OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measures N and H –
College & Career Readiness Commission

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes, High School Network Superintendent
Board Meeting Date	
Subject	2024-2025 Measure N/Measure H Education Improvement Plan & Assessment Services For: Oakland Unity High School 9129
Action Requested and Recommendation	Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Oakland Unity High School as "Approved," with a total allocation not to exceed $247,350.00.

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

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan – Oakland Unity
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Oakland Unity

<table>
<tr><td colspan="4">2024-2025 MEASURE H BUDGET</td><td colspan="2">School: OAKLAND UNITY HIGH SCHOOL</td></tr>
<tr><td colspan="4"><i>Effective: July 1, 2024 - June 30, 2025</i></td><td colspan="2"></td></tr>
<tr><td>Resource 9339</td><td><i>Allocation*</i></td><td><i>Total Expended</i></td><td><i>Total Remaining</i></td><td colspan="2">Site #: 9129</td></tr>
<tr><td>Measure H</td><td>$247,350.00</td><td>$247,350.00</td><td>$0.00</td><td colspan="2"></td></tr>
</table>

Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (291) multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9129-1	Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.	$47,470.00	2100	Salary	Exploring Computer Science Teacher	1.00	Technology & Digital Media
9129-2	Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.	$76,792.00	1100	Salary	AP Computer Science Teacher	1.00	Technology & Digital Media
9129-3	Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.	$65,650.00	1100	Salary	Digital Media Art Teacher	1.00	Technology & Digital Media
9129-4	Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$23,579.00	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	0.25	Technology & Digital Media

9129-5	Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.	$10,759.00	3101-3602	Benefits	Exploring Computer Science Teacher	1.00	Technology & Digital Media
9129-6	Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.	$22,594.00	3101-3602	Benefits	Digital Media Art Teacher	1.00	Technology & Digital Media
9129-7	Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.	$506.00	5200	Travel and Conferences			Technology & Digital Media

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: OAKLAND UNITY HIGH SCHOOL

Site #: 9129   **REVISED 4/21/2023**

Resource	Allocation*	Total Expended	Total Remaining
Measure N	$288,150.00	$288,150.00	$0.00

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (339) multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9129-1	Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.	$47,470.00	2100	Salary	Exploring Computer Science Teacher	1.00	Technology & Digital Media
9129-2	Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.	$76,792.00	1100	Salary	AP Computer Science Teacher	1.00	Technology & Digital Media
9129-3	Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.	$65,650.00	1100	Salary	Digital Media Art Teacher	1.00	Technology & Digital Media
9129-4	Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$23,579.00	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	0.25	Technology & Digital Media
9129-5	Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.	$10,759.00	3101-3602	Benefits	Exploring Computer Science Teacher	1.00	Technology & Digital Media
9129-6	Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.	$26,743.00	3101-3602	Benefits	AP Computer Science Teacher	1.00	Technology & Digital Media

9129-7	Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.	$22,594.00	3101-3602	Benefits	Digital Media Art Teacher	1.00	Technology & Digital Media
9129-8	Staff benefits for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$13,063.00	3101-3602	Benefits	Comp-TIA Instructor and Portable Repair Lab Lead	0.25	Technology & Digital Media
9129-9	Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.	$1,500.00	5200	Travel and Conferences			Technology & Digital Media

School Name:	Oakland Unity High School	Site #:	9129
Pathway Name(s):	Technology and Digital Media		

School Description

Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college. Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 345 students: 91% Latino, 6% African American, and 3% other. Over 80% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

School Mission and Vision

Our Mission: It is the mission of Oakland Unity High School ("Unity") to prepare its students for admission to college and success in college and career. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

Our Vision: Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing lifelong professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

School Demographics

								% Current Newcomers
2023-24 Total Enrollment Grades 9-12	**304**							8%

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	58%	42%	94%	97%	32%	31%	16%	0%	0%

Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.95%	0.00%	0.33%	66.78%	0.33%	0%	0.66%	1%	27.30%

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

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	87.10%	99%	95%	Not available	95%		95%
Four-Year Cohort Dropout Rate	13%	1%	10%	Not available	10.00%		10%
A-G Completion Rate (12th Grade Graduates)	97.5%	96%	98%	Not available	98.00%		98.00%
On Track to Graduate - 9th Graders	87%	91%	90%	76%	90.00%		90.00%
9th Graders meeting A-G requirements	87%	98%	98	98.00%	98.00%		98.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.50%	2.50%	25%	27%	40.00%		50.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	53%	92%	60%	77.00%	70.00%		100.00%
Percentage of 10th-12th grade students in Linked Learning pathways	75.20%	66.30%	100.00%	95%	100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100%	99%	100.00%	99.00%	100.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	Not available	20.00%	16.00%	20.00%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	38.0%	Not available	50.00%	36.00%	60.00%		70.00%
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	100.0%	95%	90.00%	95.00%	90%		90.00%
Four-Year Cohort Dropout Rate	0.0%	5%	10.00%	5.00%	10.00%		10.00%
A-G Completion - 12th Grade (12th Grade Graduates)	100.0%	90%	98.00%	78.00%	98.00%		98.00%
On Track to Graduate - 9th Graders	62.80%	91%	90.00%	81.00%	90.00%		90.00%
9th Graders meeting A-G requirements	62.80%	91%	98.00%	100.00%	98.00%		98.00%

Indicator							
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	0%	25.00%	34.00%	50.00%		50.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.0%	92%	50.00%	94.00%	70.00%		100.00%
Percentage of 10th-12th grade students in Linked Learning pathways	56.6%	67%	100.00%	93.00%	100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	100%	100.00%	95.00%	100.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	23%	20.00%	16%	20.00%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	40.0%	38%	50.00%	36%	60.00%		70.00%

