1016 Union Street, #940
Oakland, CA 94607-

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

**Measure N - College & Career
Readiness - Commission**

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes
	High School Network Superintendent
Board Meeting Date	
Subject	Services For: Oakland High School

Action Requested and Recommendation	Presentation to and discussion by Measures N and H Commission of Oakland High School Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of $1,330,250.00 and a strategic carryover plan and budget of $21,045.34, in a total amount not to exceed $1,351,295.34.

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 Proposed EIP
2. Program of study
3. Work-based learning plan
4. Master Schedule

2025-2026 MEASURE H BUDGET				School: Oakland High School
Effective: July 1, 2025 - June 30, 2026				
Resource 9339	Allocation*	Total Expended	Total Remaining	Site #: 304
Measure H	$1,330,250.00	$1,330,250.00	$0.00	

*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (1565) multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
304-1	Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach's responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice), developing and supporting the instructional core (project-based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on-site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N and H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, and supporting all Measure N and H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits Included)	$101,552.67	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
304-2	Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway: 1 CM at 1.0 FTE, 1 CM at 1.0 FTE, and 1 CM for .20 FTE for a total of 2.20 FTE. Each pathway is assigned a case manager at Oakland High School to help students navigate academic and social-emotional support systems. Case Managers support students academically in all paths and 9th-grade families by checking in with students and providing support or connecting to enhance academic success, support with social-emotional counseling by having one one-on-one conversation or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of case managers include the following: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and be career-ready, and students will have a decreased incidence of discipline. New PCN 10560 - Elizabeth Ramos, at 1.0 FTE, $124,916.69 PCN 1897 - Percy Foster, at .20 FTE, $25,122.34 PCN 2555 - Jamil Brown, at 1.0 FTE, $104,264.31 (Salary and Benefit Costs Included)	$254,303.34	2405	Clerical Salaries	Case Manager 20	2.20 FTE	LSJ & RISE Environmental Science Public Health Academy

304-3	Classified Support Salaries: Hire a Work-Based Learning Liaison at 1.0 FTE. The Work-Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders in managing the various responsibilities of pathway leadership. WBLL's work focuses on outreach, managing, and industry and community partnerships to create active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in completing reports, data collection, and fiscal management. WBLL collaborates with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible for connecting all of our pathways students with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships. PCN 4183 - Theresa Barnes (Salary & Benefit costs included)	$151,465.71	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
304-4	Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal (AP) at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. This trio is integral to each pathway teacher supervision and support, pathway team development, and pathway program development. It enables pathways to focus on and achieve their goals around the four pillars of Linked Learning. PCN 3577 - Celetta Hunter (Salary & Benefit Costs Included)	$196,078.83	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal, High School	1.0 FTE	Public Health Academy (PHA)
304-5	Pupil Support Salaries / Counselor: Hire two additional Counselors, one at 1.0 FTE and the other at .20 FTE, for a total of 1.20 FTE, to bring our total allocation up to five counselors. This will allow us to provide one counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include counseling students around academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies. PCN 3697 - Lenae Garrett, at 1.0 FTE, $101,670.56 PCN 6572 - Brenda Law, at .20 FTE, $26,509.75 (Salary and Benefit costs included)	$128,180.31	1205	Pupil Support Salaries / Counselor	Counselor	1.20 FTE	IDEA Pathway and Public Health Pathway

304-6	Classified Support Salaries: College Career Readiness Specialist (CCRS), at .60 FTE. The College Career Readiness Specialist (CCRS) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a CCRS is to assist our scholars in completing college applications, financial aid forms, and research on colleges, careers, and community colleges. This person will collect data on all of our scholars and track their exposure to A-G workshops, attendance to college visits, completion of college applications, completion of financial aid forms, and completion of community college enrollment. The CCRS will work in collaboration with the WBLL and Pathway Coach to ensure a college career readiness plan for all of our scholars. PCN 6453 - Nichelle Sykes (Salary & Benefit costs included)	$84,170.62	2205	Classified Support Salaries	College & Career Readiness Specialist	.60 FTE	Whole School
304-7	Teacher Salaries: Hire a Teacher at 1.0 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives. PCN 6187- Elorine Muirhead (Salary & Benefits Costs included)	$132,721.64	1105	Teacher Salaries	TCHR STRENGIM	1.0 FTE	Recent Immigrant Support and Engagement - RISE
304-8	Teacher Salaries: Hire a Teacher at .75 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives. New PCN 10931 - Matthew Fields (Salary & Benefits Costs included)	$93,340.47	1105	Teacher Salaries	TCHR STRENGIM	.75 FTE	Environmental Science Academy
304-9	Teacher Salaries: Hire a Teacher at .25 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives. PCN 7519 - Hillary Chen (Salary & Benefits Costs included)	$24,830.19	1105	Teacher Salaries	TCHR STRENGIM	.25 FTE	Innovation Design and Engineering Academy - IDEA

304-10	Consultant Contracts: The contract with Destination College Advising Corps is to hire one employee to support our students in the college application process and awareness through June 30, 2026. This person will support our service to our 1556 student population (432 freshmen, 412 sophomores, 377 juniors, 336 seniors) by providing support in college awareness and for applying to colleges, receiving financial aid, and receiving scholarships. Specifically, that might include, but not limited to, teaching students A - G requirements, helping students and families investigate colleges and career options, creating a 4-year plan for college readiness, providing information and guidance for the college application process, help students in completing college applications, identifying scholarships and supporting the application process for those scholarships, completing financial aid forms, supporting students in applying for the college entrance tests. Supporting families in completing the now state-required FAFSA. Many of these services will be provided in person either one on one or in small groups. Still, there may be some virtual options that include workshops offered via Zoom to students, families, and classrooms or one-on-one support via Zoom for families who cannot attend in person. (Admin Fees Waived - Flat Rate Fee)	$30,000.00	5825	Consultant Contracts			Whole School
304-11	Teacher Salaries Stipends: Extended Contracts for 6 Teachers to Teach in the 2026 Summer Bridge Program, through June 30, 2026. The teachers will support our Summer Bridge Program, which focuses on helping students transition into Oakland High School. This program runs through June 30, 2026. We aim to serve 90 students, with the goal of getting students set up to be successful, connected, and prepared to enter high school and be successful and engaged in all that their pathways have to offer. Budget Calculation: 104 hours at $47.50 hourly rate + 25% benefit costs = $6,175.00 x 6 teachers = $37,050.00. (Salary & Benefits included)	$37,050.00	1120	Teacher Salaries Stipends			Whole School
304-12	Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Cheetahs) -9th Grade Family to attend meetings for Professional Learning Community services, through June 30, 2026. The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits Included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School

304-13	Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Jaguars) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026. The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School
304-14	Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Panthers) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026. The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School

304-15	Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Tigers) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026. The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards are for teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School
304-16	Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Pumas) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026. The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School
304-17	Allocation to Recent Immigrant Support and Engagement (RISE) Pathway. Funds for Pathway Development of the 4 pillars within the RISE pathway. ($18,000.00)	$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE
304-18	Allocation to Innovation Design and Engineering Academy (IDEA) Pathway. Funds for Pathway Development of the 4 pillars within the IDEA pathway. ($10,961.00)	$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA
304-19	Allocation to Visual Arts Academy Magnet Program (VAAMP) Pathway. Funds for Pathway Development of the 4 pillars within the VAAMP pathway. ($10,961.24)	$0.00	4399	Surplus			Visual Arts Academy Magnet Program (VAAMP)
304-20	Allocation to Public Health Academy (PHA) Pathway. Funds for Pathway Development of the 4 pillars within the PHA pathway. ($10,961.24)	$0.00	4399	Surplus			Public Health Academy (PHA)
304-13	Allocation to Law & Social Justice (LSJ) Pathway. Funds for Pathway Development of the 4 pillars within the LSJ pathway. ($10,961.24)	$0.00	4399	Surplus			Law and Social Justice (LSJ)

