RISING 9TH GRADE PATHWAY ORIENTATION GUIDEBOOK 2022-23



4351 Broadway, Oakland, CA 94611
(Created by Dr. R. Salleé)

ADMINISTRATIVE TEAM	
Mr. Martel Price	Principal
Ms, LaDonna Williams - 9th Grade Janus, Neptune, Sol	Assistant Principal
Mr. Errico Bachicha - 10th Grade Architect/Engineering Academy Race, Policy & Law Academy (RPL)	Assistant Principal
Ms. Loriann Casillas - 11th Grade Computer Academy	Assistant Principal
Mr. DeShawn Woolridge - 12th Grade Health/BioTech Academy	Assistant Principal
Ms. Cheryl Ousley - 12 Grade Oakland Tech Fashion Academy (OFTA)	Assistant Principal
LINKED LEARNING TEAM	
Dr. Rachelle Salleé	Pathway Coordinator
Mr. Terrance Holliday	Work-Based Learning Liaison
PATHWAY SUPPORT	
Ms. Shaheed Juman	Counselor
Ms. Jah-Yee Woo	Teacher on Special Assignment (TSA) RPL Pathway Lead New Teacher Support
Dr. Emmanuel Onyedaor Mr. Stephen Wright	Teacher on Special Assignment (TSA) Computer Pathway Leads
Mr. Ernesto Baena	Architect/Engineering Pathway Lead
Mrs. Katita Johnson	Oakland Tech Fashion Pathway Lead
Mrs. Kathleen Bailey Mr. Patrick Friedman	Health/BioTech Pathway Leads
Mrs. Jacqueline Arnoldy	Teacher on Special Assignment (TSA) Avid Lead

OUSD LINKED LEARNING

From the Website:

Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track.

For Linked Learning students, education is organized around industry-sector themes. Their chosen industry theme is woven into lessons taught by teachers who collaborate across subject areas with input from working professionals, and reinforced by work-based learning with real employers. This makes learning more like the real world of work, and helps students answer the question, “Why do I need to know this?”

Linked Learning addresses some of the fundamental challenges facing California’s high schools. Many traditional academic programs do not feel relevant to students’ lives and aspirations. At the same time, career and technical education (CTE) often lacks the academic rigor required for admissions to and success in college. Linked Learning provides students of all levels and abilities with the best possible chance for success in college and career.

A BLEND OF FOUR CRUCIAL ELEMENTS

“Schools and academies adopt Linked Learning in ways that fit their local contexts. What they share in common is the integration of four key components:

Rigorous academics, aligned to admissions requirements for state colleges and universities.

Career technical education, delivering concrete knowledge and skills through a carefully structured sequence of courses.

Work-based learning, providing students with exposure to real-world workplaces through job shadowing, apprenticeships, internships, and more.

Comprehensive support services, including counseling and supplemental instruction in reading, writing, and math to address the individual needs.”



WHAT ARE PATHWAYS?

Pathways are educational programs in school with an emphasis on college and careers. Courses follow a sequence of inter-connected rigorous academic content and Career Technical courses. The alignment between college and career assist scholars in making logical connections between college and career opportunities.

- Supports high school scholars to identify and complete a college and career plan that is aligned to aptitudes, personal interest, career exploration, which could lead to internship opportunities.

- Pathways implement structures to assist scholars with overcoming obstacles to reach goals. Pathways take into account the labor market, advancements in industries and technology related to job demands and career opportunities.

- Scholars engage in rigorous, PBL integrated instructional courses aligned with their Pathway, which includes academics, electives, and Career Technical Education (CTE) courses.

- Scholars participate Work Based Learning activities including career awareness, career exploration, career preparation and career training.

WHY ARE PATHWAYS IMPORTANT?

The Linked Learning Alliance reported that on its surveys of 11th grade scholars, the scholars who participated in Pathway Programs were:

- 23 percentage points more likely than comparison students to report that high school prepares them for working with people in professional settings, and for working in groups to achieve a shared goal;

- 20 percentage points more likely than comparison students to report improved presentation skills;

- 14 percentage points more likely than comparison students to report improved ability to conduct online searches to answer a question; and

- 12 percentage points more likely than comparison students to report growth in their belief that they could reach their goals with enough effort.

