing skills through Professional Development and team collaboration, provide more opportunities for scholars of color to be leaders or presenters representing the Academy. **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, participate in leadership opportunities. **Needs:** Engage in professional Development focusing diversity, equity and inclusion, increase professional development on Culturally Responsive Pedagogy, increase professional development on Social Emotional Learning, engage and participate in collaboration time, materials and supplies to support advisory boards, data tracker, counselor to support with transcript audits, and credit review.

Pathway Strategic Actions	

Strategic Actions for 2023-24	
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?	

Strategic	1. Implement lesson/Unit/Curriculum planning sessions to develop integrated PBL curriculum across content areas
	2. Provide/Participate in Professional Development focusing on Interdisciplinary Units, Project Based Learning, Culturally Responsive Pedagogy

Strategic Actions for Goal #1	3. Implementing researched based strategies such as ones shared by Adaptive Schools
	4. Increase data review to identify gaps in achievement, social, emotional or attendance challenges in order to implement interventions
	5. Use collaboration time to focus on rigorous academics, teaching and learning, and scholar achievement
Strategic Actions for Goal #2	1. Identify WBL opportunities for scholars experiencing challenges by surveying their interest, identifying industry and organizations for internships, job shadowing and/or field trips.
	2. Review data on a continuous basis to identify gaps in skills so that teachers can provide support
	3. Create/Identify WBL professional development opportunities for the Computer Academy collaboration team
Strategic Actions for Goal #3	1. Implement effective strategies (i.e. Adaptive Schools) to increase academic outcomes for at risk and minority scholars.
	2. Develop and implement a recruitment program to target minority scholars in the 9th grade and from feeder middle schools
	3. Increase opportunities for Computer Academy scholars to present, engage in Q & A sessions with the 9th graders

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Pathway Name:	Engineering Academy			Program	3880
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 fields while providing them access to laboratory and internship experiences.				

PATHWAY QUALITY ASSESSMENT

Using the [2023-26 College and Career for All and Linked Learning Quality Standards,](#) self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Equitable Admissions: Improvement in diversity with respect to student demographics and achievement distribution, including underrepresented minorities, SPED, and female students. Admissions process is completely based on interest and student choice, regardless of academic achievement 1.1 Cohort Structure: Pathway students take at least one cohorted Engineering class and one science class in each year of study. No restrictions around ELL students being part of the cohort 1.2 Curriculum and Instructional Design & Delivery: CTE classes include cross-subject, interdisciplinary instruction/content (math, physics, english). Instruction is aligned with OUSD graduate outcomes. Curriculum focuses on project based learning that requires complex critical thinking skills. Scaffolds are being developed to support lower performing students. 1.3 Assessment of Learning: Assessments align with OUSD graduate outcomes. Seniors engage in a rigorous capstone project that builds upon their experience in the Academy. Modifications are provided for students in special circumstances. 1.4 Early College Credit Opportunities: Discussions with local college Engineering programs have been had around implementing Dual Enrollment courses 1.5 Partner Input and Validation: Advisory board meetings have been done yearly. District office is now hosting advisory board events and industry summits.	*Reaching parity with whole school demographics (however this may conflict with CPA requirements of other pathways) *Cohorting students in Chemistry, Physics, and English. *Core content should include industry and career related content (once cohorting is done) *Provide more opportunities for students to demonstrate learning to industry representatives and community members, public demonstrations. *More work needs to go towards setting up a dual enrollment section *Can work with partners more to go more in depth into curriculum design and potential collaboration	*Analyze current admissions data: To identify areas where the Academy may be falling short in terms of diversity and equity, it is important to analyze current and past admissions data. This can include looking at the demographics of students who are currently enrolled, as well as their academic achievement levels. By identifying areas where there are disparities, the Academy teachers can begin to develop targeted strategies to address these issues. *Working with Admin to identify teachers that can be cohorted with the Engineering Academy *Refining the interdisciplinary approach: To ensure that the interdisciplinary approach is effective, it may be necessary to refine the way that different subject areas are integrated into CTE classes. This could involve reviewing existing curricula to identify areas where further integration is needed, and developing new materials that help students see the connections between different subjects. *Parents and industry representatives will be invited to Senior Capstone final presentations. Outstanding projects will be recommended to be showcased in the OUSD STEM Faire. Steps will be taken to plan a end of year pathway showcase specific for Oakland Tech *Currently working with Laney College to set up a dual enrollment class for the 23-24 school year (ENGIN 10 in the Fall, ENGIN 22 in the Spring). *Collaboration time is planned for the next Industry Summit/Advisory Board happening in March 2023