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)*	At Unity, we value our community and we believe in high expectations for academic success. We also take pride in our rootedness in East Oakland, and all of these are pillars in our school culture. The bond between our students, staff, and families fosters a safe and nurturing environment, contributing to our consistent cohort graduation rate of 90% or higher. The unwavering dedication we have to attending school and supporting one another is a testament to the importance of fostering a culture of achievement and ambition. This shared vision of success, coupled with our culture of kindness and academic identity, creates a safe and supportive environment where all members of our community can thrive and reach their full potential.	A core principle of Unity is our vision of academic challenge, and the necessity for students to overcome challenge to experience genuine success. In a positive way, this vision manifests itself in our performance on academic assessments. However, despite our best efforts to provide support, the level of challenge still presents a difficult adjustment for many of our students, in particular our focus group of Long Term English Learners. Inevitably, when presented with a high level of challenge, some students will struggle to adjust, and some students will ultimately not be successful. This impacts our cohort graduation and dropout rate, which typically ranges between 85% and 95%. We continue to work to improve our support for struggling students, including the creation of our Study Center, where students receive systematic 1-on-1 or small group support from an Academic Mentor.
A-G Completion - 12th Grade	For nearly a decade, Unity has maintained a strong commitment to academic excellence by requiring all students to complete the A-G curriculum as a graduation requirement. This emphasis on rigorous coursework has become an integral part of our school culture, inspiring a shared commitment to academic success. Our high expectations, combined with unwavering support for our students, has resulted in a consistently strong A-G graduation rate. Our graduation requirements are designed to ensure that every student has the necessary knowledge and skills to thrive in college and beyond. By setting A-G completion as a threshold for graduation, we are equipping our students with the tools they need to succeed in today's competitive academic landscape.	It is important to note that the vast majority of Unity students graduate with A-G eligibility, as we believe that completing the A-G curriculum is essential for success in college and beyond. At Unity, the only students who do not graduate with A-G eligibility are those who have been placed on State Minimums as part of their IEP process. While we are committed to ensuring that every student has the opportunity to achieve their full potential, we recognize that there are other areas besides A-G rate where we can continue to grow as a school. At this time, our primary areas of focus are graduation rates, dropout rates, and the implementation of work-based learning opportunities. However, we remain dedicated to providing the least restrictive possible environment for our IEP students and supporting their individual needs to the best of our abilities.

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	At Unity, we are committed to providing our students with a range of support programs and initiatives to ensure their success. This is especially important at the 9th grade level, where many of our students face a transition from uneven academic expectations in their middle school to a higher rigor environment at Unity. To address these issues, we make our Advisory program a cornerstone of our approach, pairing each student with a faculty member who serves as their mentor and advocate throughout their high school journey. Additionally, we offer P7s, which are after-school study halls led by content-area teachers, providing students with individualized academic support. We also have SLCs (Student-Led Conferences), where students collaborate with their parents and Advisors to reflect on their progress and set goals for the future. These programs, along with our strong student-staff relationships, foster a supportive learning environment where students can grow and succeed. By balancing our high expectations with comprehensive student support, we are empowering our students to achieve their full potential and become leaders in their communities. Our approach, which emphasizes both academic rigor and personal development, has resulted in consistently high on-track graduation rates of 85-90% in the 9th grade, and we are proud to see our students go on to achieve great things in college and beyond.	For many ninth graders, the transition from middle school to high school can be extremely challenging because they are being expected to do more rigorous work with a greater emphasis on self-direction. Furthermore, those students arriving to Unity below grade level in Reading and/or Math face a steep uphill battle to get to grade-level proficiency, which can lead to a cycle of discouragement and disengagement. Students who fall behind in progress to graduation leave Unity at a much higher percentage than their peers. To address these issues, we work to provide academic and socio-emotional support, in particular for students who need intervention to improve their mastery of academic English. We also view our career pathway as critical to our efforts to maintain engagement and buy-in for our students as the level of challenge increases in upper-division courses. Studies show that students who study computer science perform better in other subjects, excel at problem-solving, and are more likely to attend college. Students who take AP Computer Science Principles, in particular, are 12% more likely to enroll in college compared to similarly-situated peers, and students who take AP exams are more likely to graduate 4-year college, regardless of their score on the exam.		
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(Analyze these two indicators together)*	College-prep culture is part of the DNA of Unity, and therefore this remains a continued strength of our school, relative to schools that our students would otherwise attend. The strength of our College-Going culture is driven by our teaching staff, our Advisors, our College Counselors, and ultimately our parent community all sharing a common vision that college is path for a brighter future for our students. As the school has grown over time, we have come to understand that while the promise of college is incredibly powerful, having a college-only vision is not in the best interest of our students, and does not reflect their needs. Therefore, we have moved to broaden our vision to include all forms of continuing education, professionalization, and career-readiness. Our technology pathway and development of work-based learning reflects this commitment.	Over the course of the past ten years, there has been a steady decline in our college matriculation percentage, which became a precipitous decline over the course of the pandemic. In many ways, this is a rational adjustment on the part of our students, responding to the declining return on investment of a college degree, pandemic–related financial pressures on their families, and the failure of the college system in supporting first-generation college students to achieve graduation. Nevertheless, the data remains very clear that continuing education and skill specialization are critical to obtaining a living wage, so we feel it is critical that we address this shift in culture. By hiring an Internship Coordinator/Career Counselor, we are hoping to be able to have a greater capacity to direct students for whom traditional four year college may not be the best option, to continuing education related to their career of choice.		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	As we continue to grow and develop at Unity, we recognize that successful implementation of Work-Based Learning (WBL) is an area of growth that we are actively addressing. This year, we have identified an opportunity to enhance our WBL program by introducing the I Mentor program, where students are matched with a professional mentor in their field of interest. Looking forward, we are working to hire an Internship Coordinator/Career Counselor to further strengthen our WBL program and provide additional support to our students. Despite these growth areas, we are proud of the autonomy and authenticity of our existing WBL structures, Unity Tech and Unity Film, which offer rich opportunities for our students who are actively engaged in our program offerings. At Unity, we are committed to providing our students with the resources and support they need to succeed in all areas of their lives, including their future careers.	One of the challenges we face in our Tech Pathway is the high level of skill required for students to enter the workforce successfully. To address this challenge, we are exploring the addition of a new student program that will provide opportunities for students to engage in tech-relevant business, programming, and/or quality assurance activities with industry partners. This program will include activities such as game testing, web development, social media management, marketing analytics, and qualitative research surveys, allowing students to gain practical experience in their field of interest. By providing these opportunities, we hope to help students develop the necessary skills and expertise to succeed in their chosen career path. While it is challenging for students to scale from basic computer literacy to pre-professional expertise in just four years, we believe that with the right resources and support, our students can achieve their goals and thrive in the ever-evolving tech industry.		