Also, Connect Ed, identified the impact of Career Pathway Academies in the following two areas:

- 10th graders enrolled in the California Partnership Academies were more likely to pass the California High School Exit Exam than the general state population. On the English Language Arts (ELA) exam, 84 percent of Academy students passed compared with 76 percent of students statewide. On the mathematics exam, 80 percent of Academy students passed, compared with 74 percent statewide.

- Academy students were much more likely to complete the 15 academic courses (A-G requirements) needed to be eligible for admission to California's public colleges and universities. The study found that 50 percent of graduating seniors in Academies had completed the a-g requirements, compared with 35 percent of graduates statewide.

NINTH GRADE PATHWAY EXPLORATORY

Oakland Tech has five Pathways that ninth graders may apply to during second semester. There are a limited number of seats in each Pathway, therefore scholars are asked to select their top **THREE** (3) choices. Scholars may not receive their first or second choices. Therefore, by exploring all the Pathways the scholars are in a better position to identify Pathways that will provide them with a foundation for their college or career paths.

At this time, the Exploratory class is not mandatory, nor is a grade given. However, scholars participate in activities that enable them to explore colleges, careers, salaries, required skills and necessary high school courses. Scholars will identify their career personalities using the **RIASEC** survey. The activities are guided, researched based and current. Scholars will have the opportunity to hear from experts in the field through guest speakers in person or video presentations in **NEPRIS**.

As technology continues to enhance, jobs are constantly changing and so are course requirements. College and career exploratory will assist scholars with discovering current jobs and/or college requirements by keeping them up to date. They also learn the level of education needed, such as vocational school, community college or a four year institution.

In order for our scholars to make realistic choices for Pathway application, they should:

1. **Research** - Scholars will look at colleges, vocational schools and careers associated with all five Oakland Tech Pathways. They will learn about requirements, salaries, and soft skills.
2. **Evaluate** - Scholars will then evaluate and identify possible overlap between the Pathways. They will examine which Oakland Tech Pathways can provide them with the foundation they need after graduation. Scholars will also participate in Pathway presentations where they will hear from current scholars in the Pathway. They will also engage in Pathway Showcases where they will see Project Based Learning in action.
3. **Design** - Scholars will complete a project by designing a poster, flyer, video, etc demonstrating their research and understanding of their top Pathways.
4. **Decision** - Scholars will complete the Pathway application in February and identify their top three selections.
5. **Selection** - Scholars and families will receive an acceptance letter from the Pathway Lead during the month of February.

Each 9th Grade House will have an Exploratory Google Classroom where videos, assignments and activities will be posted. These activities are in **ADOBE** format. The first video provides scholars with step-by-step instructions. Earbuds and/or headphones are recommended if scholars will be completing these activities during Advisory class. Scholars can post their assignments in Google Classroom or email them.

The Ninth Grade House with the most participation will win a House Party.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND TECHNICAL HIGH SCHOOL
4351 Broadway, Oakland, CA 94611
Phone: (510) 450-5400
Fax: (510) 450-5428

Dear Oakland Tech Families:

It is once again time for our 9th grade scholars to think about their college and career options. We would like to inform our families about the amazing College, Career Pathway Academy options at Oakland Tech, explain the Academy selection process and provide you with answers to our most frequently asked questions.

One of the most essential elements of OUSD's high school Linked Learning initiatives is the Pathway process. The Linked Learning approach combines college and career preparation, to provide opportunities for every scholar to pursue the full range of postsecondary options, whether trade school, college, or other credentialing programs. The four pillars of Linked Learning are:

1.Rigorous academics, aligned to admissions requirements for state colleges and universities. Career technical education, delivering concrete knowledge and skills through a carefully structured sequence of courses.
2.Work-based learning, providing students with exposure to real-world workplaces through job
3.shadowing, apprenticeships, internships, and more.
4.Comprehensive support services, including counseling and supplemental instruction in reading, writing, and math to address the individual needs.

As you can see, this is a win, win and this model promotes equitable opportunities and outcomes for all scholars.

Similar to the 9th grade houses, Pathways are small communities within the school that are cohorted together, allowing core teacher teams to develop intensive individualized support systems. Pathway teams meet together frequently to develop students' support, plan cross-curricular projects, and to arrange work-based learning experiences (e.g. internships, mentorship programs, field trips, etc). Through this collaboration, Pathway teacher teams strive to create the conditions to ensure all Oakland Tech scholars graduate from high school prepared for success in college and careers.