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	We have a working document where we track all the WBL activities designed for all the Academy students in different grade levels:	The Engineering Academy will provide resources and learning opportunities for students to take ownership of their work-based learning (WBL) plan by allowing them to customize it according to the pathway outcomes that most identify with their interests, abilities, and personal goals. By doing so, students will be more engaged and invested in their WBL experience, leading to better career choices after High School. Regular reflection is also an essential component of the WBL plan that will be updated in the Portfolio. Students should be given the opportunity to reflect on their experiences and update their plan regularly. By doing so, students can evaluate their progress and change their plans as needed. Additionally, students should take into account their postsecondary goals and plans when updating their plan, ensuring that they are well-prepared for their future careers.	Students will be encouraged to track their experiences throughout their WBL journey in a Portfolio document that they will start developing in the Sophomore class using specialized software tools for document layout and design. This will help them assess their progress towards achieving their pathway outcomes, district graduate profile, and personal goals. By tracking their experiences, students can identify areas where they need to improve and take steps to address them. By empowering students to customize their WBL plan, track their experiences, and regularly reflect upon and update their plan, the Engineering Academy can inspire students to take charge of their learning and achieve their desired outcomes.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	3.1 College and Career Preparation and Support: Pathway students learn about different career opportunities in engineering and architecture. SSS supports with college admissions and financial aid. Juniors engage in professional development activities such as mock interviews and resume building. 3.2 Social-Emotional Skill Development: Program enables SEL development through group projects, self-driven projects, & self-reflection exercises. 3.3 Individual Student Supports: Pathway team accounts for IEPs/504s when providing instruction and develops individualized learning plans when necessary. 3.4 Student Input and Validation: Pathway team responds to student interests when designing curriculum and allows for some freedom and flexibility for students to pursue projects they are interested in. Team regularly receives feedback from students to make curriculum more responsive.	*Spread out CCPS more evenly over the 3 grade levels. Provide more information about specialized careers as well as options in trade schools. *Acting more proactively in developing comprehensive supports for struggling students that bring in parents, counselors, admin, teachers, and case managers. *Development of a standardized survey that is given to each cohort of students each year for regular and consistent data collection.	*Organize a retreat among the Engineering Academy team and WBL supports to identify key professional development that need further attention/expansion. Develop a plan to distribute professional development activities more evenly across each grade level. *Through the program of study, the pathway standardizes protocols that regularly embed opportunities for students to reflect on their social-emotional learning and growth over time. *The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy. *Developing a plan to identify struggling students earlier on in the school year and constructing individualized supports *Engineering team will develop a standardized feedback survey that is given to each Engineering cohort on a regular basis (min. annually)

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

Goal #1: By 2026	Create Rigorous Academic Programs: By 2026, 80% of struggling/at risk students will improve their academic performance across all classes 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.
Goal #2: By 2026	Provide Students with WBL Experiences: By 2026, 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.
Goal #3: By 2026	Create Accessible and Relevant CTE Experiences for all Students: By 2026, the Engineering Academy have at least 5 active industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards.

Pathway Strategic Actions	
Strategic Actions for 2023-24 *What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*	
Strategic Actions for Goal #1	Develop and implement a plan to identify struggling students early on in the school year and track their progress academically and behaviorally.
	Implement MTSS plan to aid struggling students academically and behaviorally that brings in teachers, SSS, parents/family members, counselors, APs, and case managers
	Bring in a 10th grade English teacher to collaborate with the Engineering Academy and identify strategies that can be shared across English and Engineering classes to support English Language Learners.
Strategic Actions for Goal #2	Develop partnerships with local businesses and organizations: Establishing relationships with local businesses and organizations who can provide valuable work-based learning opportunities for students. Schools can create partnerships with businesses in various industries to provide students with internships, job shadowing experiences, and other work-based learning opportunities. This can also include partnering with professional organizations to provide students with certifications and industry-specific training.
	Conduct a needs assessment: Before establishing partnerships with local businesses and organizations, we'll conduct a needs assessment to identify the industries and companies that would be most beneficial for students to have access to. This can involve surveying students to determine their career interests, as well as conducting research on local industry trends and workforce needs.
	Develop a partnership plan: Once potential partners have been identified, we'll develop a partnership plan that outlines the goals and objectives of the partnership, as well as the specific types of work-based learning opportunities that will be offered. The plan should also include details on the roles and responsibilities of each partner, as well as the resources that will be needed to implement the program. Additionally, the plan should outline how the partnership will be sustained over time, including plans for ongoing communication and evaluation.
	Implement a comprehensive WBL program: All Academy students will be expected to participate at least in one of the following WBL opportunities per year, such as internships, apprenticeships, job shadowing, and career exploration events. Additionally, the Engineering Academy will provide support to students, such as resume building workshops, interview preparation, and networking events, to help them succeed in their WBL experiences.
	Evaluate and adjust the WBL program regularly: To ensure the success of the WBL program, it is important to regularly evaluate and adjust the program based on feedback from students, employers, and educators. This can include tracking participation rates, student outcomes, and employer satisfaction with the program. Based on this feedback, we can make adjustments to the program to ensure that it is meeting the needs of students and employers, and that it is preparing students for success in college and career.
Strategic Actions for Goal #3	Expand our Advisory Board: Once potential new partners have been identified, create an advisory board consisting of representatives from each industry partner. The board should meet regularly to discuss current trends in the industry, review and evaluate WBL experiences, and provide feedback on the program.
	Develop a structured agenda for advisory board meetings: To ensure that advisory board meetings are productive and focused, it is important to develop a structured agenda that covers key topics related to work-based learning opportunities. The agenda should include time for updates on the progress of the program, feedback from advisory board members on current and proposed activities, and discussions on how to improve industry connections and open up more internship opportunities. Additionally, the agenda should include time for sharing industry trends and updates to ensure that the school's curriculum is up-to-date and relevant to current industry standards. By having a structured agenda in place, meetings can be more efficient and productive, ensuring that the advisory board is able to provide valuable feedback and guidance to improve work-based learning opportunities for students.
	Ensuring all advisory board members understand their responsibilities and expectations, this can include attending meetings, providing feedback on the WBL program, and promoting the program to other industry partners.
	Establishing a communication plan to keep the advisory board members informed about the progress of the WBL program, this can include regular updates on program activities, student success stories, and other relevant information.
	Evaluating regularly the effectiveness of the advisory board to ensure that it is meeting its goals and objectives, this can include assessing the quality of feedback provided by board members, tracking the success of students' WBL experiences, and monitoring the overall impact of the program.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Pathway Name:	Race, Policy & Law Academy (RPL)	Program #:	3924
Mission and Vision	The Race, Policy, and Law Academy will prepare students to work together for equity and racial justice through careers in law, policy, organizing, and communications. RPL is an inclusive community of engaged students, teachers, and community members who are dedicated to racial justice and empowerment. Through relevant curriculum and real world experiences, we take action to address inequity and persevere in the face of systemic injustice. We will explore intersecting social identities through a variety of narratives and experiences—particularly those that have been historically marginalized—so that we can deepen our awareness of multiple perspectives and approach the world with a critical consciousness. In addition, we will develop a deep knowledge of racial oppression as well as the strategies, tactics, and cultural practices used for resistance, healing, and liberation. With this knowledge, we will learn how to use organizing, legislative and policy advocacy, communications and media, and litigation as tools to promote equity and justice in our communities. Through the use of restorative justice practices, we will foster a culture and community that enables courageous dialogue in the classroom that will equip students to engage in challenging conversations across differences outside of the classroom. Students will demonstrate empathy and effective communication to collaborate in diverse groups to innovate creative solutions to the pressing social justice issues of our day.		

PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*

Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	1. We have an equitable, open admissions policy based on student interest. All 9th grade students complete a survey form indicating their top three pathway interests. 100% of students who are in RPL indicated a preference for RPL in the admissions policy. 1.1 The current cohort structure provides a common curricular experience in each grade level (10th-12th): English 2 & Law & Society; English 3 & Policy & Advocacy; English 4 & Social Justice & Advocacy. English language learners and students with IEPs have equitable access to the cohort. 1.2. Pathway core content (English) and CTE are built around project based learning, at least one cross-subject and industry infused project per grade level. In 10th grade, 100% students engage in the City Council Simulation; in 11th grade, 100% engage in the Mock Trial project; in 12th grade, 100% students engage in the Graduate Capstone. Guest speakers are invited to the class for each of these projects. Instructional design is based on student outcomes and OUSD Graduate profile and there are multiple opportunities to demonstrate mastery. Curriculum is aligned to state Common Core and CTE standards. Scaffolding to provide equitable access to instruction is provided for each unit. 1.3 Assessments are vertically aligned to the Graduate Capstone, an OUSD requirement. For each project performance task, an authentic audience is present to provide constructive feedback. Adaptations and alternative assessments are offered when appropriate. 1.4 We have a formal agreement with the Peralta Community Colleges to offer two Dual Enrollment courses that are industry aligned (courses are in the Administration of Justice program at Merritt College). 1.5 The Advisory Board meets twice a year for staff and students to share their learnings and to hear updates, current initiatives, and innovations from industry partners.	1.1 An area for growth is building the capacity of the English & CTE teachers who form the RPL team. We have a brand new team for 2022-23 as one teacher is new to the profession and two teachers are new to the pathway. 1.1. Based on marking grade analysis that the team conducted after each marking period, we noticed that RPL students were not passing (D/F) in math and science classes. We are working on expanding the pathway cohort class to have 50% of their schedule in a cohorted class., and specifically asking a math and science teacher join the team for the 2023-24 school year. 1.3. We are working on annual opportunities in each grade level for students to formally share their understanding in a public demonstration. We are also working on the graduate capstone project - the action component -- that builds upon the integrated program of study.	1.1 Cohort Structure - For the next three years, it will be important to support professional development around project based learning for our team to build their capacity and efficacy in creating relevant, meaningful and industry based curricular experiences. The professional development along with collaboration time will provide the conditions and support to create cross-subject, interdisciplinary projects that are industry related and culturally relevant to students in RPL. 1.1 - Cohort Structure - For the 23-24 school year, we are prioritizing the addition of a math and a science teacher to the pathway so that students can be in a cohort for 50% of their schedule (3-4 of their 7 classes). 1.3 - Create a vertical sequence for public demonstration of understanding for grades 10-12. 1.5 - Early College Credit Opportunities - We are exploring additional Dual Enrollment opportunities that are industry aligned. We currently offer one DE class in the fall semester and one DE class in the spring semester.