Metric	Evidence of Strengths	Areas For Growth		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	At Unity, we have a long-standing tradition of offering dual enrollment opportunities to our students, including both hybrid online classes as well as in-person classes hosted at Unity Since we believe that Unity students need to be supported in experiencing the academic rigor of a college class, passing a dual enrollment class is a Unity graduation requirement. This year our seniors able able to enroll in two online concurrent enrollment options, both offered through Berkeley City College. In the fall semester, students can enroll in College Success, and in the spring semester, they can take Career Exploration. In addition to our existing dual enrollment programs, this partnership provides our students with even more opportunities to earn college credits while still in high school.	Our dual enrollment passage rate has declined in recent years, which we believe is due to the impact of the pandemic, as well as economic pressures on our students to join the workforce in their junior and senior years of high school. This is particularly the case for our LTEL students, and this challenge is reflected in the data. We are working to rebuild our dual enrollment culture, while thinking about the best way to support LTEL's in dual enrollment classes. The best classes for LTEL's have always been classes that focus on the literacy development along with a better understanding and differentiation of the language they understand and use to socialize. Students need to develop the academic language necessary for different courses. Overall, there is not just a class that fixes or helps develop LTEL's in their skill set. It needs to be across curriculum and across content in order for students to better understand the nuances of academic language in both English and Spanish. This is a cultural shift that we are aiming to understand on all fronts in order for there to be the appropriate support for LTEL's, ELLS and ESL.		
Percentage of 10th-12th grade students in Linked Learning pathways	Since we are a single pathway school, all students are enrolled in our Technology Pathway. By supporting and developing our CTE teachers, we continue to work to increase the effective rigor of our tech pathway, which we will measure by passage rates on the Computer Science Principles AP test. The vertical alignment and progressively increasing rigor of the technology pathway, and our ability to offer that to such a high proportion of students, supports students' experience of an exciting, current, challenging, relevant education that will be valued in society and industry. The pathway should support Unity's academic focus, so academic measures of success (graduation, A-G completion, college acceptance) can do double-duty as pathway measures of success. In addition, student-reported ambition to major in pathway-related subjects, pathway-related club participation, tech fair participation, and tech-related WBL participation can be pathway-specific measures of success.	Due to a master schedule design shift of our pathway, the percentage of students enrolled in our CTE-courses has temporarily decreased. We have restructured our master schedule to start the pathway in 10th grade, causing a delay in the enrollment of students who had CS classes last year in 9th grade. We did this with the goal of allowing 9th graders to continue to take Physical education, which we felt was developmentally appropriate and would encourage a better first year Into to CS class in 10th grade, and also to increase the course schedule in 12th grade, by pushing Digital Media to become a 12th grade course. For the 22-23 year, we have a gap year in which 10th grade students who took Intro to CS last year do not all have a Pathway course. However, our goal is to have 100% of our students consistently enrolled in pathway classes each year, as our school is a single pathway school. and this will resume in the 23-24 school year.		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	In 2021-22, our Pathway sequence was impacted by the pandemic, resulting in a substantial drop in the number of our 12th grade students in the Class of 2022 who had completed two years of computer science. Last year only 23% (19/83) 12th graders took two years of Computer Science. The number would be substantially higher if we counted the students who completed out Digital Media class, but we believe that without completing the two year Computer Science requirement, we cannot really consider our students to have completed our Pathway. Nevertheless, resuming in the 2022-2023 school year, much closer to 100% of our students will be Pathway Completers at graduation, and in 2023-2024, our goal is 100%.	As stated earlier, computer science and programming are challenging skills, which require progressive development and a foundation skill set in mathematics as well. Therefore, it is a challenge for 100% of our students (who have different incoming academic proficiencies in 9th grade) to complete our Pathway sequence. As we develop our Pathway teaching department, we are working to include greater differentiation and supports within our sequence, so we can improve the experience and outcomes for all of our Pathway students.		

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 Pathway scheduling enables students to enroll in AP and Honors track courses while still fully participating in our Pathway. This allows us to integrate our Pathway experience into our strong College Prep tradition.
-Senior defenses offer students a culminating graduate experience that integrates their career interests and Pathway experiences.
–To ensure that our teachers have the necessary skills and knowledge to provide the best instruction to our students, every Pathway staff member is required to attend at least one off-site professional development event that aligns with their unique needs in classroom instruction or pathway administration. Additionally, our instructional faculty engage in weekly peer observations to identify and address problems of practice, and we hold weekly whole-staff professional development meetings. By providing our teachers with ongoing support and professional development opportunities, we can help them develop into expert teachers who can better serve our students and help them achieve their full potential.
–By recruiting, retaining and developing expert Pathway teachers we are increasing the efficacy of our Pathway program of Study. | -In the 22-23 school year, we had to transition from a long-serving English teacher who had been our Pathway Coordinator for several years, to Ms Katherine Ahern as the new leader or our Pathway Team. Ultimately, we feel that it was of the essence to have a Pathway teacher who is a former industry professional be the leader of the Pathway. However there has necessarily been a transition as she takes ownership of the vision of our Pathway.

