OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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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	Services For: Oakland International High School
Action Requested and Recommendation	Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Oakland International High School as "Approved," with a base allocation of $217,116.97 and a strategic carryover 2024-2025 plan and budget of $11,366.95, for a total amount not to exceed $228,483.92.

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 and H

Attachments   1. 25-26 EIP Assessment
          2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment
(Year Three of Three-Year Cycle)

Oakland International

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 (2023-24) and Year 2 (2024-2025)? *(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 **Evidence of Progress toward Pathway Program(s)' _2023-26 College and Career for All and Linked Learning Quality Standards_**	**Comprehensive Analysis** 4	**Developing Analysis** 3	**Emergent Analysis** 2	**Unclear Analysis** 1
Instructions: Review 2024-2025 *whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:*	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ 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:** The EIP includes reflection about progress towards strategic goals. The revised goals directly relate to the reflection.	**Suggestions for 25-26 Continued Progress Monitoring:**			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**
Strategic Actions	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ 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 an explicit theory of action that bridges their reflection logically into their actions				
Score: __3_____ **Rationale:** The EIP covers specific goals and strategies that address WBL and integrated student support. The content does not capture integration of the pathway theme or critical elements of the program of study.	**Suggestions for 25-26 Continued Progress Monitoring:**			

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 the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the 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 2025-2026*	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ 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 between 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: ___4_____ **Rationale:** There is a clear and direct relationship between the expenditures and the areas identified for improvement.	**Suggestions for 25-26 Continued Progress Monitoring:**			

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, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.*

Rating[1]: Approved

Strengths:

- ☐ The EIP accurately reflects the current state of Linked Learning and progress towards pathway development at OIHS.
- ☐ Continued focus on literacy development as a critical enabling condition for post secondary success is evident.
- ☐ The EIP captures the improvement efforts focused on WBL (specifically DE).

Key Questions:

- ☐ What are specific ways in which teachers integrate the pathway theme in core content classes?
- ☐ How does OIHS tap into the work experience that students have outside of school to build on the school' WBL?

Budget Feedback:

- ☐ Funds are leveraged to ensure students have access to college and career visits and receive academic support in classes.

Next Steps <mark>(for Conditionally Approved Sites)</mark> - add rows as needed

What	Suggested Lead	Deliverable	Date

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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*

Criterion 4 Evidence of Progress and Linked Learning Implementation

Instructions: Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.

☐ Program of Study	To what extent are Pathway Student Learning Outcomes integrated in core academic classes? Student leadership: Consider how older students can be involved in outreach and support to newer students.
☐ Work-Based Learning Plan	Do all students take the Career Exploration course? If not, how do students access career exploration?
☐ Master Schedule	Master schedule is not color-coded to show which classes are taught by teachers with common planning time who design, coordinate, and progress monitor student support and CTE and academic integration. Please highlight classes by grade level to illustrate.
☐ EIP Presentation	

School Name:	Oakland International High School			Site #:	353
Pathway Name(s):	Multimedia				

School Description

Oakland International High School is an incredibly diverse public school serving recently arrived immigrants and English Language Learners. Our students come from 25 different countries and speak over 33 different languages. Students work closely together in heterogeneous groups to learn English and gain credits in subjects including math, history and science. Since 100% of our students are English Language Learners, we emphasize reading, speaking, writing and listening in every single class. At Oakland International, no student is anonymous. Each grade level has approximately 100 students when fully enrolled. Our small size and our team structure allow personalization, growth and success for our students. In their first two years at Oakland International, students remain with the same team of 5 teachers. All students participate in our multi-media California Partnership Academy that gives students the technology skills required for college and careers. In their junior and senior years, students have increasing opportunities for internships and community service in various settings, from businesses to government offices to community organizations.