304-22	Allocation to Environmental Science Academy (ESA) Pathway. Funds for Pathway Development of the 4 pillars within the ESA pathway. ($10,961.00)	$0.00	4399	Surplus			Environmental Science Academy (ESA)
304-23	Teacher Salaries Stipends: Extended contracts to pay 12 RISE Teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for at least 1 hour to work on pathway development, student support, and intervention. The Accomplishment standards include: assisting student language acquisition as they work towards mainstreaming while receiving college and career readiness guidance, with more students participating in planned curriculum and events to be more prepared for college and career. All RISE students, around 150 will benefit. Those students, being language learners are the target group to benefit from this work from the teacher team. This expenditure aligns with our goals to increase shared practices and develop integrated projects across content-area and English Language Development classes. The 12 teachers on the pathway team will be paid at the extended contract rate of $47.50 per hour for attending 2 meetings per month for 10 months total (approximately 20 hours each). Budget Calculation: 2 meetings per month x 10 months = 20 hours x $47.50 per hour + 25% benefit costs = $1,187.50 x 12 teachers = $14,250.00. (Salary and Benefit Costs Included)	$14,250.00	1120	Teacher Salaries Stipends			Recent Immigrant Support and Engagement (RISE)
304-24	Teacher Substitutes: Hire Teacher Substitutes when pathway teachers attend work-based learning or community-building trips and events and not all their class sections participate. We will utilize our STIP sub and collapse classes whenever possible to reduce the number of substitute teachers needed. Teacher substitute costs, including benefits, are about $430/day per class. Budget Calculation: $3,375 will be enough to hire about 8 full-day teacher substitutes.	$3,375.00	1150	Teacher Substitutes			Recent Immigrant Support and Engagement (RISE)
304-25	Meeting Refreshments: Meeting refreshments for the RISE Team & Industry Partner Collaboration Retreat. Meeting refreshments for the retreat between teachers and industry partners to work on a curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement. Students will experience more real-world learning aligned to pathway themes and content, and all RISE students will benefit. Budget Calculation: Meeting refreshments for retreats are not to exceed $40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people—15 x $25.00 = $375.00.	$375.26	4311	Meeting Refreshments			Recent Immigrant Support and Engagement (RISE)
304-26	Professional Contracted Bus Services: Charter bus rentals for IDEA Pathway students to attend the IDEA Work Based Learning and Community Building events. This expenditure covers the cost of transportation for career and college exploration and community-building trips, as well as transportation to public exhibition events for project-based learning culminating experiences for all IDEA students. This expenditure is aligned with our goals to continue developing the work-based learning scope and sequence and identifying the hallmark events and experiences for each grade level. Budget Calculation: This could include charter bus rental (usually about $2,000/day for about 50 students and five chaperones).	$6,000.00	5826	Professional Contracted Bus Services			Innovative Design and Engineering Academy (IDEA)

304-27	Teacher Substitutes: Hire Teacher Substitutes to cover classes when the pathway teachers are attending work-based learning or community-building trips and events and not all of their class sections are participating. Substitute costs are about $430/day per class, including benefits. Budget Calculation: This will be enough for about 11 full-day teacher substitutes.	$4,961.00	1150	Teacher Substitutes			Innovative Design and Engineering Academy (IDEA)
304-28	Computers: Funds to purchase Industry Standard Computers for the VAAMP Pathway. Purchase 19 iPad Pros and keyboards for the VAAMP Digital Art CTE courses in 11th and 12th grade. These iPads will be used in both digital media CTE courses (Intermediate and Advanced Digital Arts) by the teachers Jesse Shapiro and Robert Smith. The pathway is working to build a class set of iPads so that all students in a period can use them at the same time when needed. With limited funding through various sources at a time, the pathway has only been able to purchase this equipment in small increments of about 5-10 at a time. iPads are the industry standard for digital media design work. In digital photography courses, students can wirelessly tether cameras to iPads to transfer photos from the camera into the editing app and/or use the camera on the iPad itself when needed. The software ProCreate, the industry standard for photo editing and graphic design (similar to Adobe), is only available via an app on iOS systems, not on desktops. The AME CTE coach and industry partners strongly recommend that students use this technology. Budget Calculation: $10,961.25 will purchase about 19 iPads ($329 for the device and $229 for the keyboard = $558 each).	$10,961.24	4420	Computers <$5,000			Visual Arts and Academics Magnet Program (VAAMP)
304-29	Travel and Conferences: Travel and conferences to pay for Lodging (hotel rooms) for the Public Health Academy pathway students' Overnight Field Trip to Sacramento. This experience, a three-day/2-night trip, will be one of the culminating activities of the students' Senior Projects. They will have several opportunities to apply their learning and research from the last three years to authentic interactions with various people who affect change in public health at the local and state legislative levels. These opportunities include: meeting with elected representatives (e.g. Mia Bonta, California State Assemblymember for District 18) who are working on critical public health issues and advocating for their ideas and needs that have been thoroughly researched in the fall semester, attending a session of the California State Legislature, visiting the California Railroad Museum to focus on the roles of women and the Chinese in the development in the railway, relative to the curriculum in American Government and their senior public health career-technical education course, and a workshop with a qualified, engaging presenter (former high school teacher and current CSU instructor) who will talk to students about personal finance and how to start early to build a stable financial future. Budget Calculation: The funds will cover part of this trip's lodging expenses (hotel). At approximately $250 per night, this will cover 20 rooms for 2 nights (about 60 students and 6 teachers will attend).	$10,961.24	5200	Travel and Conference			Public Health Academy (PHA)
304-30	Meeting Refreshments: Meeting refreshments for the Environmental Science Academy Project Exhibition events. The pathway is planning at least two industry-involved project exhibition events, Earth Day for all grade levels, and a Zine fest for 12th grade. Industry and project partners will be attending. Budget Calculation: Meeting refreshments for each event will be about $1,500 x 2 = $3,000.00.	$3,000.00	4311	Meeting Refreshments			Environmental Science Academy (ESA)

304-31	Materials and Supplies: Materials & supplies for Graduate Capstone Action Project. All 12th-grade students complete an action project as part of the required Graduate Capstone project. Specific items will be shared for approval at the time of processing the orders.	$7,961.24	4310	Materials and Supplies			Environmental Science Academy (ESA)
304-32	Travel and Conference: Travel and conferences to pay for Lodging (hotel rooms) for the Law and Social Justice Academy Students' Overnight Field Trip to Sacramento and LA. The 11th-grade class will participate in the Legislative Day in Sacramento in February, a 2-day/1-night trip hosted by the California Legal Pathways Collaborative. Students will tour the capitol, attend legislative sessions, and meet with local representatives. This experience connects to the curriculum in the 11th grade CTE class, Development of American Justice, and allows students to apply their classroom learning to real-world legal procedures. The 12th-grade class will also do several college and law school visits in the Los Angeles Area. Budget Calculation: The funds will cover the lodging expenses (hotel). At approximately $300 per night, this will cover about 33 rooms total across the two field trips.	$10,961.24	5200	Travel and Conference			Law and Social Justice (LSJ)

School Name:	Oakland High School		Site #:	304

Pathway Name(s):	Environmental Science Academy **(ESA)** Innovative Design and Engineering Academy **(IDEA)** Law and Social Justice **(LSJ)** Public Health Academy **(PHA)** Visual Arts & Academics Magnet Program **(VAAMP)** Recent Immigrant Support & Engagement **(RISE)**

School Description

Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.