-Under her leadership, we have a continued area of growth to foster broader and deeper integrations of technical and academic coursework within grade level teams, and we must continue to provide opportunities for professional growth for all Pathway staff members to ensure that our Pathway program remains relevant and effective in meeting the needs of our students.

-We must remain open to new ideas and approaches to enhance our Pathway program. Through collaboration and ongoing professional development, we can achieve our shared goal of providing our students with a high-quality, comprehensive education that prepares them for success in the future. | Three Year Goal:
-Full articulated programming pathway with three capstone options -> COMP-TIA, Digital Media Film, Advanced Programming Seminar | | |

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	–The Unity Tech Club remains a vital program that provides over two dozen students with employment and hardware-repair work experience each year, offering a glimpse into the real-world operations of a hardware repair shop. Similarly, the Unity Student Store provides students with employment and experience in managing and operating a retail business, with the funds generated supporting senior events. –In the 22-23 school year Unity has partnered with the I Mentor program. This program pairs each 11th and 12th-grade student with a college graduate mentor who works in their chosen career field. This provides students with a valuable opportunity to receive guidance and advice from experienced professionals and gain insight into their chosen career path. -Experiences with iMentor are incorporated as learning objectives and outcomes in AP Computer Science at the 11th grade level. In iMentor, students are paired with industry professionals who serve as mentors and guide them through the ins and outs of the industry. Students have assignments in AP CSP in which they reflect on how they are developing technical skills, building industry knowledge, and improving communication and teamwork abilities through their individual relationships with industry professionals. Mentors have encouraged students' interest and performance in data visualization, app design, game design, and programming. Students have earned credit in AP CSP by reflecting and connecting their work based experiences and AP CSP content.	-As we continue to develop our Pathway program, we recognize that integrating work-based learning (WBL) opportunities is an area of growth for Unity. To achieve this goal, we must organize and streamline our various programs and initiatives into a fully developed WBL Continuum that provides students with a comprehensive and cohesive learning experience. -To ensure that our WBL programs align with current industry standards and trends, we need committed long-term industry partners who can provide guidance and knowledge support to our Pathway curriculum design. These partnerships will be essential in helping us to prepare our students for success in their future careers. -Furthermore, we must prioritize the hiring of an Internship Coordinator who can oversee and manage our WBL programs, connecting students with relevant internship opportunities and ensuring that they receive a valuable learning experience. -Develop a WBL master growth plan to suit the specific needs of our Unity Pathway and graduates	-Resume tech fair in Spring 2024 -Reach out to industry partners to judge tech fair - this builds student excitement AND industry partnerships -Internship coordinator position will manage production and promotion of tech fair –By 2026 we have an additional active club (in addition to Unity Tech) with > 10 active students, that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys). -Expand Yearbook class into "Unity Live," a WBL class which publishes the Yearbook, as well as maintains the school's social media presence. -An industry partner will commit to a semester-long partnership to collaborate with a Pathway teacher to infuse real-world PBL into a unit.		
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	-Strong school culture supports the success of all students. -Wellness, COST, and Advisory structures provide assistance to students with both academic and non-academic struggles. -Activity and ASB Director maintainings engaging campus climate through a diverse menu of extra-curricular club and activity offerings. –Study Center tutoring team offers in-class, small group, and one-on-one support to struggling students - I Mentor program provides 1-1 mentorship to all 11th and 12th grade students	We still see below-average outcomes for our vulnerable student groups, especially our LTEL students.	College and Career Preparation and Support: 2022-2023 has an extremely strong mentorship program where >85% of 11th and 12th-grade students are matched with professionals in the tech industry who can offer guidance and advice. Social-Emotional Skill Development: The 21st-century skill of collaboration is emphasized heavily in Computer Science Principles. The curriculum includes collaboration as an explicit part of the software development process. The course also includes an emphasis on group projects, pair programming, and extensive peer feedback. Individual student supports: The culture and vision of the pathway will be integrated into the program of student-led conferences, offering regular feedback to students and parents. This will also help parents be part of individualized intervention and support. Student input and validation: The tech fair will provide opportunities for students to showcase their work and receive recognition for their achievements.		
2023-2024: YEAR ONE ANALYSIS					

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, your data indicators and root cause analysis, 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 (when relevant). Goals should start with the "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, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.
Goal #2: By 2026	By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.
Goal #3: By 2026	By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.