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	2.1 The team works closely with the Work-Based Learning Liaison to provide at least one workshop per semester focused on career readiness. 100% of RPL students received a resume workshop and one internship workshop. 2.2 The 11th grade has a robust Mentoring Program that provides students an opportunity to interview a professional on their experiences, to participate in a mock interview in preparation for a job or internship, and to set up a job shadow. Professional mentors provide immediate feedback to students during the mock interviews. Summer internship opportunities are shared with students through multiple channels, and the Student Support Specialist provides targeted support to students. 2.3 Students who participate in the ECCCO internships showcase their work at the end of summer and receive immediate feedback. Students also share their internship experiences with industry partners at our first Advisory Board meeting of the fall.	2.2 The pandemic paused the opportunities for job shadows, so we are working to rebuild this opportunity with our industry partners. We don't currently have a universal self assessment for work based learning experiences for students to reflect on their experiences periodically and after each experience. As a result, we currently use anecdotal feedback and teacher observations and reflections to inform WBL experiences. 2.3 As we rebuild relationships and collaboration with our industry partners, we can get feedback from internship supervisors on the quality of student preparation and performance in order to improve our WBL plan.	2.2 - 2.3 Systematize student self assessment and industry partners feedback to inform and improve our WBL plan.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	3.1 The pathway team prepared students for the transition to college and career and promoted a college going culture by making time for the SSS to conduct transcript reviews with each student at each grade level, and an internship overview for all students at each grade level. The SSS provided targeted support for the completion of college applications, FAFSA, and internships. 3.3 Each teacher meets weekly with the Student Support Specialist to identify, monitor, and intervene on behalf of students of concern. After each marking period, the team analyzes student grades and identifies systems of support for students not on track to graduate. The SSS meets weekly with the director to reflect and evaluate their efficacy. 3.4 An RPL Student Planning Committee was formed this year of 10-20 students who meet weekly during Advisory to plan events to foster community amongst RPL. A subgroup with this planning committee planned and presented student outreach to 9th grade classes.	3.2 We currently use circle practice every Friday to support students development of self awareness, active listening and self management. Students have self assessed themselves periodically on their development of these skills this year. We could work to expand and standardize protocols that would regularly embed SEL skill development. 3.3 With the support of the Math Department Chair, we started a weekly math tutoring session for the spring semester as this was an academic area that many RPL students struggled as identified by grade mark analysis. 3.4 While we have a group of students who are serving as leaders, ambassadors, and spokespersons in the RPL Student Planning committee, an area of growth is closing the loop on feedback that is solicited from students on the connections between curriculum, WBL and college & career preparation; and the relevance of RPL in preparing them for life after high school.	3.4 Systematize student feedback on their experiences in RPL on an annual or bi-annual basis in order to improve the program.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** *By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

Goal #1: By 2026	**Integrated Program of Study:** The CTE and English teachers will engage 100% students in pathway themed projects aligned to CTE and CCSS standards so that they will meet or exceed the RPL Graduate Outcomes by 12th grade as demonstrated by the Graduate Capstone Project and student portfolios. Furthermore, they will collaborate in making sure that there is vertical alignment from grades 10-12 around common CTE and CCSS standards and skills. The CTE, English, one math and one science teacher will collaborate to create cross-subject learning opportunities. The teacher team will use feedback from students and our Advisory Board to improve the pathway curriculum that develops critical thinking skills and prepares students for postsecondary academic and career success at least once per year.
Goal #2: By 2026	**Work-Based Learning:** 90% of RPL students will participate in work based learning opportunities at each grade level. The WBL opportunities will be embedded in project based learning units, including guest speakers, informational interviews, mock interviews, resume building, and mentoring. All students will create and update resumes each year in the pathway. The team in collaboration with the Work Based Learning Liaison will periodically (at least once a year) have students participate in WBL self assessments so that they can reflect on connections between the pathway curriculum and work based learning opportunities and we can improve our WBL plan based on this feedback.
Goal #3: By 2026	**Integrated Student Supports:** The pathway team (Director, AP, Student Support Specialist, and teaching team) will utilize monthly collaboration meetings to ensure that 100% of students are on track to graduate and have a postsecondary plan; and to develop and implement intervention systems. All students will engage in transcript reviews twice a year. The team will identify a caseload of students for whom the Student Support Specialist will provide targeted interventions. The pathway team will develop protocols for 100% students to self reflect on the relevance and preparedness of the program to their learning and growth.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	1. The Pathway team will have collaboration meetings to develop pathway curriculum and align vertically towards the Graduate Capstone Project. We will have a one day planning retreat before school begins, meet during shared collaboration prep periods, and hold a one day reflection & planning retreat at the end of the school year.
	2. Teachers on the pathway team will have 2 release days during the school year to conduct peer observations and to plan cross-subject learning opportunities that utilize culturally relevant pedagogy and project based learning principles.
	3. There will be 2 Advisory Board meetings to get feedback on pathway curriculum.
Strategic Actions for Goal #2	1. The Pathway team will use the Work Based Learning Plan to ensure there are work based learning opportunities at each grade level.
	2. The Pathway Director and Work Based Learning Liaison will develop a WBL self assessment that students will complete at least once a year.
	3. The Pathway team will use the student reflections on the WBL student self assessment to improve the WBL Learning Plan.
	4. The Pathway Director and Work Based Learning Liaison will continue to cultivate relationships with professionals in the industry in order to bring work based learning opportunities to students
Strategic Actions for Goal #3	1. The Pathway team will use attendance and tardy data, marking period grade analysis, and teacher observations to monitor students' progress towards graduation.
	2. The SSS in collaboration with CTE teachers will conduct transcript reviews with students twice a year so that students understand and can monitor their academic progress in high school.
	3. The SSS and Pathway team will monitor the progress of the student caseload to determine the effectiveness of various interventions and come up with differentiated support as needed.
	4. The Pathway team will use a reflection and feedback protocol in order for students to share their experiences on how the program has supported their learning and growth.
	5. Two Pathway teachers will provide after school tutoring once a week in content areas that the team will have identified as areas of struggle for students.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Pathway Name:	**Fashion and Design Academy (FADA)**		**Program #:**	3907
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 arts-integrated experience in a post-secondary path in the fields of fashion.			