Each Pathway is thematically focused around a particular field of interest, allowing scholars to focus on a specific college/career option. This year, the Pathway offerings at Oakland Tech include: the **Computer Science Academy**; the **Engineering/Architecture Academy**; the **Oakland Tech Fashion Academy (OFTA**); the **Health/BioTech Academy**; and the **Race, Policy, & Law Academy (RPL)**.

Throughout the Fall semester, all 9th grade scholars will be provided the opportunity to learn more about each Pathway in order to make an informed decision about which path they would like to take during grades 10-12. All rising 10th graders **WILL BE** placed in an Academy. Most of this outreach and the application process will occur in a variety of classes, following the schedule on the back of this page.

During the application process, scholars will be asked to rank their first 3 Academy choices. Some scholars may be invited to a brief follow-up interview to gauge interest and clarify information provided on their applications. Pathway Leads will select scholars for their 10th grade cohort, focusing on matching scholars interest and with the explicit intention of supporting equity by having each academy represent the full diversity of Tech
We appreciate your support of this process! While we would like to see every student get their first choice, unfortunately, it isn't possible due to space limitations. However, every academy is equipped to support students with diverse interests and skills, and students will be supported no matter which

Academy they join. Our primary goal is to ensure that all Tech students are supported, challenged, and have the opportunity to be successful!

In Partnership,

Mr. Martel Price Principal	Ms. LaDonna Williams Assistant Principal	Ms.Shaheed Juman Counselor	Dr. R. Salleé Pathway Coordinator

OAKLAND TECH PATHWAY TIMELINE

2022-23

August	Parent/Community Outreach 9th Grade Pathway Guidebook Dissemination
August 29 - Sept. 2	Introduction to Exploratory Before Research Activity & RIASEC Videos RIASEC Test & Futurescape Activity
September 5-9	Career Research #1 - Based on RIASEC Scores
September 12-16	Nepris Lesson - Engineering/Architect
September 19-23	Nepris Lesson/Speaker - Engineering/Architect
September 26-30	Career Research #2 - Based on RIASEC Scores
October 3-7	Neperis Lesson - Fashion, Interior Design
October 10-17	Neperis Lesson/Speaker - Fashion, Interior Design
October 17-21	Career Research #3 - Based on RIASEC Scores
October 31-November 4	Nepris Lesson - Health/BioTech Flyers sent to recruit Pathway Scholar Presenters
November 7-11	Nepris Lesson/Speaker - Health/BioTech
November 14-18	Nepris Lesson - Computer Science
November 28- Dec. 2	Nepris Lesson/Speaker - Computer Science
December 5-9	Nepris Lesson - Race, Policy, Law
December 12-16	Nepris Lesson/Speaker - Race, Policy, Law
January 9-20	9th Grade Exploratory Project
January 16-20	Academy Scholar Presentations
January 23-31	Name That Academy Application Process
Feb. 7-10	Acceptance Letters

OAKLAND TECH
Computer Academy

Aligned CTE Industry Sector: Information and Communication Technologies

Rigorous Academics

Measure N Investments
- New software to keep up with industry standards

Pillar Components/Activities
- Senior capstone project
- Industry Standard Skills
- Project Based
- Labs
- Academic Competitions

Career Technical Education

Measure N Investments
- Lab Equipment
- Books

CTE Course Sequence
- AP Computer Science Principles
- AP Computer Science or Computer Program 2
- Computer Science Capstone

Pillar Components/Activities
- Dual Enrollment classes in ECCCO summer program and school year classes
- Career Readiness skills like resume building, professional emailing, healthcare professionals panels and webinars
- Advisory Board meets 2 times per year
- Internships

Work-Based Learning (WBL)

Measure N Investments
- ECCCO stipends for students in summer internships and community college classes

Partnerships
- Cisco Certification program
- INTEL Mentoring Program

INTEL paid summer internship

. Oracle Certification program
- EdFund

Pillar Components/Activities
- Resume Workshops
- Mock Interviews
- Summer opportunities preparation
- Job Shadowing

Student Supports

Measure N Investments
- Salary for Student Support Specialist

Pillar Components/Activities
- 1:1 Check-ins
- Family Engagement
- Cost Services
- Social Emotional Support
- Tutoring
- Academic Support
- College/Career Support (applications, interview prep)
- Collaboration with WBL
- Field Trip Logistics

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☑ Our students take Dual Enrollment course from the Peralta College: SOC 101, 102, CIS 105, 106

☑ Our students are taking Computer programming with Python, Javascript

☑ All computer academy classes use project-based learning

☑ We are getting back to the Robotics, Cybersecurity competitions.