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	- Work with Pathway team to develop a WBL master plan built around Unity needs and graduate outcomes by Fall 2023
	- Continue to partner with I-Mentor to provide robust professional mentorship and WBL for 100% of 12th grade students.
	- Hire an internship coordinator by Fall 2023 to establish a Unity Internship Program
	- Resume tech fair in Spring 2024 and reach out to industry partners to judge tech fair, to encourage industry partnerships and focus for pathway-related WBL at Unity
	- Begin developing plans for an additional active club focused around WBL (in addition to Unity Tech) that will engage in tech-relevant business, programming, and/or quality assurance activities (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys)
Strategic Actions for Goal #2	- Reimburse pathway teachers for credential-related education
	- Offer stipends for mentor teachers for those pathway teachers pursuing a credential
	- Finalize curriculum alignment and benchmark exams for 10th grade
	- Evaluate student performance on AP exam in 2023 and establish baseline and goals
Strategic Actions for Goal #3	- Finalize a title and syllabus for capstone class by Summer 2023
	- Finalize prerequisite requirements and target students for capstone class by Spring 2024
	- Enroll students in class for school year 2024/25
	- Refine and revisit class offering for school year 2025/26

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.*						

Description	Amount	Code	Category	Role	Percent	Pathway		
Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.	$47,470.00	2100	Salary	Exploring Computer Science Teacher	100%	Technology & Digital Media		
Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.	$76,792.00	1100	Salary	AP Computer Science Teacher	100%	Technology & Digital Media		
Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.	$65,650.00	1100	Salary	Digital Media Art Teacher	100%	Technology & Digital Media		
Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$23,579.00	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	25%	Technology & Digital Media		
Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.	$10,759.00	3101-3602	Benefits	Exploring Computer Science Teacher	100%	Technology & Digital Media		
Staff benefits for AP Computer Science (A-G and CTE certified) class for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.	$26,743.00	3101-3602	Benefits	AP Computer Science Teacher	100%	Technology & Digital Media		
Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.	$22,594.00	3101-3602	Benefits	Digital Media Art Teacher	100%	Technology & Digital Media		
Staff benefits for IT (Fundamentals and Hardware) (A-G certified) certification offered at 12th grade. This teacher will teach one section of COMP-TIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$13,063.00	3101-3602	Benefits	Comp-TIA Instructor and Portable Repair Lab Lead	25%	Technology & Digital Media		
Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.	$1,500.00	5200	Travel and Conferences			Technology & Digital Media		
2024-2025: YEAR TWO								
Pathway Strategic Goals								
Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?							

By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.	We are in excellent shape developing our WBL curriculum, including a WBL master plan for grades 9-12 culminating in the Career Preparation & Internship Course, a 9-week internship experience, and an Internship Presentation of Learning for seniors. 25% of seniors successfully completed an internship this year, with a total of 13 new internship partners. We developed and implemented a robust internship partner onboarding process including an internship learning plan, onboarding checklist, evaluation system, and virtual orientation which has led to substantive internship experiences. We have received a verbal commitment to continue to support internships from all of our in-person internship partners in the 2025-2026 school year. This year, we rolled out an advisory career exploration curriculum through MajorClarity, reaching 100% of students in grades 9-11. We also began partnerships with MissionBit and Team, Inc. to bring additional data analytics workshops to our 11th-grade students and to bring a careers in technology panel to all students. We partnered with IGNITE Worldwide, Airbnb, and Clif Bar to offer career exploration field trip opportunities to students, including a mock interview experience. We are hosting a Career Fair for 11th and 12th-grade students this spring, with over 30 confirmed professionals from a range of industries. 11th-grade and 12th-grade advisories will participate in career readiness curriculum to prepare for the career fair, including lessons in networking and professional communication. Our internship program is making enormous progress - the internship class, development of partnerships, and master plan are making such good progress that we are on track for our 2026 goals. One challenge that has hindered our progress has been the post-pandemic nature of technology work. Many companies have not returned to working in the office, which limits the availability of on-site internships and even career exploration field trips. The new internship coordinator has been key in supporting our progress toward our goal this year.
By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.	We have attracted phenomenal talent hiring an outstanding internship coordinator and a brilliant computer science teacher. Pilot cross-curriculum integration is in development with 11th grade Pathway computer science (Introduction to Systems Programming and AP Computer Science Principles), 11th grade Pre-Calculus, and 11th grade English. The 10th grade introductory course, and the 11th grade concentrator in Systems Programming, vertically align to provide progressive challenges in the vast majority (>80%) of Pathway Information and Communication Technology Pathway standards in the Software and Systems Development Pathway. We find that our focal group, Long Term English Learners, are by and large performing well in their Pathway classes. Computer Science is analytic and task-oriented, and this gives our LTEL's opportunities to deploy academic strengths and become engaged in the content. Mastering specific academic vocabulary can be a challenge, however we leverage our bilingual students and staff to provide in-class support.
By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.	We have a draft scope, sequence, and example assignments for a new capstone data science class. Students will learn the basic principles and techniques of machine learning and AI, and explore their real-world applications using Python programming language. Students will be introduced to abstraction levels, programming fundamentals, object-oriented programming, algorithms and data structures, and the software development life cycle in Python. Additionally, students will explore the major areas of intelligent computing, including machine learning, models of intelligent behavior, and artificial intelligence methods. Our AP Computer Science is under the second year of robust instruction by our Pathway Lead. We are reflecting on 22-23 AP Exam Performance and calibrating our goals for student achievement as we design our capstone course, an Advanced Seminar on Systems Programming. We are building towards this goal quickly, however, we are working on an instructional project that has no precedent in being taught at a high school level, and therefore we are storming and norming at the same time.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1 - Work with Pathway team to develop a WBL master plan built around Unity needs and graduate outcomes by Fall 2023 - Continue to partner with I-Mentor to provide robust professional mentorship and WBL for 100% of 12th grade students. - Hire an internship coordinator by Fall 2023 to establish a Unity Internship Program - Resume tech fair in Spring 2024 and reach out to industry partners to judge tech fair, to encourage industry partnerships and focus for pathway-related WBL at Unity - Begin developing plans for an additional active club focused around WBL (in addition to Unity Tech) that will engage in tech-relevant business, programming, and/or quality assurance activities with industry partners (i.e. game testing, web development, social media management, marketing analytics, qualitative research surveys)	The WBL master plan, including the internship program overview document, has been approved, adopted, and implemented. The master plan includes defined program goals and student learning objectives that will be measured by students demonstrating these skills in their internships and their final internship Presentation of Learning. The master plan also includes career exploration through MajorClarity in grades 9-11, in which students complete a personality and learning assessment, engage with career interviews, and complete simulated career activities, all leading to creating an individualized career plan. In 12th-grade, students in the Career Preparation & Internship Course meet with over 15 professional guest speakers, write a Personal Career Philosophy, and complete a Career Exploration Profile and Post-Secondary Plan. The curriculum includes specific supports for LTELs including a focus on professional communication and vocabulary. Our partnership with I-Mentor is ongoing, with all 12th grade students in their second year of mentor matches, and mentor meet ups being held once a month at Unity Campus. The Internship Coordinator is hired, and very successful. Unity Internship Program has been established with a cohort of 25% of the senior class participating in internships with 13 industry partners, culminating in a Presentation of Learning and supported through the Career Prep & Internship Course. 5 LTEL students are participating in internships, and 30% of our internship mentors are bilingual in Spanish, which serves as a support for students. Tech fair is on the calendar for May 8, 2024. The Tech Fair will showcase interface design, proficient programming, and physical computing. Corporate partners who will serve as judges include Google, Hewlett Packard, and Pixar. We have de-prioritized creating an additional club because the current Unity Technology Club is thriving and the new capstone course will serve advanced programming needs.
23-24 Strategic Actions for Goal #2 - Reimburse pathway teachers for credential-related education - Offer stipends for mentor teachers for those pathway teachers pursuing a credential - Finalize curriculum alignment and benchmark exams for 10th grade - Evaluate student performance on AP exam in 2023 and establish baseline and goals	3 of 5 pathway teachers received reimbursements for credential-related education in 23-24, and are en route to clear credentials. An additional 2 of 5 teachers are already credentialed. Benchmark exam for 10th grade (which will be used as a diagnostic exam at the start of 11th grade) is well in development - skills tested include variables, data types, lists, loops, conditionals, functions, and events. 4 students in Spring of 2023 earned passing scores on the AP Computer Science Principles exam, which will serve as a baseline for improvement.
23-24 - Finalize a title and syllabus for capstone class by Summer 2023	The capstone course is called "Software Development and Intelligent Computing in Python", or "Advanced Systems Programming (Capstone)". It is designed for students interested in gaining knowledge and practical experience in the field of machine learning and artificial intelligence (AI). Students will learn the basic principles