PATHWAY QUALITY ASSESSMENT

Using the _2023-26 College and Career for All and Linked Learning Quality Standards,_ self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** _Will any of these categories be a priority for your 3-year goals? If yes, which ones?_

Integrated Program of Study			
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	**Equitable Admissions - Meeting the Standard** FADA provides information to the 9th grade scholars through classroom and slide presentations. The new Pathway Match process is aligned with OUSDs school choice policy. 9th graders are surveyed to identify their top 3 Pathways. During the Match Process the Fashion Academy gives Special Education scholars their first choice. Next, the goal is to provide placement for all first choice matches, then we identify the demographic make-up and we balance the number of scholars matched to reflect the demongahics of the community and district. **Cohort Structure - Working towards Standard** FADA's team is comprised of English, History, Math and CTE. Our goal is to work collaboratively to create interdisciplinary units. The team plans to meet bi-weekly during collaboration time to participate in interdisciplinary, PBL and WBL activities. Special Education and ELL scholars have equitable access to all courses in the FADA. **Curriculum and Instructional Design and Delivery - Working towards Standard** FADA utilizes industry partners in the development and creation of units and planning. **Assessment of Learning - Working towards Standard** Scholars create a slideshow to demonstrate their work and present to industry partners, teachers and peers. The industry partners provide feedback on a rubric for the work and the presentation. Scholars receive celebrations for areas of accomplishments and recommendations for areas of growth from the industry partners. **Early College Credit Opportunities - Meeting Standard** FADA scholars have participated in graphic design and animation Dual Enrollment. Although these are not Fashion courses, the scholars do benefit from learning about color, color theory and textures. **Partner Input and Validation - Meeting Standard** Industry partners work directly in the classroom on a daily basis to support scholars, ensure CTE alignment and assists us in staying abreast of new trends in the industry. Advisory Board members provide feedback on curriculum and share what new equipment is necessary, to ensure the equipment we are using is still current and valid and assist with ensuring we are focused on career technical standards and strategies.	**Building a Rigorous Academic Core:** By 2026 FADA will Integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger or failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) 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.	**Equitable Admissions - Meeting the Standard** FADA provides information to the 9th grade scholars through classroom and slide presentations. The new Pathway Match process is aligned with OUSDs school choice policy. 9th graders are surveyed to identify their top 3 Pathways. During the Match Process the Fashion Academy gives Special Education scholars their first choice. Next, the goal is to provide placement for all first choice matches, then we identify the demographic make-up and we balance the number of scholars matched to reflect the demongahics of the community and district. **Cohort Structure - Working towards Standard** FADA's team is comprised of English, History, Math and CTE. Our goal is to work collaboratively to create interdisciplinary units. The team plans to meet bi-weekly during collaboration time to participate in interdisciplinary, PBL and WBL activities. Special Education and ELL scholars have equitable access to all course in the Fashion Academy. **Curriculum and Instructional Design and Delivery - Working towards Standard** FADA utilizes industry partners in the development and creation of units and planning. **Assessment of Learning - Working towards Standard** Scholars create a slideshow to demonstrate their work and present to industry partners, teachers and peers. The industry partners provide feedback on a rubric for the work and the presentation. Scholars receive celebrations for areas of accomplishments and recommendations for areas of growth from the industry partners. **Early College Credit Opportunities - Meeting Standard** FADA scholars have participated in graphic design and animation Dual Enrollment. 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Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	**Work Based Learning Plans - Meeting the Standard** The FADA Student Support Specialist identifies internships, job shadowing and field trip opportunities for the scholars. These events are tracked using AERIES and is populated in the districts data dashboard. The scholars will participate in a Mock interview.	* Integrate a Portfolio Assessment for WBL * Implement an Informational Interview * Survey the scholars on college and career interest	Work with Post Secondary and Industry partners to create a lesson plan to prepare scholars for the Portfolio Assessment. Work with the collaboration, SSS, and industry partners to create a schedule for informational interviews Identify a variety of surveys/interest forms to share with scholars for feedback on interest
	Student Work Based Learning Experiences and Self Assessments - Working towards Standard Scholars have participated in Open House, Art Museum, a Red Carpet event. Scholars go to the fabric store to select their own textiles for their projects, using art in the community to inspire their creations. During the summer ECCCO program scholars with opportunities to write of update resumes, write professional letters.	* Increase and identify additional opportunities for the scholars * Increase the number of scholars participating in the summer ECCCO program * Increase job shadowing opportunities	The collaboration team and industry partners will assist in researching opportunities for job shadowing, field trips and networking for scholars Recruit for the summer ECCCO program earlier
	Work Based Learning Provider Assessment of Student Workplace Readiness - Working towards Standard The FADA employs real world application to the classroom by having scholars sign in to work just at they would on a job.	* Provide opportunities for industry partners to provide feedback on the scholars' Portfolio before they present * Increase consistency of information interviews to provide more opportunities for industry partners to engage with scholars	Schedule times to meet with industry partners to create a rubric or document for portfolio feedback Identify dates and times for informational and mock interviews