School Mission and Vision

The mission of Oakland International High School is to provide quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college, career and community. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

School Demographics

2023-2024 Total Enrollment Grades 9-12		292							

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	59.2%	40.8%	92.5%	100.0%	96.2%	1.4%	88.4%	1.4%	

Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.1%		6.8%	80.1%			6.2%	0.3%	3.4%

Focal Student Population	Which student population will you focus on in order to reduce disparities?		Latino	

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	56.8%	64.6%	60.0%	61.2%	TBD	65.0%			70.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	39.2%	26.0%	35.0%	30.6%	TBD	30.0%			25.0%
A-G Completion Rate (12th Grade Graduates)	79.4%	56.7%	80.0%	85.1%	TBD	82.5%			85.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	61.2%	43.9%	60.0%	43.4%	57.7%	65.0%			70.0%
9th Graders meeting A-G requirements	58.9%	39.0%	70.0%	41.0%	53.3%	75.0%			80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	18.6%	36.3%	15.0%	22.6%	14.5%	30.0%			50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	25.7%	43.8%	20.0%	79.0%	58.4%	25.0%			30.0%
Percentage of 10th-12th grade students in Linked Learning pathways	52.0%	90.0%	100.0%	92.1%	97.5%	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	64.6%	0.0%	65.0%	61.1%	0.0%	70.0%			75.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	11.3%	38.5%	20.0%	TBD	TBD	25.0%			30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	11.3%	6.2%	12.5%	TBD	TBD	15.0%			17.5%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	50.9%	59.4%	55.0%	55.9%	TBD	60.0%			65.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	45.3%	35.9%	42.5%	35.3%	TBD	37.5%			32.5%

Indicator									
A-G Completion - 12th Grade (12th Grade Graduates)	77.4%	54.1%	77.5%	83.8%	TBD	80.0%			82.5%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	60.9%	45.4%	65.0%	45.7%	57.9%	67.5%			70.0%
9th Graders meeting A-G requirements	58.2%	40.2%	72.5%	42.9%	50.0%	75.0%			80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	16.5%	46.9%	15.0%	22.9%	16.7%	30.0%			50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	20.9%	30.6%	15.0%	79.2%	55.7%	20.0%			25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	53.7%	89.1%	100.0%	90.4%	97.9%	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	0.0%	67.5%	68.3%	0.0%	70.0%			75.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	9.8%	33.3%	20.0%	TBD	TBD	25.0%			30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.2%	2.6%	10.0%	TBD	TBD	12.5%			15.0%

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)*	Our graduation and dropout rates are strong when compared to rates for newcomers in OUSD overall, yet still far weaker than we desire, particularly since the pandemic.	Our large population of Students with Limited or Interrupted Formal Education (SLIFE), estimated at approximately 2/3 of enrollment, means a majority of students enter with major interruptions in general education and often native language literacy. In order for these students to be college, career, and community ready our structures for targeted and systematic intervention must be stronger, particularly in grades 9 and 10, to provide access to the more rigorous content in grades 11 and 12. Our students are under significant pressure to work and also skew older than typical high school students, with 1/3 to 1/2 of students being 18 or older at any given time. Their adult age, lack of legal obligation to continue education, and economic necessities associated with life in general, and the Bay Area in particular, often combine in to prompt significant numbers of students to half their education in order to work full time, or transfer to Rudsdale Newcomer to complete their studies more rapidly with a more flexible schedule.
A-G Completion - 12th Grade	In 2021-22 OIHS had the highest rate of A-G completion for 12th grade newcomer students in OUSD at 77.8%.	While our rate of A-G completion for 12th graders has been the highest or among the highest for newcomer students in OUSD, an ongoing challenge (related to graduation and dropout rates) is sustaining engagement of students into 11th and 12th grade as the advanced age of students and pressures to work mount and the complexity of academic work increase. As we succeed in reducing drop out rate we may struggle to sustain a high rate of A-G completion.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	OIHS is very successful in enrolling all students in a sequence of classes designed to keep them on track to graduate and create multiple opportunities for students to make up credits over the course of their career at the school. This increase in on-track to graduate status and A-G completion typically becomes evident between 11th and 12th grade.	Ninth grade students entering throughout the school year consistently lead to this data point being problematic for OIHS, as our 9th grade students often enter mid-year and only accrue second semester credits even though they are successful engaging in our programming. Our post session, summer programming, and general course of study provide multiple opportunities for credit recovery and accumulation of some redundant credits such that our rate of on-track to graduation is far higher by 12th grade than when measured in 9th grade.