2023-24 Strategic Actions for Goal #3	- Finalize prerequisite requirements and target students for capstone class by Spring 2024	and techniques of machine learning and AI, and explore their real-world applications using Python programming language. Students will be introduced to abstraction levels, programming fundamentals, object-oriented programming, algorithms and data structures, and the software development life cycle in Python. Additionally, students will explore the major areas of intelligent computing, including machine learning, models of intelligent behavior, and artificial intelligence methods.		
	- Enroll students in class for school year 2024/25			
	- Refine and revisit class offering for school year 2025/26			

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
*Based on the reflection on this year's strategic actions, what are **3-5 new or revised** strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?*

Goal #1: By 2026	By 2026, Unity will have a robust WBL curriculum, with a WBL master plan delineating an arc of learning grades 9 to 12, culminating in a Tech Fair for 10th and 11th graders, and an Internship experience for 100% of seniors. Success will be measured by percentage of student participation, number of industry partners and depth of partnership, and pre and post surveys for the students and employers participating in Internships.	**New or Revised Strategic Actions for Goal #1**	Double student participation in the Internship Program to 50% of all seniors by adding an additional section of Career Prep & Internship Experience in 2024-2025 school year.
			Onboard an additional 7-10 industry partners as internship mentors and retain current partners, totalling 15-20 industry partners in 2025.
			Recruit an additional member for Unity's Technology Pathway Advisory Board who has experience working at a top Bay Area technology company by 2025.
			Expand student participation in Spring Career Fair to grades 9-12 by 2025.
Goal #2: By 2026	By 2026 all our tech pathway teachers will be experienced and vertically aligned in delivering progressively challenging industry-leading technology content, including data science, machine learning, hardware support, digital media and communications as measured by benchmark exams measuring student proficiency at the end of 10th grade and 11th grade and AP Computer Science Principles passage rates. By 2026, our tech pathway teachers will not only be experienced in delivering industry-leading technology content, but they will also exemplify authentic interdisciplinary collaboration and become successful Pathway evangelists both within Unity and as ambassadors.	**New or Revised Strategic Actions for Goal #2**	Continue vertical alignment on CTE standards for the Systems Programming concentration in information and communications technology
			Administer exit exam for 10th grade in Spring 24, entrance diagnostic in Fall 24, exit exam in Spring 25
			AP teacher will be trained by College Board for AP exam scoring in summer '24, and will gain expertise in AP Exam performance
Goal #3: By 2026	By 2026 we will have an additional capstone course in the Pathway progression that will focus on software development or data science.	**New or Revised Strategic Actions for Goal #3**	Start delivering new "Advanced Systems Programming" capstone class in 24-25
			Finalize scope and sequence
			Gather student interest and requirements
			Assess industry trends and workplace development needs

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - 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 2024-25 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 NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*								