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	**College and Career Preparation and Support - Meeting the Standard** Oakland Tech provides a college and career liaison to support all scholars with gaining access to college applications, FAFSA and college and career opportunities. The Fashion Academy SSS collaborates with teachers to provide field trips, guest speakers and job shadowing opportunities for the scholars. Scholars have the opportunity to develop resume writing skills during the summer ECCCO program.	* Increase collaboration with the WBL Liaison * Increase opportunities for internships and job shadowing * Increase the number of scholars participating in ECCCO	Schedule a regular meeting time to check in and collaborate with the WBL Liaison. Reach out to industry partners to identify additional opportunities for scholars. Present scholars with information about the summer ECCCO program earlier in the year.
	Social-Emotional Skill Development - Working towards Standard The SSS meets with scholars to support them with social emotional needs, contacts and engages parents, meets with teachers to support scholars with work completion and obtaining make up work and provides 1:1 conversations and dialogues with scholars.	* Incorporate SEL activities across the Pathway to support scholars in need of additional SEL support * Use collaboration time to identify scholars in need and develop an intervention plan	During collaboration meetings examine and research SEL strategies that can be integrated across the Pathway. Develop a tracker to keep track of scholars in need of interventions Research, identify and implement a variety of intervention strategies
	Individual Student Supports - Meeting the Standard Fashion Academy teachers provide support for scholars during Advisory periods. Scholars can make up assignments, get tutoring support, or support with applications and career research.	* Implement a tracker so that all members of the team can add information about scholars in need of additional support * Identify/create an effective protocol to so teachers and scholars can reflect on their social, emotional needs and areas of social, emotional growth * Increase mentoring opportunities for scholars	Collaboratively create a tracker and provide access to all Pathway members to collect pertinent academic, attendance and SEL data Research, identify, create and implement an effective SEL protocol Meet with Advisory Board and Industry Partners to generate additional mentoring opportunities for scholars
	Student Input and Validation - Meeting the Standard Fashion Academy juniors and seniors often present to the Advisory Board and they share projects, correlations between school and work with the 9th graders during Academy week.	* Increase opportunities for more scholar choice and voice * Provide more opportunities for scholars to present and/or showcase their work	Create leadership opportunities for scholars Invite industry and community partners to scholar presentations Provide additional opportunities for scholars to present their work

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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Goal #1: By 2026	**Building a Rigorous Academic Core:** By 2026 the Fashion and Design Academy will Integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes (increase comprehension and understanding of industry vocabulary, reduce the D & F rates across all content and CTE classes) for 80% of at risk as identified by CPA and Ed Code (any scholar in danger of failing due to low attendance, low motivation, low academic performance, or disadvantaged economically) 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.

Goal #2: By 2026	**Work-Based Learning:** By 2026, 90% of Fashion and Design Academy scholars will participate in WBL, Internships, 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.
Goal #3: By 2026	**Comprehensive Support Services:** By 2026, the Fashion and Design Academy will implement scholar Incentive programs and Alumni Mentors to increase the number of adult supports by 75%. Increasing incentives and mentoring for scholars will support academic and social, emotional growth.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	1. Collaboratively create interdisciplinary projects integrating vertical alignment.
	2. Incorporate strategies (i.e. Adaptive Schools) to increase scholar engagement, critical thinking and organization.
	3. Identify scholars who need scaffolding or differentiation to provide more opportunities for curriculum access.

Strategic Actions for Goal #2	1. Work with industry partners and SSS to create more internships and WBL activities
	2. Incorporate CTE standards across the Pathway to ensure scholars receive learning experiences aligned to industry standards by having industry partners review and provide feedback on curriculum, provide critique and feedback on scholar portfolios, being a part of the panel fo Capstone presentations and providing feedback, and industry interviews and mentors.
	3. Engage in integrated projects with partners, such as designing costumes for the drama program, making masks for elementary schools, making quilts for non-profits.