School Mission and Vision

The mission of Oakland High school is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement.

School Demographics

2023-2024 Total Enrollment Grades 9-12		1529							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	52.1%	47.7%	99.0%	89.4%	21.9%	9.7%	10.1%	15.2%	0.9%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	20.9%	0.5%	27.7%	40.3%	1.1%	0.2%	3.3%	5.2%	0.9%
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	87.0%	82.0%	85.0%	86.1%	TBD	87.0%			90.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	9.5%	13.0%	8.5%	6.7%	TBD	8.0%			7.5%
A-G Completion Rate (12th Grade Graduates)	62.2%	63.0%	65.0%	59.6%	TBD	67.0%			69.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	68.0%	60.0%	71.0%	70.5%	67.1%	73.0%			75.0%
9th Graders meeting A-G requirements	57.8%	55.5%	62.0%	65.2%	63.7%	65.0%			67.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.8%	22.0%	8.0%	19.2%	22.4%	9.0%			10.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	30.5%	38.9%	16.0%	30.5%	39.3%	18.0%			19.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.5%	97.6%	97.0%	97.8%	97.3%	97.5%			98.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	64.0%	39.7%	85.0%	67.3%	0.0%	87.0%			89.0%
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	27.7%	19.7%	25.0%	TBD	TBD	28.0%			30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	36.9%	44.4%	40.0%	TBD	TBD	42.0%			44.0%

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	80.0%	66.7%	83.0%	79.6%	TBD	85.0%			87.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	16.8%	29.2%	13.0%	11.7%	TBD	11.0%			9.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.5%	59.5%	51.0%	54.2%	TBD	53.0%			54.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A				
On Track to Graduate - 9th Graders	58.3%	50.3%	62.0%	66.3%	62.0%	64.0%			66.0%
9th Graders meeting A-G requirements	45.2%	43.9%	55.0%	57.1%	60.1%	57.0%			59.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.2%	21.2%	4.0%	13.9%	18.5%	6.0%			8.0%

1

Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	24.8%	34.6%	12.0%	24.8%	25.9%	14.0%			16.0%
Percentage of 10th-12th grade students in Linked Learning pathways	95.0%	96.5%	87.0%	96.5%	96.4%	89.0%			91.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	52.2%	37.5%	85.0%	60.5%	0.0%	87.0%			89.0%
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	30.8%	22.7%	30.0%	TBD	TBD	32.0%			34.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	22.4%	28.4%	30.0%	TBD	TBD	32.0%			34.0%

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)* | Outside of a slight drop during the pandemic years, we've seen a consistent increase in graduation rate since 15-16. We think this stems from relationships with the admin trios of assistant principal, counselor, case manager and the pathway teachers and students. These strong relationships lead to higher student retention and engagement. Our cohort pathway/family model and pathway integrated curriculum and intentional community building also play a role. | We need to investigate who the students are who are dropping out so we can better address or fix/update the data accurately. Our attendance office might not be accurately coding students who transfer from Oakland High. The students for 2021 dropout rate was mostly made up of Newcomer students. |
| **A-G Completion - 12th Grade** | Our 8-period block schedule allows for students to take remedial classes and get ahead through dual enrollment elective courses. We've been doing more specific teaching about A-G requirements with students (like through regular review of transcripts) and one of our case managers started a special program, called I Deserve A-G. | Parents and teachers need more education about A-G requirements so we can all be supporting students in completion. We have a high SDC special ed population and though those students are on different graduation track, they still get counted in the A-G completion rates. |
| **On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements** *(Analyze these two indicators together)* | Our 9th graders might be doing better in non-math classes where they can focus on understanding concepts, rather than specific rules and formulas in math classes. | Our current 9th graders missed out on 7th grade math due to distance learning and are not yet caught up. Math classes tend to be more "mastery-based" in terms of grading. Some teachers are explicitly using mastery-based grading, which may result in higher failure rates, as students adjust to higher standards and the rhythm of "retakes." |
| **College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation** *(Analyze these two indicators together)* | We have plans to rollout postsecondary plans for all students that are supported by various resources and people on campus and tracked/reflected on by students. | We are still recovering from pandemic-related issues that impact college enrollment. This includes shifts in student/family values around continued education and cost. |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | | |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | We have consistently offered around 5-7 dual enrollment courses each semester. We use dual enrollment courses to fill gaps in types of courses we can offer on our own (e.g. we don't offer psychology anymore but we do it through dual enrollment) and also to align with pathway topics so students can further their skill in those areas or take a class of interest to them outside of their pathway theme. We have a strong dual enrollment coordinator and experienced counselors to help promote and register students for these classes. | For some courses, it has been difficult to find a high quality instructor who is consistently available to teach a course. There have been various degrees of college level expectations and curriculum in some courses. We could benefit from more tutoring or support for some students when they take dual enrollment courses. |
| 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 | | |

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.
Continued staffing required to support the 8 period day. These additional teachers allow us to offer career technical education courses for all of our students, more dual enrollment courses, and remediation and elective courses that meet A-G requirements. This should bring our A-G completion rate higher, increases the numbers of students who can take dual enrollment courses, increases grade point average, and allows for more students to be college, career and community ready upon graduation.
Continued additional staff to support our admin trio pathway support system allows us to ensure each pathway and family has an assistant principal, counselor, and case manager to support our scholars academic and social emotional needs. This also supports families as they navigate a large school to be able to connect with the school and help coordinate meetings of support or connections with teachers. Additionally this trio supports teachers as they teach and support students.
Having a pathway coach and work based learning liaison to support the development and certification growth of our pathways has been imperative in supporting the growth and development of our pathways. The work of the work based learning liaison builds on the work done in pathways and connects the real world experiences to our classrooms.

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)
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits cost)	$100,063.47	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	.50 FTE	Whole School - all pathways
Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE) The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work. PCN 4148 - Saqib Hashim, at .125 FTE, $15,611.88 PCN 7756 - Suzanne LeBaron, at .125 FTE, $20,278.91 PCN 7757 - Emily Macy, at .125 FTE, $21,941.92 PCN 7758 - David Mangiante, at .125 FTE, $16,430.25 PCN 7760 - Susanna Schoff, at .125 FTE, $19,366.35 PCN 7573 - Robert Smith, at .125 FTE, $16,004.09 (Salary & Benefit Costs Included)	$109,633.40	1119	Teacher on Special Assignment School	TSA Class 11	.75 FTE	Rigorous Academics, Student Supports, Work-Based Learning, CTE