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 enrollment in 4 year institutions for OIHS graduates is nearly double the district rate for newcomer graduates.	The alarming decline in college enrollment rates of OIHS graduates predates the pandemic and is rooted in a major demographic shift in student enrollment towards SLIFE and students who are significantly older than the typical high school age, as documented about related to drop out rates. Our focal student group, Latino students, are overrepresented in this demographic. Students who do complete our program are more likely to name work as their post-secondary objective than in earlier times. There is a lack of connection for students between post-secondary study and economic and career advancement.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Our students work and understand deeply the value of work and the necessity to position themselves as best as possible in their employment. There is general interest in experiences that may lead to better job skills and future employment opportunities. Our program of study creates flexible schedules for 12th graders that can provide significant time for engagement in internships.	Our internship programming and partnership largely collapsed during the pandemic, with only two remaining stable partnerships and a severely limited set of opportunities for students to participate in such experiences. We have similarly not fully explored opportunities to formalize work based learning opportunities tied to employment that students have obtained on their own without participation of school staff.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Equitable Admissions - All students are enrolled. Cohort Structure - Students are cohorted all years. Early College Credit Opportunities - Students in grades 10-12 have DE opportunities.	Curriculum and Instructional Design and Delivery - Cross curricular integration can be enhanced through professional development Assessment of Learning - Developing a stronger suite of literacy assessments and structures to act upon that information will strengthen overall pathway rigor and access. Early College Credit Opportunities - Current opportunities are after school and limited to college math and English, opportunities exist for more DE during the school day with more direct pathway alignment. Partner Input and Validation	Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Gather partner input to inform instructional program aligned with expanded WBL programming
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Student Work Based Learning Experiences and Self Assessments - Two existing partnerships provide work based learning experiences for students.	Work Based Learning Plans - A comprehensive plan to provide WBL for all students by 12th grade is urgently needed. Student Work Based Learning Experiences and Self Assessments - A lack of internship or other WBL partners means that many students have no such experience in their time at OIHS. Work Based Learning Provider Assessment of Student Workplace Readiness - As a result of the above areas for growth, this is not taking place.	Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	College and Career Preparation and Support - Articulated series of engagements and supports for 12th graders and their families through advisory and family conferences. Intensive support from transition specialist to support the work. Social-Emotional Skill Development - Advisory program supports SEL development. Individual Student Supports - Second adults (newcomer assistants, paraprofessionals, others) provide targeted supports to students in the classroom to advance literacy development and content learning. Well staffed Wellness Center provides case management for large proportion of students around a variety of needs to enable full participation in pathway programming.	College and Career Preparation and Support - A lack of coherence in 9-11th grade contexts means that some 12th graders experience some of these supports for the first time. Student Input and Validation - A lack of formalized structures to solicit and respond to student voice means that student input is at times haphazard and reaction, rather than strategic and proactively integrated into program development.	College and Career Preparation and Support Student Input and Validation

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 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.
Goal #2: By 2026	By 2026 we will have an clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.
Goal #3: By 2026	By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.

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	Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum.
	With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction.
	Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12.
	Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.
Strategic Actions for Goal #2	Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities.
	Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities.
	Develop systems to support students who are already working in formalizing learning experiences associated with this employment.
Strategic Actions for Goal #3	Based upon student input and industry partnerships, cultivate relationships with community college professors and programs leading to career certification opportunities.
	Develop school schedule that enables dual enrollment opportunities to fit within the school day.
	Articulate a programmatic structure that allows 12th grade students to participate in both internships and related early college credit opportunities.

Budget Expenditures
2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Classified Support Salaries: Hire 3 Newcomer Assistants; 2 at 1.0 FTE and 1 at .80 FTE for a total FTE of 2.80. The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session. PCN 4885 Yasser Alwan, at 1.0 FTE, $79,267.33 PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, $70,271.77 PCN 4934 Vacant, at .80 FTE, $60,541.31 (Salary and Benefit costs included)	$210,080.41	2205	Classified Support Salaries	Newcomer Assistant	2.80 FTE	Multimedia
Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .30 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all 317 current students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .30 FTE, $44,244.64 (The difference of $5,894.95, to fully fund this employee will come from 2023-24 Strategic Carryover funds) (Salary and Benefit costs included)	$38,349.69	1119	Teacher on Special Assignment School	11 Month Classroom TSA	.30 FTE	Multimedia