Strategic Actions for Goal #3	1. FADA will collaborate to create a variety of incentive programs and activities.
	2. FADA will solicit mentoring support from community, industry and business partners
	3. The team will identify SEL activities to incorporate across the Pathway

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**

Pathway Name:	Health/BioTech Academy		Program #:	3908

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

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Our Health Fair provides multiple interdisciplinary learning opportunities throughout the pathway experience,	(1) Our 12th grade has to some degree lacked multiple opportunities to demonstrate mastery in alignment with outcomes and standards for the senior capstone. (2) Rubrics and other measures of assessment of student learning can be universalized across subject areas and grade levels, so there is more clear horizontal and vertical alignment.	(1) We will add for the 2023-24 school year a Senior Capstone course specifically for Health Academy students who are in the English 4. These students typically take AP English with a non-Health Academy teacher, and do not get adequate support to complete (2) Collaborative time (for example, at a summer staff retreat) to discuss and create rubric(s) to measure and facilitate teaching towards mastery of Pathway objectives.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Currently, students participate in at least one patient-care training and at least one WBL field trip in each of the 3 years of their pathway participation. Students in 10th and 11th grade have their Health Fair project evaluated by industry partners as part of the design process. Students in 12th grade have a mock interview with industry partners after preparing cover letters, resumes, and interviewee questions. We also provide CPR/First Aid training and certification to all juniors, and EMT training to select students.	Students do not formulate individual WBL plans that they can add to and reflect on as they move through the pathway. This is an important resource that we will implement with our incoming cohort for 2023-2024 so that they can use it as a resource for resumes, references, college applications, and scholarship applications.	At our Senior Award and Graduation Stole ceremony, seniors who did school year internships (HEAL at Highland Hospital, CHAMPS at Children's Hospital, Psychology Internship Program at the Wright Institute, etc.) will present what they learned in an ECCCO-style "Demonstration of Mastery." Other graduating seniors will present their Capstone Action Projects. To better track student participation in work based learning activities, we will create a tracker (a Google Doc or Sheet), which our Student Support Specialist can use to more efficiently enter WBL data into Aeries. This tracker will also include regular self assessments of WBL growth.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Through regular field trips to colleges and universities like UC Davis, UC Santa Cruz, and San Francisco State University, the Health Academy has been developing relationships with postsecondary institutions to promote successful student transitions to higher education. This is part of our broader effort to ensure that nearly 100% of pathway students achieve one or more of the following directly after graduation: • Enroll in a postsecondary institution • Attain an industry-recognized certificate • Enter a pre-apprenticeship or apprenticeship program • Enter the workforce, leveraging training and credentials acquired through pathway participation	Making **early college and dual enrollment opportunities** available on campus has been a challenge. We would like to make sure there is at least one patient-care career oriented course available on campus each semester and make sure we can provide the required textbooks and course materials to students. Students enrolled in these courses can require more support, which they can receive from our Student Support Specialist who is available to go over course materials with students during our advisory class period and through class pullouts/appointments.	In order to achieve this, we will need to begin meeting with and deepening a partnership with a Peralta colleges liaison, and possibly include them in our Advisory Board meetings.
2023-2024: YEAR ONE ANALYSIS			

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goals *Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*	
Goal #1: By 2026	By 2026, all Health Academy seniors will complete a capstone that demonstrates vertical development (from 10th to 12 grades) and horizontal alignment (across subject areas). The teacher team will review student work and assess the mastery of these demonstrations, and refine how we support the development of capstones in 12th grade and project work in the years leading up to it.
Goal #2: By 2026	By 2026, we will have 25% of our graduating seniors earn college credit through a health-focused dual enrollment course, supported on our campus by our Student Support Specialist and our CPR/First Aid certification partner, Groundworks Education. We will work to build a strong professional connection with the relevant department at a Peralta College in order to provide a consistent patient-care Dual Enrollment course on our campus.
Goal #3: By 2026	By 2026, we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WLB activity. Students and adults in the academy will have access to the document so they can reference for resume, college application, and also letters of recommendation.

Pathway Strategic Actions	
Strategic Actions for 2023-24 *What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*	
Strategic Actions for Goal #1	1. The teacher team will meet at a summer retreat to develop student activities that provide horizontal and vertical alignment in the Academy.
	2. Pathway directors will review 12th grade student enrollment to ensure that all seniors are enrolled in either English 4 with a Health Academy teacher or the Senior Capstone in Health Sciences section.
	3. Upon completion, student capstones will be reviewed and teacher support will be revised and refined accordingly.
Strategic Actions for Goal #2	1. We will offer a dual enrollment course that prepares students to pass the EMT exam.
	2. The teacher team will review the numbers of students who take and pass the exam, and work strategically to increase those numbers each year.
	3. Through our partnership with Groundworks Education, we will offer targeted supplementary training/test preparation for students enrolled in the EMT course to help them pass the course while gaining California EMT certification.
Strategic Actions for Goal #3	1. Develop a WBL tracking document in an all academy staff retreat
	2. Train students in how to use the tracker to log activities and reflect
	3. Teacher team review data from trackers at least once per year (end of year retreat) and use information to update WBL plan for upcoming academic year