Description	Amount	Code	Category	Position	FTE	Alignment
Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 2 CM at 1.0 FTE each, and 1 CM at .80 FTE, for a total of 2.80 FTE. At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline. PCN 1897 - Percy Foster, at .80 FTE, $100,746.33 PCN 1762 - Gabrielle Chanel, at 1.0 FTE, $115,257.71 PCN 7258 Elizabeth Ramos, at 1.0 FTE, $124,732.16 (Salary and Benefit Costs Included)	$340,736.20	2405	Clerical Salaries	Case Manager	2.8 FTE	Whole School - all pathways
Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection , and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships. PCN 4183 - Vacant (Salary & Benefit costs included)	$137,721.19	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways
Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning. PCN 7391 - Rita Skyers (Salary & Benefit Costs Included)	$173,877.30	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways
Clerical Salaries: Hire an Administrative Assistant 1 Bilingual, at .40 FTE. The administrative assistant will make sure we are compliant with the vast amount of Measure N/H paperwork and the compliance measures. This role enters, completes, and processes every Measure N/H -funded expenditure in our Measure N/H plan, along with all proper Measure N/H justifications and budget modifications. In order to do so, other responsibilities include staying informed and up-to-date on all the Measure N/H rules and policies, and collaborating with pathway directors and other roles on sites to run budget reports. PCN 7252 - Mayra Lopez (Salary & Benefit Costs Included)	$44,568.08	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Whole School - all pathways
Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .50 FTE for a total of 1.50 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies. PCN 7185 - Faith Onwusa, at 1.0 FTE, $121,973.52 PCN 6572 - Brenda Law, at .50 FTE, $64,764.77 (Salary and Benefit costs included)	$186,738.29	1205	Pupil Support Salaries / Counselor	Counselor	1.5 FTE	Whole School - all pathways

Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 6187- Ervin Dinwiddie (Salary & Benefits Costs included)	$104,074.12	1105	Teacher Salaries	TCHR STRENGIM	1.0 FTE	Recent Immigrant Support and Engagement - RISE
Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 4756 - Matthew Fields (Salary & Benefits Costs included)	$74,859.54	1105	Teacher Salaries	TCHR STRENGIM	.70 FTE	Environmental Science Academy
Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. ($12,839.21)	$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA
Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. ($12,839.20)	$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE

2024-2025: YEAR TWO

Strategic Actions

2023-2024 Strategic Actions	*Reflection on 2023-2024 Strategic Actions* *For the Year 1 Strategic Actions, 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?
Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.	We are on track for the A-G awareness part of this action through the IDAG (I Deserve A to G) and Sisterhood programs. Those programs have regular meetings of teachers and other staff (funded by Community Schools grant), information about A-G is frequently shared in newsletters, and our Future Center plans presentations and trips with a college focus. We are not on track with postsecondary plans due to onboarding of new College and Career Readiness Specialist (and unexpected departure of former one at the beginning of the school year), and the late start to the Postsecondary Planning meetings hosted by the HSLLO. Will be focusing on this between now and the end of the year to try to get back on track with this aspect of the action. This will include holding at least one "stakeholder" meeting with the pathway coach, work based learning liaison, college and career readiness specialist, principal, counselor supervisor assistant principal, and as many of our counselors as possible. We will review what is currently happening with post secondary plans for all students, brainstorm ideas on how to identify minimum requirements for each grade level and ideas for managing the process across grades and pathway teams. Also in the spring we will share the YouScience platform with everyone in this group so it can be used as a counseling resources as well as resource for students to research and plan.
Continued staffing required to support the 8 period day. These additional teachers allow us to offer career technical education courses for all of our students, more dual enrollment courses, and remediation and elective courses that meet A-G requirements. This should bring our A-G completion rate higher, increases the numbers of students who can take dual enrollment courses, increases grade point average, and allows for more students to be college, career and community ready upon graduation.	We are on track for accomplishing this action. Despite needing to consolidate a teaching position in the fall (but then recently being able to reopen a different teaching position to support the increase in midyear newcomer student enrollment), and one vacancy for a Career Technical Education position for our Public Health Academy at the beginning of the year (but the long term sub accepted the position to officially teach those classes for the time being), we are fully staffed with teachers to support the 8 period day. This includes being able to offer about 5 dual enrollment courses per semester.
Continued additional staff to support our admin trio pathway support system allows us to ensure each pathway and family has an assistant principal, counselor, and case manager to support our scholars academic and social emotional needs. This also supports families as they navigate a large school to be able to connect with the school and help coordinate meetings of support or connections with teachers. Additionally this trio supports teachers as they teach and support students.	We are on track for accomplishing this action. We filled vacant AP position, along with bringing on a new case manager due to an unexpected case manager departure right before the beginning of the year. However, there is a need for continued case manager training, home visits, data work, and helping them becoming more proactive in student supports.
Having a pathway coach and work based learning liaison to support the development and certification growth of our pathways has been imperative in supporting the growth and development of our pathways. The work of the work based learning liaison builds on the work done in pathways and connects the real world experiences to our classrooms.	Our pathway coach is now a Senior Pathway Coach, leading pathway coaching work across the district and coaching other coaches to meet Linked learning standards. Our new Work Based Learning Liaison quickly stepped into her role and has successfully planned many important and meaningful events for pathway students, and the school as a whole, like the 9th grade Career Day in January that hosted about 90 volunteers throughout the day, and the Summer Fair that hosted at least 20 different organizations offering summer work experiences for students (all 10th and 11th graders participated). The WBLL works closely with pathway teams to plan meaningful WBL experiences for students that align with the career theme of the pathway. She helps organize all the details of the experiences.

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2024-2025 Strategic Actions In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. *Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 **new or revised**, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?*
Oakland High will continue to implement the structures and related teacher and staff positions proven to enable the necessary conditions for continuous pathway growth and improvement. These include the teachers needed to fully staff the 8-period block schedule and provide CTE classes for grades 10-12 in each pathway, the additional support positions like assistant principals, counselors, and case managers to align one of each with every pathway and 9th grade family, and the positions of Pathway Coach, Work Based Learning Liaison, and College and Career Readiness Specialist that all play crucial roles in supporting team and pathway program development.
Conduct at least 3 school wide learning walks to gather data on established standards from the various content area IPGs and align professional development focus to support identified needs or gaps from the learning walks.
Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.

Update all pathway programs of studies and evaluate and update all pathway work-based learning plans to ensure appropriate alignment of student pathway experiences. This will include more consistent tracking of student participate in WBL activities and providing a structure for student reflection.

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)*
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits cost)	$90,000.00	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	0.5	Whole School - All Pathways	Approved	
Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE.) The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work. PCN 4148 - Saqib Hashim, at .125 FTE, $17,025.18 PCN 7756 - Suzanne LeBaron, at .125 FTE, $20,754.40 PCN 7757 - Emily Macy, at .125 FTE, $22,915.81 PCN 4756 - M Fields, at .125 FTE, $15,139.05 PCN 6186 - David Tommassini, at .125 FTE, $13,458.71 PCN 7573 - Robert Smith, at .125 FTE, $16,838.26 (Salary & Benefit Costs Included)	$106,131.41	119	Teacher on Special Assignment School	TSA Class 11	0.75	Whole School - All Pathways	Approved	
Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 1 CM at 1.0 FTE, and 1 CM at .80 FTE, and 1 CM for 0.5 for a total of 2.30 FTE. At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline. PCN 2555 - Jamil Brown, at 1.0 FTE, $92,780.67 PCN 1762 - Gabrielle Chanel, at 0.5 FTE, $61,995.64 PCN 7258 Elizabeth Ramos, at 0.8 FTE, $109,084.79 (Salary and Benefit Costs Included)	$263,861.10	2405	Clerical Salaries	Case Manager	2.3 FTE	Whole School - all pathways	Approved	

Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection , and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships. PCN 4183 - Theresa Barnes (Salary & Benefit costs included)	$151,508.29	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways	Approved
Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning. PCN 3577 - Celetta Hunter (Salary & Benefit Costs Included)	$177,075.67	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways	Approved
Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .60 FTE for a total of 1.60 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies. PCN 7185 - Faith Onwusa, at 1.0 FTE, $127,902.81 PCN 6572 - Brenda Law, at .60 FTE, $80,441.59 (Salary and Benefit costs included)	$208,344.40	1205	Pupil Support Salaries / Counselor	Counselor	$1.60	Visual Arts Academy and Public Health Academy	Approved
Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 6187- Ervin Dinwiddie (Salary & Benefits Costs included)	$108,589.95	1105	Teacher Salaries	TCHR STRENGIM	$1.00	Recent Immigrant Support and Engagement - RISE	Approved
Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 4756 - Matthew Fields (Salary & Benefits Costs included)	$84,778.69	1105	Teacher Salaries	TCHR STRENGIM	$0.70	Environmental Science Academy	Approved
Teacher Salaries: Hire a teacher at .25 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 7519 - Hillary Chen (Salary & Benefits Costs included)	$24,446.88	1105	Teacher Salaries	TCHR STRENGIM	$0.25	Innovation Design and Engineering Academy - IDEA	Approved

Consultant Contracts: Contract with Destination College Advising Corps to hire 1 employee to support our students in the college application process and awareness, through June 30, 2025. This person will support in our service to our 1635 student population (398 Freshmen, 433 Sophomores, 418 Juniors, 386 Seniors) in providing support in college awareness and for applying to colleges, financial aid, and scholarships. Specifically that might include, but not limited to, teaching students of A - G requirements, helping students and families investigate colleges and career options, creating a 4 year plan for college readiness, providing information and guidance for the college application process, help students in completing college applications, identifying scholarships and supporting the application process for those scholarships, completing financial aid forms, supporting students in applying for the college entrance tests. Supporting families in completing the now state law required FAFSA. Many of these services will be provided in person either one on one or in small groups, but there may be some virtual options that include workshops offered via zoom to students, families, and classrooms or on on one support via zoom for families who cannot attend in person. (Admin Fees Waived - Flat Rate Fee)	$22,000.00	5825	Consultant Contracts			Whole School	Approved
Partially fund: Teacher Salaries Stipends: Extended Contracts for 6 Teachers to Teach in the 2025 Summer Bridge Program, through June 30, 2025. Extended contracts for 6 staff to support our Summer Bridge Program which focuses on supporting student transitions into Oakland High School. This program goes through June 30, 2025. We aim to serve 90 students, with the goal of getting students set up to be successful, connected and prepared to enter high school and be successful and engaged in all that their pathways have to offer. Budget: 104 hours at $38.50 hourly rate + 25% benefit costs x 6 teachers = $30,030.00 (Salary & Benefits included)	$10,000.00	1120	Teacher Salary Stipends			Whole School	Approved
Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. ($18,000)	$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE	
Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. ($10,000)	$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA	
Allocation to Environmental Science Academy (ESA) pathway for Pathway Development of the 4 pillars within the ESA pathway. ($2828.41)	$0.00	4399	Surplus			Environmental Science Academy	
Allocation to Law & Social Justice (LSJ) pathway for Pathway Development of the 4 pillars within the LSJ pathway. ($2828.40)	$0.00	4399	Surplus			Law & Social Justice	
Allocation to Public Health Academy (PHA) pathway for Pathway Development of the 4 pillars within the PHA pathway. ($2828.40)	$0.00	4399	Surplus			Public Health Academy	
Allocation to Visual Arts Academy Magnet Program (VAAMP) pathway for Pathway Development of the 4 pillars within the VAAMP pathway. ($2828.40)	$0.00	4399	Surplus			Visual Arts Academy	

2025-2026: YEAR THREE

Whole School Strategic Actions Reflection

2024-2025 Strategic Actions	**Reflection on 2024-2025 Strategic Actions** *For the Year 2 Strategic Actions, 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?
Oakland High will continue to implement the structures and related teacher and staff positions proven to enable the necessary conditions for continuous pathway growth and improvement. These include the teachers needed to fully staff the 8-period block schedule and provide CTE classes for grades 10-12 in each pathway, the additional support positions like assistant principals, counselors, and case managers to align one of each with every pathway and 9th grade family, and the positions of Pathway Coach, Work Based Learning Liaison, and College and Career Readiness Specialist that all play crucial roles in supporting team and pathway program development.	We have accomplished this action, with all positions from our plan to support it being filled. Having one case manager, counselor, and assistant principal per pathway truly supports our model by allowing pathway teachers, scholars, and admin support to work together to achieve pathway goals. Being able to offer the CTE alignment courses in each pathway are a critical component of a pathways program of study. Similarly, the College and Career Readiness Specialist, Work Based Learning Liaison, and Pathway Coach. All support alignment of pathway work to ensure that connections are made, time allocated in classrooms, and internal and external trips and experiences can be successful. It is also essential to stipend teachers to do all the paperwork and planning for student experiences that goes beyond the contracted work day.
Conduct at least 3 school wide learning walks to gather data on established standards from the various content area IPGs and align professional development focus to support identified needs or gaps from the learning walks.	We are on track with conducting the final one in early March. Through the first two, we are seeing progress around increasing student to student talk in classrooms. We look forward to connecting learning walk data and takeaways to whole school PD more intentionally next year, maybe incorporating room for CFUs and standards-aligned lessons. Despite the district's secondary instructional focus changing next year, we are going to stay the course with focusing more on student talk, as there is momentum there and requests from teachers to not shift to something else.

Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.	We are on track for accomplishing the first half of this action. Through funding DCAC to support the work, new collaboration with UCs for 9th grade around A-G work, and shifting from hosting events to info sharing via ParentSquare, we are hopeful to see progress with increasing A-G rates for all students. We are still planning to organize our "three branches" (Future Center, Work Based Learning, Pathway Coach) to align around postsecondary planning that is consistent across pathways and the whole school. That might look like better leveraging the YouScience features (a program we purchase to support scholars with career interest and aptitude assessments and career planning), exploring a similar platform through UC, and offering more targeted workshops for parents like Life Prep Academy.
Update all pathway programs of studies and evaluate and update all pathway work-based learning plans to ensure appropriate alignment of student pathway experiences. This will include more consistent tracking of student participate in WBL activities and providing a structure for student reflection.	All pathway programs of study will be updated to more accurately reflect current offerings, as required for the Measure H Commission presentations. We are hopeful that through those updates, pathways will identify areas that they need to build out or revisit as part of their pathway work for next year. Teams have sporadically been using the WBL activity tracker and reflection form and we plan to review the data this spring to inform WBL plans for next year.

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2025-2026 Strategic Actions
In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development.
Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 **new or revised**, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?

Oakland High will continue to implement the structures and related teacher and staff positions proven to enable the necessary conditions for continuous pathway growth and improvement. These include the teachers needed to fully staff the 8-period block schedule and provide CTE classes for grades 10-12 in each pathway, the additional support positions like assistant principals, counselors, and case managers to align one of each with every pathway and 9th grade family, and the positions of Pathway Coach, Work Based Learning Liaison, and College and Career Readiness Specialist that all play crucial roles in supporting team and pathway program development. As needed, we will revisit the role definition and responsibilities of each position, specifically the admin support trios, to ensure everyone is clear on their role in supporting pathway team development, pathway teachers, and pathway students.

Conduct at least 3 school wide learning walks to gather data on established standards from the various content area IPGs and align professional development focus to support identified needs or gaps from the learning walks. Use our ILT to collaboratively plan whole school, department, and pathway professional development to support our area of focus around student to student talk.

Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation. Evaluate possibilities and determine which platform is best to support post secondary plans while also being cost effective in the long term.

Refine all pathway programs of studies, assess the status and relevancy of pathway student learning outcomes, and evaluate and update all pathway work-based learning plans to ensure appropriate alignment of student pathway experiences. This will include more consistent tracking of students who participate in WBL activities and providing a structure for student reflection. Pathway teams will review the student reflections and use that to inform WBL plans for 25-26.

Budget Expenditures
Effective July 1, 2025-June 20, 2026

2025-2026 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? (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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**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 required 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)*
Supervisor & Administrator Salaries: **Hire a Pathway Coach at .50 FTE.** The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach's responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice), developing and supporting the instructional core (project-based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on-site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N and H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, and supporting all Measure N and H and CPA documentation. **PCN 3513 - Tiffany Jordan** (Salary and Benefits Included)	$101,552.67	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved	

Description	Amount	Code	Category	Position	FTE	Pathway	Status	
Clerical Salaries: **Hire 3 Case Managers to provide 1 per pathway: 1 CM at 1.0 FTE, 1 CM at 1.0 FTE, and 1 CM for .20 FTE for a total of 2.20 FTE.** Each pathway is assigned a case manager at Oakland High School to help students navigate academic and social-emotional support systems. Case Managers support students academically in all paths and 9th-grade families by checking in with students and providing support or connecting to enhance academic success, support with social-emotional counseling by having one one-on-one conversation or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of case managers include the following: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and be career-ready, and students will have a decreased incidence of discipline. **New PCN 10560 - Elizabeth Ramos, at 1.0 FTE, $124,916.69** **PCN 1897 - Percy Foster, at .20 FTE, $25,122.34** **PCN 2555 - Jamil Brown, at 1.0 FTE, $104,264.31** (Salary and Benefit Costs Included)	$254,303.34	2405	Clerical Salaries	Case Manager 20	2.20 FTE	LSJ & RISE Environmental Science Public Health Academy	Approved	
Classified Support Salaries: **Hire a Work-Based Learning Liaison at 1.0 FTE.** The Work-Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders in managing the various responsibilities of pathway leadership. WBLL's work focuses on outreach, managing, and industry and community partnerships to create active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in completing reports, data collection, and fiscal management. WBLL collaborates with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible for connecting all of our pathways students with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships. **PCN 4183 - Theresa Barnes** (Salary & Benefit costs included)	$151,465.71	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School	Approved	
Supervisor, Administrator, Instructional Coaches Salaries: **Hire an additional Assistant Principal (AP) at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway.** To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. This trio is integral to each pathway teacher supervision and support, pathway team development, and pathway program development. It enables pathways to focus on and achieve their goals around the four pillars of Linked Learning. **PCN 3577 - Celetta Hunter** (Salary & Benefit Costs Included)	$196,078.83	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal, High School	1.0 FTE	Public Health Academy (PHA)	Approved	
Pupil Support Salaries / Counselor: **Hire two additional Counselors, one at 1.0 FTE and the other at .20 FTE, for a total of 1.20 FTE, to bring our total allocation up to five counselors.** This will allow us to provide one counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include counseling students around academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies. **PCN 3697 - Lenae Garrett, at 1.0 FTE, $101,670.56** **PCN 6572 - Brenda Law, at .20 FTE, $26,509.75** (Salary and Benefit costs included)	$128,180.31	1205	Pupil Support Salaries / Counselor	Counselor	1.20 FTE	IDEA Pathway and Public Health Pathway	Approved	

Classified Support Salaries: **College Career Readiness Specialist (CCRS), at .60 FTE.** The College Career Readiness Specialist (CCRS) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a CCRS is to assist our scholars in completing college applications, financial aid forms, and research on colleges, careers, and community colleges. This person will collect data on all of our scholars and track their exposure to A-G workshops, attendance to college visits, completion of college applications, completion of financial aid forms, and completion of community college enrollment. The CCRS will work in collaboration with the WBLL and Pathway Coach to ensure a college career readiness plan for all of our scholars. **PCN 6453 - Nichelle Sykes** (Salary & Benefit costs included)	$84,170.62	2205	Classified Support Salaries	College & Career Readiness Specialist	.60 FTE	Whole School	Approved	
Teacher Salaries: **Hire a Teacher at 1.0 FTE to support the 8-period day master schedule.** In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives. **PCN 6187- Elorine Muirhead** (Salary & Benefits Costs included)	$132,721.64	1105	Teacher Salaries	TCHR STRENGIM	1.0 FTE	Recent Immigrant Support and Engagement - RISE	Approved	
Teacher Salaries: **Hire a Teacher at .75 FTE to support the 8-period day master schedule.** In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives. **New PCN 10931 - Matthew Fields** (Salary & Benefits Costs included)	$93,340.47	1105	Teacher Salaries	TCHR STRENGIM	.75 FTE	Environmental Science Academy	Approved	
Teacher Salaries: **Hire a Teacher at .25 FTE to support the 8-period day master schedule.** In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives. **PCN 7519 - Hillary Chen** (Salary & Benefits Costs included)	$24,830.19	1105	Teacher Salaries	TCHR STRENGIM	.25 FTE	Innovation Design and Engineering Academy - IDEA	Approved	
Consultant Contracts: **The contract with Destination College Advising Corps is to hire one employee to support our students in the college application process and awareness through June 30, 2026.** This person will support our service to our 1556 student population (432 freshmen, 412 sophomores, 377 juniors, 336 seniors) by providing support in college awareness and for applying to colleges, receiving financial aid, and receiving scholarships. Specifically, that might include, but not limited to, teaching students A - G requirements, helping students and families investigate colleges and career options, creating a 4-year plan for college readiness, providing information and guidance for the college application process, help students in completing college applications, identifying scholarships and supporting the application process for those scholarships, completing financial aid forms, supporting students in applying for the college entrance tests. Supporting families in completing the now state-required FAFSA. Many of these services will be provided in person either one on one or in small groups. Still, there may be some virtual options that include workshops offered via Zoom to students, families, and classrooms or one-on-one support via Zoom for families who cannot attend in person. (Admin Fees Waived - Flat Rate Fee)	$30,000.00	5825	Consultant Contracts			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts for 6 Teachers to Teach in the 2026 Summer Bridge Program, through June 30, 2026.** The teachers will support our Summer Bridge Program, which focuses on helping students transition into Oakland High School. This program runs through June 30, 2026. We aim to serve 90 students, with the goal of getting students set up to be successful, connected, and prepared to enter high school and be successful and engaged in all that their pathways have to offer. Budget Calculation: 104 hours at $47.50 hourly rate + 25% benefit costs = $6,175.00 x 6 teachers = $37,050.00. (Salary & Benefits included)	$37,050.00	1120	Teacher Salaries Stipends			Whole School	Approved	

Teacher Salaries Stipends: **Extended Contracts to pay 5 Teachers from the (Cheetahs) -9th Grade Family to attend meetings for Professional Learning Community services, through June 30, 2026.** The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits Included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts to pay 5 Teachers from the (Jaguars) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026.** The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts to pay 5 Teachers from the (Panthers) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026.** The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School	Approved	