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 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.	All students in grades 9 and 10 are now served by re-articulated reading classes, driven by a placement assessment and with a cohort arc of literacy instruction grounded in the science of reading. Additional teacher FTE in this department allows additional differentiation of grouping and reduced class sizes. Fall to mid-year growth on i-Ready shows an average increase of 20.1 in scaled scores. SLIFE students are concentrated in Reading A, where an average growth of 44.1 was seen in scale scores from Fall 2023 to Winter 2024.
By 2026 we will have an clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.	2023-24 was intended as a planning year in this area and a series of engagements during Fall 2023 took place to give shape to this nascent programming. The scope of this work within the 12th grade has been clarified and during Spring 2023 internship partnerships are being established and staffing for 2024-25 is being finalized.

By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.	We made accelerated growth in this area and now offer college math as our core 12th grade math option, meaning that all 12th graders have access to college credit earning during the school day. Hiring back a teacher who is also a DE professor for Merritt accelerated our progress in this area.

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	*Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum.* With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction. Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12. Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.	- A stronger assessment coordinator role combined with moving of i-Ready test into reading classes has improved testing conditions and reach to all students. - A new reading data tracker exists to monitor reading growth and capture related reading data. - Reading TSA continues to develop curriculum for Reading A and Reading B class levels including embedded assessments and codify the distinction between these two levels of reading. - Developing a coherent arc of PD for other pathway teachers to support literacy development has not yet begun due to focus on curriculum development, but remains the plan for 2024-25 and the literacy TSA is beginning to join PD planning meetings for 2024-25.
23-24 Strategic Actions for Goal #2	Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities. Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities. Develop systems to support students who are already working in formalizing learning experiences associated with this employment.	- Staffing model for internship programming for 2024-25 is established and a person identified to hold the work in partnership with Learning Lab director. - A process to evaluate course of study for the entire school including 12th grade took place, and resulted in internship opportunities being situated alongside other 12th grade electives -- accessible to nearly all students but without removing students from core classes. - A new structure to document and account for the hours of working students has been developed but has struggled to keep up with the constant shifts in the work lives of our students. A new approach is needed including potentially making this a key responsibility of new Community Relations Assistant for 2024-25 to reflect the time demands of tracking and updating these data.
23-24 Strategic Actions for Goal #3	Based upon student input and industry partnerships, cultivate relationships with community college professors and programs leading to career certification opportunities. Develop school schedule that enables dual enrollment opportunities to fit within the school day. Articulate a programmatic structure that allows 12th grade students to participate in both internships and related early college credit opportunities.	- All 12th graders have access to college math during the school day, a major acceleration of our original goals when the plan was written, enabled by strategic hiring of a teacher who is also a Merritt College instructor. - Development of partnerships with Peralta around CTE programming has moved more slowly, as the planning process at OIHS needed to take place to define the available times and spaces for these partnerships to exist. Now that these pieces are coming into focus, work to engage with Peralta can move forward more clearly. Establishing these relationships with Peralta is not always simple, so our own internal planning process combined with cracking into Peralta are delaying these partnerships.

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 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.	**New or Revised Strategic Actions for Goal #1**	With Reading A and B levels fully articulated with base curriculum and assessments developed, attention turns to Reading C and integrated 11th grade reading into the overall arc as Reading D. Teacher on special assignment collaborates on overall design of instructional program with reading department.
			Developing and delivering an arc of professional learning for all teachers that supports their capacity to build literacy across the curriculum in a way that is complementary to reading classes. Teacher on special assignment to design and lead professional development.
			Continued articulating of reading data tracking system to monitor student growth, make instructional adjustments, and understand the impact of reading instruction. Newcomer assistant staffing to support collection of 1:1 assessment data.
Goal #2: By 2026	By 2026 we will have an clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.	**New or Revised Strategic Actions for Goal #2**	Continued development of internship partner sites, leveraging piloting during post session to make semester and year long partnerships. Newcomer assistant staffing to facilitate post session internship experiences.
			Establishment of internship support role within counseling team to interface with students and internship sites. This role will work closely with Learning Lab director who is establishing internship partnerships. Teacher on special assignment ensuring media pathway integration in development of internship program.