Description	Amount	Object Code	Category	Position	Percent	Pathway	Status	
Hire a 1.0 FTE Teacher for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence. Duties include developing and delivering a comprehensive curriculum that introduces students to the basics of computer science, such as programming and web design, and fundamental proficiency in Google Apps and other technology platforms. This supports our three-year pathway goal of establishing and maintaining an exemplary teaching staff for our CTE sequence, to prepare students to pursue further education or directly enter the workforce in the technology industry, creating a pipeline of skilled workers and increasing opportunities for success in the field.	$47,470.00	2100	Salary	Exploring Computer Science Teacher	100%	Technology & Digital Media	Conditionally Approved	
Hire a 1.0 FTE AP Computer Science (A-G and CTE certified) teacher for all students at 11th grade. This teacher will teach AP Computer Science Principles to all 11th graders as the second year in our three year CTE sequence.The AP Computer Science Teacher will be able to design and deliver rigorous coursework that integrates CTE standards. The course prepares students for success in college and careers in the technology industry, equipping students with the skills and knowledge necessary to pursue further education or directly enter the workforce in computer science-related fields.	$76,792.00	1100	Salary	AP Computer Science Teacher	100%	Technology & Digital Media	Conditionally Approved	
Hire a 1.0 FTE Digital Media Art (A-G and CTE) teacher for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence. Digital Media Art provides a capstone course for students who are interested in using technology for creative expression, learning a valuable professional and personal skill. In addition, the Digital Media Teacher manages our Unity Live schoolwide morning news show, which is a Work Based Learning opportunity for our students and supports our positive campus culture.	$65,650.00	1100	Salary	Digital Media Art Teacher	100%	Technology & Digital Media	Conditionally Approved	
Hire an IT Fundamentals and Hardware teacher at 0.25 FTE (A-G certified) for the certification class offered at 12th grade. This teacher will teach one section of COMPTIA Certification to 12th grade students and run our Unity Tech Portable Repair Lab WBL program.	$23,579.00	1100	Salary	Comp-TIA Instructor and Portable Repair Lab Lead	25%	Technology & Digital Media	Conditionally Approved	
Staff benefits for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade. This teacher will offer Exploring Computer Science to all 10th graders as Year One of our three year CTE sequence.	$10,759.00	3101-3602	Benefits	Exploring Computer Science Teacher	100%	Technology & Digital Media	Conditionally Approved	
Staff benefits for Digital Media Art (A-G and CTE) class for all students at 12th grade. This teacher will teach Digital Media Arts and Design to all 12th graders as the third year in our three year CTE sequence.	$22,594.00	3101-3602	Benefits	Digital Media Art Teacher	100%	Technology & Digital Media	Conditionally Approved	
Pathway-Related Professional Development and Training. These funds will be used for teacher conference fees, travel fees, and lodging for external professional development in Linked Learning. The goal is to support exemplary and sustainable teaching in our CTE sequence, as well as broader collaboration around our Pathway and WBL. As Pathway teachers are exemplary teachers, buy-in will be generated for authentic collaboration and development of our Teacher Pathway culture.	$506.00	5200	Travel and Conferences			Technology & Digital Media	Conditionally Approved	

MEASURE N 2022-2023 CARRYOVER PLAN

School Name	OAKLAND UNITY HIGH SCHOOL	Program Number	9129

Why were you unable to expend all your funds in the 2022-2023 school year?	Our 2022-2023 Measure N budget still contained substantial carryover from funds that were unspent during the interruption to school activities during the pandemic year of 2020-21. Since we had not yet found appropriate staffing for the Internship Coordinator position, we did not have budgetary needs that were appropriate for spending the funds.

Total Measure N Funds Received in Fiscal Year 2022-2023 *(including accumulated carryover from previous years)*	$500,679.28	Projected Carryover Amount from Fiscal Year 2022-2023	$64,069.66
Projected Carryover Amount from Fiscal Year 2022-2023	$64,069.66	Total Budgeted Amount	$64,069.66
Percentage of 2022-2023 Carryover to Measure N Funds	12.8%	Remaining Amount	$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/H Justification Examples - A Resource for EIP Development document linked below.
Resources:	2023-2024 Measures N and H Permissible Expenses
	Measures N and H Justification Examples - A Resource for EIP Development

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 **Budget Expenditure 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 and support your 2022-23 pathway goals/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 Measures N and H Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Hire a 1.0 FTE Internship Coordinator to develop and coordinate our Unity Internship Program. The Internship Coordinator will offer one section of Internship Class in 2023-2024 at 12th grade, with the goal of growing to 4 sections at 11th or 12th grade by 2025-2026 (Unity is using general funding to cover the other 35% of the 1.0 FTE Internship Coordinator's salary and benefits). Duties include growing our Work Based Learning opportunities by expanding our internship, job shadowing, and other WBL offerings and managing program coordination and teacher collaboration around WBL and career learning. This supports our three-year pathway goal of developing an authentic and effective WBL program at Unity, preparing our students for career success and creating a pipeline of skilled workers and increasing opportunities for success in the field.	$40,193.18	1200	Certificated Salary	Intern Coordinator & Academic Advisor	100%	Technology & Digital Media	Work-Based Learning

Staff benefits for 1.0 FTE Internship Coordinator to develop and coordinate our Unity Internship Program. The Internship Coordinator will offer one section of Internship Class in 2023-2024 at 12th grade, with the goal of growing to 4 sections at 11th or 12th grade by 2025-2026 (Unity is using general funding to cover the other 35% of the 1.0 FTE Internship Coordinator's salary and benefits).	$8,737.69	3101-3602	Certificated Benefits	Intern Coordinator & Academic Advisor	100%	Technology & Digital Media	Work-Based Learning
Computers for Programming Class Compiling Projects. Our programming classes in the past have used primarily Scratch, a simulated programming environment that can be run on a chromebook. However, as our pathway is developing, we are now going to begin implementing some projects that will be developed in operating languages that need to be compiled on an actual computer. These computers will support students in intermediate to advanced level programming projects, and will be shared among all computer programming classes at Unity.	$15,138.79	4400	Non Capitalized Equipment			Technology and Digital Media	Career Technical Education (Integrated Program)