Teacher Salaries Stipends: **Extended Contracts to pay 5 Teachers from the (Tigers) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026.** The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards are for teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts to pay 5 Teachers from the (Pumas) -9th Grade Family to attend meetings for Professional Learning Community services through June 30, 2026.** The teachers will attend after-hours meetings to align student intervention work, community building, and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and support on campus, teachers plan community-building experiences for these students off campus as well as engagement activities to keep students motivated and connected to the school. The accomplishment standards require teachers to devise plans for wrap-around supports and interventions for these students. The student outcomes are that more 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and ethnic studies). Budget Calculation: 16 hours at a $47.50 hourly rate + 25% benefit costs = $950.00 x 5 teachers = $4,750.00. (Salary & Benefits included)	$4,750.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Allocation to Recent Immigrant Support and Engagement (RISE) Pathway. Funds for Pathway Development of the 4 pillars within the RISE pathway. ($18,000.00)	$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE		Conditionally Approved
Allocation to Innovation Design and Engineering Academy (IDEA) Pathway. Funds for Pathway Development of the 4 pillars within the IDEA pathway. ($10,961.00)	$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA		Conditionally Approved
Allocation to Visual Arts Academy Magnet Program (VAAMP) Pathway. Funds for Pathway Development of the 4 pillars within the VAAMP pathway. ($10,961.24)	$0.00	4399	Surplus			Visual Arts Academy Magnet Program (VAAMP)		Conditionally Approved
Allocation to Public Health Academy (PHA) Pathway. Funds for Pathway Development of the 4 pillars within the PHA pathway. ($10,961.24)	$0.00	4399	Surplus			Public Health Academy (PHA)		Conditionally Approved
Allocation to Law & Social Justice (LSJ) Pathway. Funds for Pathway Development of the 4 pillars within the LSJ pathway. ($10,961.24)	$0.00	4399	Surplus			Law and Social Justice (LSJ)		Conditionally Approved
Allocation to Environmental Science Academy (ESA) Pathway. Funds for Pathway Development of the 4 pillars within the ESA pathway. ($10,961.00)	$0.00	4399	Surplus			Environmental Science Academy (ESA)		Conditionally Approved

Pathway Name:	Rigor, Inclusion, Socio-emotional, ELD (RISE)			Program	3922
Mission and Vision	When students leave RISE, they will be equipped with the necessary confidence and capabilities in English for academic, occupation, and social settings. Through an authentic business curriculum that incorporates partnerships with local businesses and community organizations, work ready skills development, and use of current technologies, students will have a solid foundation of skills to become active contributors in their communities. In order to support newcomers' unique set of needs, RISE offers wrap-around and personalized services, and a dedicated and experienced teaching and support staff that leverages the linguistic and cultural assets of their students.				

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	RISE uses instructional practices that are student-centered, collaborative, and project-based. Teachers offer many opportunities for students to reflect on their learning experiences. Teachers also focus on equitable access to instruction through scaffolding, attention to building academic mindsets, and developing socio-emotional learning competencies that are so important for the newcomer population. The pathway relies on a couple of partnerships like the district's ELLMA office and the newcomer social worker through our on-campus wellness center for instructional guidelines and student supports and intervention.	Several teachers have participated in professional development for project-based learning but we'd like to see even more incorporated into curriculum design, particularly for more cross-content and/or business theme integration. Related to that would be developing a graduate capstone project that more closely aligns with pathway business theme. We would also like to develop more standardized assessments for various subjects, grades, and/or English Language Development (ELD) levels. While we haven't had a dual enrollment course offered to students in recent years, we hopeful we can return that program in 23-24.	Creating cross-subject project-based learning; more standardized course assessments
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Business courses guide students in development of resume-writing and interview/presentation skills, as well as some financial literacy. Students in business classes also receive feedback from industry partners. ELD classes, especially at higher levels, incorporate career/post-secondary education exploration into curricula, including online self-assessments, research, and interviews with professionals.	Develop a substantial work-based learning plan that includes career exploration (both general and related to the business theme) and also college exploration and enrollment support as well.	Work-based learning plans for all students that most teachers (Business/ELD/content) incorporate into curricula
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	RISE students have access and are encouraged to use our school's future center for college interest exploration. RISE students also have a social worker that provides social, emotional, and legal support for students. Teachers have begun training in Restorative Justice to deal with conflict/ issues with students.	Find more ways to support our social worker and case manager with their large caseload of students. Working with students to map out individual plans for post-graduation.	College visits/ registration support; dual-enrollment course; build out student mentorship program

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.
Goal #2: By 2026	We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.
Goal #3: By 2026	We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.

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	Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development.
	Use a teacher retreat day to further develop and plan these projects

Actions for Goal #1	Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.
Strategic Actions for Goal #2	Research WBL plan models/templates and adapt to fit needs of our students
	Collaborate with Future Center and Business Courses partners to develop WBL plan
	Pilot use of such plans in ELD 4 classes
Strategic Actions for Goal #3	Elect one person to be the point of contact for coordinating with our future center
	Coordinate with our future center and Community Colleges to schedule a registration event for our students
	Plan class activities that allow students to include, reflect, revise goals after events in WBL plan

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of $38.50 per hour for attending 2 meetings per month for 5 months total (approximately 10 hours/semester). (Salary and Benefit Costs Included)	$5,663.57	1120	Teacher Salaries Stipends			Recent Immigrant Support & Engagement (RISE)
Transportation Costs: for charter bus rentals for students to attend the RISE Business Course for Work Based Learning. This expenditure is to cover the cost of transportation for career and college exploration trips for students in the CTE business courses, as well as transportation costs to public exhibition events for project-based learning culminating experiences. Charter bus rentals are usually about $2,000.00 per day. These funds would allow for about 2 trips with approximately 50 students and 5 teachers/chaperones each trip. This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning while building out the scope and sequence of WBL events for the CTE business courses. This will improve student engagement by connecting students to mentors in the business profession as they learn more about the industry and what it is like to work in it. All CTE business students will have the opportunity to participate (about 70 students).	$4,000.00	5826	Transportation Costs			Recent Immigrant Support & Engagement (RISE)
Admission Fees: Admission fees for the students who attend field trips that connect to the RISE pathway projects and curriculum. Various admissions fees for field trips related to the RISE pathway projects that will take the curriculum beyond the walls of the classroom. These trips include work based learning experiences, but also experiences related to integrated projects and career-technical education themed curriculum. This expenditure is aligned to the goal of increasing project-based learning components into pathway curricula and extending classroom work beyond the physical classroom. Engagement will increase through students being able to apply their classroom learnings and understandings to other contexts and transferring skills to different environments. This expenditure addresses the need for newcomer students to have access to trips and experiences that they otherwise would not be able to participate in on their own. This supports all (about 115) RISE students.	$1,000.00	5829	Admission Fees			Recent Immigrant Support & Engagement (RISE)

Meeting Refreshments for the RISE Teacher Team Retreat. Meeting refreshments for the teachers who attend the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern in the RISE pathway. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan, something this team has never been able to do. With two new co-directors and several new teachers on the team, it is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All RISE students will benefit, around 115 students. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings). (Meals for retreats are not to exceed $40 per person per day)	$500.00	4311	Meeting Refreshments		Recent Immigrant Support & Engagement (RISE)
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.	$1,675.63	1150	Teacher Substitutes		Recent Immigrant Support & Engagement (RISE)

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?
All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.	RISE is on track for accomplishing this goal by 2026. Three teachers participated in the monthly PBL PD at Oakland High. No cross-curricular projects are fully planned yet but PBL is a good foundation for that. One teacher did the Hight Tech High PBL Leadership Academy as well. We're still mostly on track for getting an integrated unit planned. Other tasks became more of a priority, like receiving many new students at the beginning of the second semester.
We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.	We started work on this goal and are on track. The ELD 4 teacher has begun exploring templates to build on for this work and is seeking a partner teacher or coach to more fully build out a plan.
We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.	The team is making good progress on this goal. In 23-24 students are visiting SFSU, UC Berkeley and Berkeley City, Merritt, plus one more community college to learn about the programs, admissions, take tours, and talk to current students at some of the visits. The focus on visiting colleges came from a focus group with current students about what they want and need out of the RISE program - many of them want more college exposure.