participating.	for Goal #2	Integrating new counselor (for 9/10) into planning and delivering workshops from grades 9-12 around career awareness and sharing work based learning opportunities for students. Newcomer assistants support implementation of these workshops to promote student engagement and relevance.		
Goal #3: By 2026	By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.	**New or Revised Strategic Actions for Goal #3**	Develop support structure for students struggling in DE math that leverages newcomer assistant staffing to support students who need an additional support space to take best advantage of this course.	
			Continued engagement with Peralta CTE programs to identify opportunities to create pipelines for our students to experience relevant CTE programming. Teacher on special assignment supporting/seeking these engagements.	
			Explore additional DE opportunities beyond current math and English courses that could complement course of study, provide WBL opportunities, and/or pathway. Teacher on special assignment considering media-aligned DE courses that could fit within school day elective framework or exist as post-session courses.	

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

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION 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.*	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)*
Classified Support Salaries: Hire 4 Newcomer Assistants, at 3.06 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorted pathway classes in grades 9 and 10 and literacy classes in all grades, supporting full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE $77,272.00 PCN 4885 Emmanuel Tril, at 1.0 FTE $60,274.54 PCN 4934 Nancy Clifton, at 1.0 FTE $65,504.99 PCN 4494 Anna Akpawu, at 0.06 FTE $3,442.32 (Salary and Benefit costs included)	$206,493.85	2205	Classified Support Salaries	Newcomer Assistant	3.06	Multimedia		
Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .11 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .11 FTE $18,553.14 (Salary and Benefit costs included)	$18,553.14	1119	Teacher on Special Assignment School	11 Month Classroom TSA	0.11	Multimedia	Approved	

Student Internships: Contract to provide stipends for student participation in ECCCO program to facilitate participation in experiential work based learning activities..	$523.22	5825	Consultants			Multimedia		Conditionally Ap…

2025-2026: YEAR THREE

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 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.	The rearticulation of reading classes has progressed to grades 9-11 with four levels, each of which includes strategic phonics instruction, small group engagement with text, and independent practice supported by paraprofessionals and reduced class sizes. A placement system supports students to receive literacy supports commensurate with their needs, and multiple assessments are used to monitor student progress and tailor instruction. As of mid-year i-Ready assessment, the average growth for Fall Semester exceeded the year-long literacy growth targets articulated by i-Ready for high school students far below grade level.
By 2026 we will have an clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.	Structures were established to allow internships to take place compatible with student schedules, and new internship partners were established. Despite this, participation in internships is lower than expected, with various barriers surfacing, including access to opportunities for students due to varying documentation statuses. Due to these limitations, the structures have been expanded to also include greater access to CTE opportunities within the Peralta system.
By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.	OIHS continued to offer college math as the core class for all 12th grade students, providing universal access to college credit during the school day. Integration into the schedule and a Peralta instructor who is also an OIHS teacher made this program possible.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions	**Reflection on 2024-2025 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?
24-25 Strategic Actions for Goal #1 With Reading A and B levels fully articulated with base curriculum and assessments developed, attention turns to Reading C and integrated 11th grade reading into the overall arc as Reading D. Teacher on special assignment collaborates on overall design of instructional program with reading department. Developing and delivering an arc of professional learning for all teachers that supports their capacity to build literacy across the curriculum in a way that is complementary to reading classes. Teacher on special assignment to design and lead professional development. Continued articulating of reading data tracking system to monitor student growth, make instructional adjustments, and understand the impact of reading instruction. Newcomer assistant staffing to support collection of 1:1 assessment data.	- Reading levels A ,B and C are now fully articulated with curriculum and assessments developed, and the placement framework has expanded to include Reading D which is next in line for a curricular overhaul. - Newcomer assistants provide for station rotation model allowing for targeted phonics instruction and small group intervention for students far below grade level whose lack of English literacy impedes access to pathway courses. - PD space has reflected strategies to support literacy across the curriculum, yet there is a broad agreement around the need for more depth and focus. Hence, PD to support literacy development across the curriculum planning for 2025-26 and supported by new planning grant received by Reading teachers. - Reading department collects additional assessment data three times a year with support from paraprofessionals to monitor growth in phonics/phonemic awareness.
24-25 Strategic Actions for Goal #2 Continued development of internship partner sites, leveraging piloting during post session to make semester and year long partnerships. Newcomer assistant staffing to facilitate post session internship experiences. Establishment of internship support role within counseling team to interface with students and internship sites. This role will work closely with Learning Lab director who is establishing internship partnerships. Teacher on special assignment ensuring media pathway integration in development of internship program. Integrating new counselor (for 9/10) into planning and delivering workshops from grades 9-12 around career awareness and sharing work based learning opportunities for students. Newcomer assistants support implementation of these workshops to promote student engagement and relevance.	- Establishing stable internship partnerships has been a continued challenge, due to variability in student interest, challenges with student documentation at some internships, and interfaces with the school bell schedule limiting student availability. - Internship support role established within counseling team and holding support class for interns as well as working students and those participating in Peralta CTE program. This programmatic growth has been positive and aligned with our intentions, yet yielded a number of learnings to inform a refinement of the structure for 2025-26 to provide greater schedule flexibility and provide for differentiated support for working students and those doing internship/CTE exploration experiences. - Workshops related to work based learning have occurred or will occur before end of 2024-25 in grades 9-12. While the arc is more fully articulated in 11/12, all students are now afforded career awareness activities, improved ECCCO recruitment, and opportunities to enroll in internship program (for 11/12)