☑ We are working with our Advisory Board to help us with internship opportunities, connecting us to mentors, guest speakers, and other valuable opportunities that will benefit our students.

☑ We have several of our students matched with mentor who are professionals identified by our partnership connections. We also offered summer paid internships to several students.



COMPUTER ACADEMY'S MISSION STATEMENT

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.

Goal 1: Create a Rigorous Academic Program

Integrate vertical alignment of interdisciplinary units/ projects at each grade level to improve academic outcomes for 80% of at risk and minority students.

Strategic Actions:

- Improve access to technology in every pathway classroom
- Use Collaboration Time to create, update and maintain
- Introduce project based learning from 10th - 12th grade

Goal 2: Create a Rigorous WBL Program

Increase industry partnerships, implement effective WBL curriculum, utilize a variety of WBL opportunities, increase teacher industry externships.

Strategic Actions:

- Create more opportunities for team collaboration
- Team with the SpED department to incorporate systems and strategies

Some Related Jobs:

- Programmer
- Database Administration
- Tech Support
- Web Developer
- Network Specialist

Industry Partners

- Intel
- Cisco Systems
- Super Computing Center of Lawrence Berkeley Labs

Oakland Tech Computer Academy

Key Skills:

- Computer Organization
- Multimedia
- Word Processing
- Computer Repair
- Computer Programming
- Web Design
- Spreadsheets



Goal 3: Create a Comprehensive Student Support System

Improve outcomes and integration of at risk and minority students in rigorous academy courses (especially AP courses), by creating a student and Pathway advisory board.

Strategic Actions:

- Create student extracurricular activities aligned to pathway goals
- Create a family outreach plan

	10th	11th	12th
Eng	Eng 2 (Academy or Paideia)	Eng 3 (Academy or Paideia)	Eng 4 (Academy or Paideia)
Hist	World History (Academy or Paideia)	US History (Academy or Paideia)	Gov/Econ (Academy or Paideia)
CTE*	AP CS Principles	AP Java or Intro to Computer Info Systems**	Capstone Course/ DE

OAKLAND TECH
Engineering/Architecture Academy

Aligned CTE Industry Sector: Engineering and Architecture

Rigorous Academics

Measure N Investments
- Model building supplies for Engineering Principles
- Lab supplies for capstone class
- Materials for capstone projects

Pillar Components/Activities
- Senior capstone project
- Industry Standard Skills
- Project Based
- Bridge Competition

Career Technical Education

Measure N Investments
- Industry Field trips
- Books, resources and materials

CTE Course Sequence
- Engineering Principles (10th grade)
- Architecture 1 (11th grade)
- Architecture 2 (12th grade)
- Chemistry and Engineering Design (12th grade)

Pillar Components/Activities
- Advisory Board meets twice a year
- Dual Enrollment
- ECCO summer Program
- Career Readiness Skills
  a. POC, Dream Job Speaker Series
  b. Informational Interviews
  c. Mentoring (In Development)

Work-Based Learning (WBL)

Measure N Investments
- ECCO Summer Stipends
- Field Trips
- Certifications

Partnerships
- Arcsine
- AECOM
- Ratcliff
- Sila
- EKI Environment & Water, Inc.
- YuanGou Design

Pillar Components/Activities
- Resume Workshops
- Mock Interviews
- Summer opportunities preparation
- Job Shadowing

Student Supports

Measure N Investments
- Student Support Specialist

Pillar Components/Activities
- 1:1 Check-ins
- Family Engagement
- Cost Services
- Social Emotional Support
- Tutoring
- Academic Support
- College/Career Support (applications, interview prep)



ENGINEERING ACADEMY'S MISSION STATEMENT

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

Goal 1: Create a Rigorous Academic Program

80% of struggling/at risk students will improve their academic performance across all classes

Strategic Actions:

- PD around designing more effective support systems
- Redesign our curriculum to take into account EL students needs