Pathway Budget Expenditures	
2023-2024 Pathway Budget	

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

9th Grade:		Program #:	3837
2023-2024: YEAR ONE ANALYSIS			

9th Grade Strategic Goals

9th Grade Quality Strategic 3 Year Goal
What are 1-3 goals to improve 9th grade and the integration with the pathway? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound). Goals should start with the "By 2026..."
Example: *"By 2026 we will increase our 9th grade on-track to graduation by 10% from 2021-22 to 72% for all students. We will accomplish this through biweekly 9th grade team meetings that track and monitor the effectiveness of student interventions."*

Goal #1: By 2026	**On Track Goal:** By 2026 we will increase the percentage of our 9th grade African American and Latinx students who move up at least one on-track lane from 31% and 28% to 51% and 58% (+20)%. ("On-track lane" is a metric developed by BTSC Breakthrough Success Community that categorizes students in "lanes" from Post-secondary competitive, promising, potential, to vulnerable and highly vulnerable, based on a combination of grades, GPA and attendance data.) We will accomplish this through strategic use of advisory period, grade policies that reduce the effect of zeros, observing and debriefing teaching practices with a focus on how Tier 2 students are supported in class, and biweekly 9th grade house meetings that track and monitor the effectiveness of student interventions.
Goal #2: By 2026	**Community and Identity Goal:** By 2026 students will form a sense of community and belonging in their 9th grade experience, forming identity, pride, ownership with their 9th grade house, as measured through high attendance at optional 9th grade events, and strong scores on the BTSC developmental relationship survey. We will accomplish this through organizing community-building events during the summer (Summer Bridge) and throughout the year (Park Day, 9th grade advisory celebrations, house science field trip and house college field trip) as well as use biweekly house meetings to coordinate more personal interventions with students of concern.
Goal #3: By 2026	**Integrating with Pathways to College/Career Goal:** By 2026 we will increase opportunities for students to become college and career ready through college field trips and exposure to and interactions with the career oriented pathways at Tech. We accomplish this by coordinating with the pathways to provide hands-on experiences with all of the pathway options at Tech, and organizing a college field trip for all 9th grade students.

9th Grade Strategic Actions 2023-24

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	Coordinating use of advisory to pre-emptively support students with making up missing absences and demonstrating understanding
	PD and peer sharing best practices around retake days, grading policies that align with standards based equitable grading practices. Expanding these best practices to new teachers joining the team, and elective classes, one of the current struggle points
	Peer observations, debriefing teaching practices that engage all students in class at a high level, especially focusing on Tier 2 students
	Biweekly 9th grade house meetings led by teachers to coordinate and monitor the effectiveness of student interventions
	Vertical alignment of curriculum with pathways project-based learning leading up to the 12th grade capstone
Strategic Actions for Goal #2	Biweekly 9th grade house meetings led by teachers to early identify and intervene with students that have not yet built positive connections to school
	Summer Bridge program targeted for vulnerable students that will need extra supports
	9th grade community building events by house or for the full 9th grade: Park Day, 9th Grade Celebration, Science and College field trips
	Peer observations, debriefing teaching practices that engage all students in class at a high level, especially focusing on Tier 2 students
	Master Scheduling: Affiliate elective teachers with houses and schedule all 9th grade students into an advisory with teachers and students from their house
Strategic Actions for Goal #3	Advisory and curricular opportunities to explore and inform about the pathways at Tech,
	Expanding hands on experiences with ALL the pathways at Tech in the fall semester (currently everyone participates in the Health Fair, not everyone participates in other key events led by other pathways)
	Vertical alignment of curriculum with pathways project-based learning leading up to the 12th grade capstone
	All students participate in a College field trip
	Master Scheduling: Affiliate elective teachers with houses and schedule all 9th grade students into an advisory with teachers and students from their house

9th Grade Budget Expenditures

2023-2024 9th Grade Budget						
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MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN
(for Fiscal Year 2023-24)

Name of School Site	Oakland Technical High School		Site #	305
Approved Strategic Carryover *(from prior years - Carryover Plan)*	$126,328.28	**In the box below, please indicate why you decided to allocate Strategic Carryover.**		
Total Budgeted Amount	$126,328.28	The Strategic Carryover provides a funding for our Student Support Specialist positions and must be saved as the MN allocation that we get is covering a larger portion of teacher/staff salaries.		
Remaining Amount to Budget	$0.00			

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.
Resources:	Measure N 2022-2023 Permissible Expenses
	Measure N Justification Examples - A Resource for EIP Development

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Consultant Contract with Bay Area Community Resources (BACR) to subcontract 5 Student Support Specialists (SSS) to provide 1 SSS per pathway at Oakland Tech. The Student Support Specialists will 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 5 SSSs are to reduce disparities and inequities in student achievement. This is an initial installment on the contract for fiscal year 23-24. Along with funding from the Whole School Measure N budget, the total initial allocation will be $150,855.59. Oakland Tech will complete a budget modification to increase the contract amount when carryover is available.	$126,328.28	5825	Consultant Contracts			Whole School	Comprehensive Student Supports

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