24-25 Strategic Actions for Goal #3	Develop support structure for students struggling in DE math that leverages newcomer assistant staffing to support students who need an additional support space to take best advantage of this course.	- Newcomer assistant staffing supported student access to college math, however a decrease in the passing rate for 2024-25 as compared to 2023-24 has been noted and raised questions about how to better support students to access this opportunity. Students frequently not available to participate in an extra support space are shifting planning to in-class supports and scheduling changes to promote higher passing rates.
	Continued engagement with Peralta CTE programs to identify opportunities to create pipelines for our students to experience relevant CTE programming. Teacher on special assignment supporting/seeking these engagements.	- Students in internship classes have engaged with Peralta CTE programs, participating in EMT, electrical, and other programming facilitated by new internship support role and modifications in master schedule.
	Explore additional DE opportunities beyond current math and English courses that could complement course of study, provide WBL opportunities, and/or pathway. Teacher on special assignment considering media-aligned DE courses that could fit within school day elective framework or exist as post-session courses.	- Year long DE planning process including sessions to collect interests and rankings from rising 12th graders (class of 2026) are leading to a revised bell schedule providing access to DE courses during the school day for students in grades 11-12 and 1-2 new CTE electives offered on campus, including anticipated new media-aligned course MMART 3.

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.	**New or Revised Strategic Actions for Goal #1**	Pilot 12th grade reading 'elective' to provide intensive support to seniors with major literacy needs, with strategic support from newcomer assistants.
			Develop new SIFE support center with teachers and newcomer assistants for students in grades 9/10 who are in Reading A to receive daily (or near daily) phonics instruction, better aligning our literacy support with research-based best practice.
			Begin articulation of Reading D curriculum (anticipated over two academic years) to fully complete four course arc of reading courses open to students in grades 9-11.
Goal #2: By 2026	By 2026 we will have an clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.	**New or Revised Strategic Actions for Goal #2**	Further articulation of workshops and other career exploration/exposure experiences for students in grades 9-12, with an emphasis on strengthening foundational experiences in grades 9/10.
			Leverage successful ECCCO placements to further develop a set of strong internship sites for students to engage with during the school year.
			Provide improved structure and support for internship support class to provide a more coherent and predictable base of support for students in external work-based learning experiences.
Goal #3: By 2026	By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.	**New or Revised Strategic Actions for Goal #3**	Implement new structure for college math that allows students to pick two paths to attain math credit, one semester long approach and another year-long approach for those needing more support to pass. Leverage newcomer assistant support to promote student success in year-long pathway.
			Restructure master schedule to allow integration of college courses as electives into the regular school day schedule, providing students with the opportunity to elect to take 1 of 3-4 Peralta courses offered on campus. Leverage newcomer assistant support to promote student success in college courses.
			Provide greater flexibility for twelfth grade schedules to permit greater access to off campus concurrent enrollment opportunities previously incompatible with school bell schedule.

Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) 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; not all 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 details are needed, the justification will be conditionally approved and require a justification form.*							(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
Classified Support Salaries: **Hire 4 Newcomer Assistants (NCA), for a total of 3.10 FTE.** The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including students with Interrupted and Formal Education, focused primarily on cohorted pathway classes in grades 9 and 10 and literacy classes in all grades. The NCAs will support full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. **PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, $79,053.50** **PCN 4494 Anna Akpawu, at .30 FTE, $18,030.38** **PCN 4885 Emmanuel Tril, at 1.0 FTE, $63,068.91** **PCN 4934 Nancy Clifton, at .80 FTE, $54,442.37** (this PCN is multi-funded) Total FTE: 3.10 = $214,595.16 (Salary and Benefit costs included)	$214,595.16	2205	Classified Support Salaries	Newcomer Assistant	3.10 FTE	Multimedia	Approved	
Professional Contracted Bus Services: **Charter bus rentals for Meadie pathway students to attend College and Career Exploration Visits.** Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for transportation for four trips, to include students in both grades 11 and 12. Budget Calculation: 1 charter bus not to exceed $2,521.81	$2,521.81	5826	Professional Contracted Bus Services			Multimedia		Conditionally …

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	**Allocation***	**Total Expended**	**Total Remaining**
Measure H	$217,116.97	$217,116.97	$0.00

[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (278), multiplied by the percentage of Oakland residents in 2024-25 (91.9%), multiplied by the per pupil amount of $850.

School: Oakland International High School

Site #: 353

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
353-1	Classified Support Salaries: Hire 4 Newcomer Assistants (NCA), for a total of 3.10 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including students with Interrupted and Formal Education, focused primarily on cohorted pathway classes in grades 9 and 10 and literacy classes in all grades. The NCAs will support full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, $79,053.50 PCN 4494 Anna Akpawu, at .30 FTE, $18,030.38 PCN 4885 Emmanuel Tril, at 1.0 FTE, $63,068.91 PCN 4934 Nancy Clifton, at .80 FTE, $54,442.37 (this PCN is multi-funded) Total FTE: 3.10 = $214,595.16 (Salary and Benefit costs included)	$214,595.16	2205	Classified Support Salaries	Newcomer Assistant	3.10 FTE	Multimedia
353-2	Professional Contracted Bus Services: Charter bus rentals for Meadie pathway students to attend College and Career Exploration Visits. Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for transportation for four trips, to include students in both grades 11 and 12. Budget Calculation: 1 charter bus not to exceed $2,521.81	$2,521.81	5826	Professional Contracted Bus Services			Multimedia

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN										
Effective: July 1, 2025 - June 30, 2026										
Name of School Site Oakland International High School								**Site #**		**353**
Approved Strategic Carryover *(from prior years - Carryover Plan)*		$11,366.95	**In the box below, please indicate why you decided to allocate Strategic Carryover.**							
Total Budgeted Amount		$11,366.95	Lower than anticiapted salary costs resulted in a balance in Measure N when rising costs in future years make strategic carryover							
Remaining Amount to Budget		$0.00	appealing to sustain services.							

NOTE:	Measure H funds are to be expended during the fiscal year for which the Measure H 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 H 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 H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.
Resources:	Measures N and H 2025-2026 Permissible Expenses
	Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification 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 respond to the additional Budget Justification questions outlined in the **Measure 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? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) **If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.** *Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	**Fully Approved** *(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is ired for approval)* *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** *(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)* *(protected cells below are to be completed by MN/H staff only)*
Classified Support Salaries: **Hire Newcomer Assistants, at .10 FTE.** The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including students with Interrupted and Formal Education, focused primarily on cohorted pathway classes in grades 9 and 10 and literacy classes in all grades. The NCAs will support full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. **PCN 4494 Anna Akpawu, at .10 FTE, $6,010.13** *This PCN is multi-funded. (Salary and Benefit costs included)*	$6,010.13	2205	Classified Support Salaries	Newcomer Assistant	.10 FTE	Multimedia	Comprehensive Student Supports	Approved	

Professional Contracted Bus Services: **Charter bus rentals for the Media pathway students to attend College and Career Exploration Visits.** Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for transportation for four trips, to include students in both grades 11 and 12. Budget Calculation: 2 charter buses not to exceed $5,356.82	$5,356.82	5826	Professional Contracted Bus Services			Multimedia	Work-Based Learning		Conditionally Approved