Goal 2: Create a Rigorous WBL Program

90% of scholars will participate in WBL, Internships and Industry activities/events to increase WBL opportunities

Strategic Actions:

- Take students on career exploration and hands on experiences
- Have guest speakers to increase WBL opportunities for students

Some Related Jobs:

- Architect
- Civil Engineer
- Mechanical Engineer
- Industrial Designer

Industry Partners

- Arcsine
- Ratcliff
- AIA
- EKI Environmental & Water Resources



Key Skills:

- Computer Aided Drafting
- Design a House
- Use Advanced CAD Software
- Construct 3-D Model



Goal 3: Create a Comprehensive Student Support System

Improve industry connections to open up more internship opportunities and keep our curriculum up to date and relevant with current industry standards .

Strategic Actions:

- Pathway advisory board will meet twice a year to discuss curriculum and review student work to increase high school students' readiness to succeed in college and career and to integrate technical & academic coursework

	10th	11th	12th
Eng	Eng 2 (Academy or Paideia)	Eng 3 (Academy or Paideia)	Eng 4 (Academy or Paideia)
Sci	Chem or HP Chem	HP Physics	AP Physics w/Senior Capstone OR Architecture 2 w/Senior Capstone
CTE*	Engineering Principles	Architecture 1	

OAKLAND TECH
Fashion, Art & Design Academy

Aligned CTE Industry Sector: Fashion and Interior Design, Arts Media & Entertainment

Rigorous Academics

ure N Investments
supplemental books for
h classes
olio Seminar

Components/Activities

r capstone project
olio defense with authentic
ice
try Standard Skills
ct Based

emic Competitions

Career Technical Education

Measure N Investments
- Remote Learning WBL experience
- Art Supplies
- Books
- Design Software
- Equipment

CTE Course Sequence

- FADA Fundamentals
- Fashion History, Graphic Design 2, Computer Animation 2
- Fashion Marketing, AP 2D Art & Design, Computer Animation 3

Pillar Components/Activities
- Internships
- Dual Enrollment classes in ECCCO summer program and school year classes
- Career Readiness skills like portfolio development, resume building, artist bio, building professional website, professional networking, professional emailing, professional panels and webinars
- Advisory Board meets 2 times per year

Work-Based Learning (WBL)

Measure N Investments
- ECCCO stipends for students in summer internships and community college classes

Partnerships
- Mocha
- Fashion on the Square
- Peak
- Civic Design Studio
- California College of the Arts
- Academy of Art University
- Salesforce
- Roadster

Pillar Components/Activities

- Portfolio Seminar
- Resume Workshops
- Mock Interviews
- Summer opportunities preparation
- Job Shadowing

Student Supports

Measure N Investments
- Salary for Student Support Specialist

Pillar Components/Activities

- 1:1 Check-ins
- Family Engagement
- Cost Services
- Social Emotional Support
- Classroom Support
- Academic Support
- College/Career Support (applications, interview prep)
- Collaboration with WBL
- Field Trip Logistics



FADA'S MISSION STATEMENT

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

Goal 1: Create a Rigorous Academic Program

We will Integrate vertical alignment of interdisciplinary projects at each grade level to improve academic outcomes for 80% of at risk students

Strategic Actions:

- Structured ongoing collaboration, rigorous integrated curriculum through the use of backwards-model

Goal 2: Create a Rigorous WBL Program

90% of FADA students will participate in WBL, Internships and Industry activities

Strategic Actions:

- Build out a vertically mapped plan of work-based learning supports
- Create a series of industry-aligned career exploration visits for each of the 3 strands

Some Related Jobs:

- Showroom Assistant
- Merchandise Displayer
- Fashion Illustrator
- Animator/Artist

Industry Partners

- Fashion on the Square
- MOCHA
- PEAK





Key Skills:

- Fashion Illustration
- Drawing, Painting, Photography
- Graphic Design
- Fashion Design
- Advertising & Marketing
- Sewing

Goal 3: Create a Comprehensive Student Support System

Develop a strong line of communication and operate as a team for all academy matters

Strategic Actions:

- FADA teachers will use common planning and release time to collaborate on the planning and implementation of academy-wide events and outreach activities.