Measures N and H 2024-2025 Education Improvement Plan Assessment
(Year Two of Three-Year Cycle)

Oakland Unity High School

Checklist of Required Elements:

✔ Submitted Measures N and H Education Improvement Plan   ✔ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? *(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*				
Category	**Comprehensive Analysis 4**	**Developing Analysis 3**	**Emergent Analysis 2**	**Unclear Analysis 1**
Evidence of Progress toward Pathway Program(s)' *2023-26 College and Career for All and Linked Learning Quality Standards* *Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:* ● Meaningful reflection about progress toward strategic goals (whole school and pathway) ● Clear articulation of connections between these reflections and new or adapted strategic actions ● Evidence of progress toward pathway programs' quality standards	**Score: 3** **Rationale:** ● Unity has several strong CTE teachers in place and the CTE course sequence in 2023-2024 included: 10th - Introduction to System'sProgramming; 11th - Intermediate Systems Programming and/or AP Computer Science Principles; 12th Advanced Systems Programming, Digital Media and Film, Hardware Fundamentals and A+ Certification ● Unity has some good examples of interdisciplinary learning and teaching involving a CTE teacher and a math teacher OR a CTE teacher and an English teacher; however, there is not yet a clear emphasis on grade level interdisciplinary projects throughout the program of study. ● Pathway-related events include the annual Tech Fair and the Career Fair ● In 2023-2024, Unity offered an a-g approved Career Preparation and Internship Experience course which involved 25% of the Seniors in thoughtful and impactful			

internship experiences. The course was taught by Unity's new Internship Coordinator.
- The Unity Tech Club provided students with opportunities for on-site work-based learning experiences
- Unity substantially increased both the quantity and the quality of its industry and community partnerships.
- Unity provides a tiered system of support for student success, including student advisory, mentoring, and a range of social-emotional services
- During the EIP presentation, Unity provided an example of full inclusion of newcomers/English Language Learners and "ICT interpreting as a form of CT internship."

Feedback for continued progress monitoring:
- Since Measure N & H// Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status AND since the Measure N & H Quality Standards align with Gold Certification Standards, how might Unity involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership of achieving the Linked Learning Gold Standards? How might Unity create a shared sense of purpose and shared responsibility by engaging stakeholders in backwards mapping and forward planning related to the Linked Learning Gold Certification Standards?
- According to official data (21-22 and 22-23, the whole-school goal of increasing pathway enrollment does not seem on track. What strategies are in place to address this?
- Linked Learning requires a sequence of CTE classes that all students enroll in; multiple capstones is counter to the standards. A pathway can have one intro, 1+ concentrators, and a single capstone.

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?				
Category	Excelling	Meeting	Approaching	Beginning

	4	3	2	1

Strategic Actions
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning
  - Integrated Program of Study
  - Work-Based Learning
  - Integrated Student Support
- Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges their reflection logically into their actions

Score: 3

Rationale:
- Unity plans to expand participation in the Senior Internship program and to expand participation in the Tech Fair to include students in grades 9-12. (2024-25 strategic actions)
- Goal #2 in Unity's 2023-2026 EIP includes the promise that by 2026, Unity's "tech pathway teachers" will…" exemplify authentic interdisciplinary collaboration"…,; however, the 2024-2025 strategic actions associated with this goal still only include a focus on CTE teachers and the vertical alignment of CTE courses. Consider doing more work to engage core academic teachers as active teacher-leaders with shared responsibility for the success of the pathway-integrated program of study.
- Pathway goals and related strategic actions target CTE teachers, CTE courses, and WBL. Moving forward, include goals and strategic actions that more fully address the integrated program of study and integrated student support domains of Linked Learning.

Feedback for continued progress monitoring:

- Unity's focal population is Long-term English Learners, though reflections and strategic actions lack focus on this population.
- In addition to providing computer science and digital media professional development for the entire faculty, how might Unity best encourage all teachers to incorporate the pathway theme/s into their curriculum? For example, history teachers might include units, assignments, or projects related to the history of computer science/ digital media and/or explore how cultural context influences different approaches to computer science/ digital media. Or students in a science course might use their computer science/ digital media knowledge and skills to credit graphic representations of important science concepts. Or Unity might consider a schoolwide project where every teacher/ every course finds a way to address an essential question related to computer science and/or artificial intelligence.

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1

Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25. **Budget** ● A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan ● Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning ● Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)	**Score: 3** **Rationale:** ● Budget line items and budget justifications are somewhat aligned with Unity's 2023-2026 EIP goals, which are focused on CTE courses, CTE teachers, and WBL. ● There is a throughline that connects budget expenditures with 2024-2025 strategic actions. ● There is no specific strategy reflected in the budget that aligns with the goals related to LTELs, the focal student population.

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating[1]: Approved

Strengths:
- CTE teachers and the vertical alignment work they are doing to create a strong sequence of CTE courses.
- WBL Coordinator and the continued growth of WBL opportunities and partnerships
- College and career success culture which includes high expectations and high support for student success.

Key Questions:
- How might Unity do more to emphasize the integrated program of study and engage *all teachers* as pathway teachers who are "flavoring" their courses with the pathway theme and regularly collaborating with CTE teachers on interdisciplinary units, projects, and assessments?
- How might Unity meet the needs of its diverse learners while ensuring a clear and consistent program of study whereby all scholars take one CTE course per grade level, with a single intro, up to multiple concentrators, and a single capstone course?

Budget Feedback:
- Progress is evident in Unity HS's EIP; consider how to leverage this funding source to meet the needs of the focal population, which comprises a significant portion of Unity's student population.

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[1]**Fully Approved**
- *School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

Approved
- *School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

Conditionally Approved
- *School is **actively** developing a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date
Not applicable			