	10th	11th	12th
Eng	Eng 2 (Academy or Paideia)	Eng 3 (Academy or Paideia)	Eng 4 (Academy or Paideia)
Hist	World History (Academy or Paideia)	US History (Academy or Paideia)	Gov/Econ (Academy or Paideia)
CTE *	Fashion Design, Graphic Design 1, Computer Animation 1	Fashion History, Graphic Design 2, Computer Animation 2	Fashion Marketing, Advanced Art, Computer Animation 2

OAKLAND TECH
Health/BioTech Academy

Aligned CTE Industry Sector: Health Science and Medical Technology

Rigorous Academics

Measure N Investments

New supplemental books for Health Academy English classes

Pillar Components/Activities

- Health Fair
- Senior Capstone
- Survey Project
- Biotech Partner Training (11th grade only) (Healthcare Occupation = Biotech 1/2)
- Biotech 3/4

Career Technical Education

Measure N Investments

- New supplies for dissection to increase exposure to anatomy study (This was pivoted to at home experiment kits for distance learning.)

CTE Course Sequence

- 10th grade: Physiology with additional lab section
- 11th grade: Chemistry + Biotech 1/2
- 12th grade options:
  - Biotech 3/4
  - Exploring Social Determinants of Health: An Internship Experience at Highland Hospital
  - AP Biology
  - AP Environmental Science
  - AP Physics

Pillar Components/Activities

- CPR Certification
- Dual Enrollment classes in ECCCO summer program and school year classes
- Career Readiness skills like resume building, professional emailing, healthcare professionals panels and webinars

Work-Based Learning (WBL)

Measure N Investments

- ECCCO stipends for students in summer internships and community college classes

Partnerships

- Biotech Partners
- Alameda Health Systems (HEAL)
- UCSF Children's Hospital (CHORI and CHAMPS)
- CCMP
- HCSA
- Wright Institute
- MiMS (Mentoring In Medicine and Science)
- Gilead Sciences
- Genentech

Pillar Components/Activities

- Resume Workshops
- Mock Interviews with industry professionals, including Advisory Board members
- Summer opportunities preparation
- Job Shadowing

Student Supports

Measure N Investments

- Salary for Student Support Specialist

Pillar Components/Activities

- 1:1 Check-ins
- Family Engagement
- COST Services
- Social Emotional Support
- Tutoring
- Academic Support
- College/Career Support (applications, interview prep, research)
- Collaboration with WBL
- Biotech Partners Program Support Staff



HEALTH ACADEMY'S MISSION STATEMENT

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

Goal 1: Create a Rigorous Academic Program

90% of Health Academy scholars will pass both semesters of Chemistry, Integrate Literacy across all core academic content, create and implement multidisciplinary projects

Strategic Actions:

- Leveraging our partnership with Biotech Partners, we will incorporate more options for chemistry tutoring

Goal 2: Create a Rigorous WBL Program

90% of scholars will participate in WBL, Internships and Industry activities/events

Strategic Actions:

- Incorporate more WBL experiences through in-class guest speakers each of the 3 strands

Some Related Jobs:

- Dental Assistant
- Nurse
- Paramedic
- Biomedical Technician
- Researcher

Industry Partners

- BioTech Partners
- Gilead Science
- Genentech
- HCA
- CHAMPS
- B.I.O Physical Therapy



Key Skills:

- Lab Procedures
- Technology
- Research
- Experiments



Goal 3: Create a Comprehensive Student Support System

Increase scholar choice and voice, social and emotional skills to develop future leaders and provide opportunities

Strategic Actions:

- Create a student advisory board to expand CTE and leadership experiences:

	10th	11th	12th
Eng	Eng 2 (Health Academy)	Eng 3 (or Paideia)	Eng 4 (or Paideia)
Hist	World HIstory (Health Academy)	US History (or Paideia)	Gov/ Econ (or Paideia)
Sci	Physio	Chemistry	APES or AP Bio
CTE*	Physio Lab	Medical Chemistry	Advanced Bio (optional)

OAKLAND TECH
Race, Policy, and Law

Aligned CTE Industry Sector: Public Services / Legal Services

Rigorous Academics

Measure N Investments

• New books for Academy English classes. Materials for mock trial, city council simulation, Y Plan partnership

Pillar Components/Activities

- *Mock Trial (10th Grade)*
- *City Council Simulation (11th Grade)*
- *Senior Capstone (12th Grade*

Career Technical Education

Measure N Investments

- Curriculum and books for the three CTE classes

CTE Course Sequence

- 10th grade: English 2 and Law & Society
- 11th grade: English 3 and Policy & Advocacy
- 12th grade: English 4 and Social Justice Advocacy (Capstone class)

Pillar Components/Activities

- Advisory Board meets 2 to 3 times per year
- Dual Enrollment classes aligned with pathway ECCCO summer program and school year classes
- Career Readiness skills like resume building, professional emailing, Guest speakers, and career panels

Work-Based Learning (WBL)

Measure N Investments

- ECCCO stipends for students in summer internships and community college classes
- Field trips

Partnerships

- Center for Youth Development Through Law
- Alameda County Courthouse Summer Internship Program
- Rose Foundation for Communities and the Environment
- CORO Exploring Leadership Program
- Mosaic Project
- Y Plan
- California LAW Pathways

Pillar Components/Activities

- 11th grade Mentoring Program (informational interview, job shadowing, mock interviews / resume

Student Supports

Measure N Investments

• Salary for Student Support Specialist

Pillar Components/Activities

- SSS Caseload (1:1 Check Ins, SEL skills, Connection to COST services, tutoring, academic advisement, college application support, internship application support, etc)
- SSS helps coordinate and run the 11th grade mentoring program and maintain relationships with community partners.



RACE, POLICY, LAW'S MISSION STATEMENT

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

Goal 1: Create a Rigorous Academic Program

The CTE & English teachers will continue to use culturally relevant PBL approaches to engage students in pathway themed projects aligned to CTE and CCSS standards that involve creative and critical thinking, collaboration, digital media tools, and production and presentation of products.

Strategic Actions:

- Pathway staff collaboration and planning to provide effective strategieS
- Coaching and professional learning to support development of the Senior Capstone Research and Action projects.

Goal 2: Create a Rigorous WBL Program

90% of RPL students will participate in WBL, Internships and Industry activities & events to increase WBL opportunities for students to increase high school students' readiness to succeed in college and career.

Strategic Actions:

- Create a variety of industry-aligned career exploration visits
- Increase WBL opportunities for students to increase readiness to succeed in college and career
- Create and maintain a practical monitoring and evaluation system for WBL

Some Related Jobs:

- International Relationships University
- Research
- Journalism
- Social Policy Development
- Court Reporting
- Attorney

Industry Partners

- Superior Courts Alameda
- Children Now
- Alameda County
- Oakland City Council



Key Skills:

- Courtrooms
- Law Schools
- Local, State and Federal Agencies
- Universities
- Community Organizations



Goal 3: Create a Comprehensive Student Support System

100% of RPL teachers will develop and implement engaging, innovative, PBL curriculum that is vertically aligned in order to optimize learning across content areas.

Strategic Actions:

- SSS staff person will implement strategies to engage struggling students and their families
- Continue to develop the existing RPL student advisory board

Course Sequence:

	10th	11th	12th
Eng	Eng 2 (Academy)	Eng 3 CP (Academy)	Eng 4 CP (Academy)
CTE*	Law & Society	Policy & Advocacy	Social Justice & Advocacy: Graduate Capstone
Hist	World History	US History or AP US HIstory (non-Academy)	American Govt./ Econ AP or CP (non-Academy)
Elective	Art & Communication for Social Change		
Dual Enrol	ADJUS 56: Criminal Investigation ADJUS 23: Criminal Procedure		

THE PATHWAY ACADEMY PROCESS

1.Scholars participate in Pathway Exploratory by completing a variety of assignments aligned with the Pathway Academies at Oakland Tech.

2.Scholars participate in hands-on activities and a final Pathway Exploratory project aligned with the Pathway Academies at Oakland Tech.

3.Scholars complete an online application and select their top 2 Pathways.

4.In an effort to ensure equity, diversity and inclusion, the Pathway selection is based on the following:

a. Scholar Demographics
b. Number of Seats in the Pathway
c. Individual Scholar Needs Therefore, scholars may not receive their 1st or 2nd choice. While we make every effort to support scholar choice, equity across Pathways is number one.

5. Scholars receive a selection letter to the Academy.

6. Scholars can contact the Pathway Leads to request to be added to their waiting list. Scholars will be informed if spaces become available.