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 — Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development. / Use a teacher retreat day to further develop and plan these projects / Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.	Teachers did professional development on PBL, the fall teacher retreat focused on integrating WBL into units and projects, and the teachers who did the PD have applied elements of the PBL framework into curriculum design. In regards to PBL, individual teachers have incorporated 1-2 elements of the PBL framework, like critique and revision, to build as a more regular practice to be set up better facilitate at PBL unit. Through the WBL focused team retreat teachers generated a better understanding of the different ways WBL can easily be integrated into curriculum. All are or will be complete by the end of the 23-24 school year.
23-24 Strategic Actions for Goal #2 — Research WBL plan models/templates and adapt to fit needs of our students / Collaborate with Future Center and Business Courses partners to develop WBL plan / Pilot use of such plans in ELD 4 classes	Research has been done, and a pathway-wide draft WBL plan has been started, after a pathway team retreat day to work on it with pathway coach and work based learning liaison. Aspects of the plan are being piloted this spring with CTE-themed college visits. A challenge around tracking and reflecting is that the trips are opt-in and students from various classes participate, rather than all students from a particular class. The pilot of the plans will be done in all ELD 4 classes, as the same person teaches all those classes. The Future Center has supported the planning of the college visits. Once the WBL plan is finalized we will share it with the partners who frequently support the business CTE classes. We are on track for accomplishing most of these actions by the end of the year.
23-24 Strategic Actions for Goal #3 — Elect one person to be the point of contact for coordinating with our future center / Coordinate with our future center and Community Colleges to schedule a registration event for our students / Plan class activities that allow students to include, reflect, revise goals after events in WBL plan	We unexpectedly had a new college and career readiness specialist start at the beginning of the year so we have primarily been working with the work based learning liaison to set up college visits. We've had one RISE teacher help to coordinate these trips. We're hoping to implement the use of a reflection and tracking tool in spring semester. We are on track for accomplishing most of these actions by the end of the year.

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	All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.	**New or Revised Strategic Actions for Goal #1**	Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development, either through the summer PBL Institute and/or school-year offerings TBD
			Use a teacher retreat day to further develop and plan these projects, building off what was accomplished this year and supporting new RISE teachers to get up to speed.
			Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.

			Use teacher meeting time to reflect on use of the elements of PBL from the OUSD framework and integrate into existing protocols of sharing and reflecting on talk structures.
Goal #2: By 2026	We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.	**New or Revised Strategic Actions for Goal #2**	Pathway Coach, ELD 4 teacher, plus one more teacher or RISE staff will take a release day to explore WBL plan templates, build out a plan for RISE students, and set up a Google Classroom to house the work and reflections.
			Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the Google Classroom postsecondary plan.
			Conduct another focus group of students to get input on what they want and need from WBL and college trips. Incorporate reflections into these conversations.
Goal #3: By 2026	We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.	**New or Revised Strategic Actions for Goal #3**	Continue to offer a variety of college-based trips and experiences that appeal to students interests
			Build relationships with representatives from different colleges to coordinate the planning of trips and other experiences
			Research intensive college bridge programs that are equipped to work with newcomers and English learners

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

2024-2025 Pathway Budget

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)*
Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for at least 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of $38.50 per hour for attending 2 meetings per month for 10 months total (approximately 20 hours each). 2 meetings per month x 10 months = 20 hours x 38.50/hour = $770 + 30% benefits = $1,001 per teacher x 12 teachers = $12,012 (Salary and Benefit Costs Included)	$12,012.00	1120	Teacher Salary Stipends			Recent Immigrant Support and Engagement (RISE)	Approved	
Meeting Refreshments for the RISE Team/Industry Partner Collaboration. Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All RISE students will benefit. (Meals for retreats are not to exceed $40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people - 15 x $40)	$600.00	4311	Meeting Refreshments			Recent Immigrant Support and Engagement (RISE)	Approved	
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. $3000 will be enough for about 7 full-day substitutes.	$3,000.00	1150	Teacher Substitutes			Recent Immigrant Support and Engagement (RISE)	Approved	
Teacher Professional Development The RISE team will research and identify at least one professional development opportunity (conference, workshop, seminar, etc.) for all teachers on the team to participate in. The topic of the opportunity will be aligned to supporting the needs of the student population they teach so that could include instructional practices for language acquisition, culturally relevant pedagogy for newcomer students, action projects, etc. This expense will align with Goal #1 around designing integrated curriculum and will benefit all students in the RISE pathway next year.	$2,388.00	5826	Professional/Contracted Services			Recent Immigrant Support and Engagement (RISE)		Conditionally Approved
2025-2026: YEAR THREE								

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		146							

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	58.2%	41.8%	100.0%		91.8%		94.5%		

Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	0.7%		19.9%	75.3%			3.4%		0.7%

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

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

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	43.5%	24.2%	55.2%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	52.2%	75.8%	34.5%	TBD		
A-G Completion Rate (12th Grade Graduates)	20.0%	28.6%	50.0%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	22.6%	43.1%	50.0%	34.9%		
10th Graders meeting A-G requirements	16.1%	37.3%	54.3%	29.3%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	0.0%	3.4%	0.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	13.8%	6.9%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	9.1%	0.0%	4.8%	0.0%		
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	61.5%	25.0%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	7.7%	12.5%	TBD	TBD		

Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	36.8%	21.9%	45.5%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	57.9%	78.1%	40.9%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	28.6%	33.3%	50.0%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	28.6%	43.2%	43.3%	27.6%		
9th Graders meeting A-G requirements	14.3%	40.9%	40.0%	18.5%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	0.0%	4.5%	0.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	9.1%	4.5%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	11.1%	0.0%	6.3%	0.0%		
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	50.0%	14.3%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	10.0%	14.3%	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges

We are seeing positive and consistent growth in: graduation rates, A-G completion, and dual enrollment and internship participation.	College enrollment rates are low.
What might be some root causes to help you understand those student data?	
There were a couple of semesters during which a specific dual enrollment class for language learners was offered so that probably helped the participation rate. Our dropout rate has significantly decreased and that can be related to students feeling a sense of community with RISE, along with access to resources to address their unique challenges of being a newcomer student.	

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?
All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.	With some turnover in the teaching team, we have not focused as much on this goal this year but can still be on track for accomplishing by 2026. This year has focused more on getting new teachers embedded into the team and on greater alignment around how we teach English (such as vocabulary). In having more shared strategies across classes, we will be better equipped to design PBL projects across classes or projects that tie directly to business.
We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.	Our current work-based learning plan includes resume work, mock interviews, and career exploration activities embedded/explained in some ELD classes. Some classes are working to create classroom experiences that replicate the jobs our students are currently doing and/or want to be doing.
We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.	There is some tension around preparing students for work vs preparing them for college. Students have had the opportunity to visit various college campuses to learn about programs and support provided to newcomer students and English learners.

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	Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development, either through the summer PBL Institute and/or school-year offerings TBD	We are not currently on track to accomplish this strategic action as only one teacher attended a professional development training around PBL. In the past more teachers have participated, but the combination of several new teachers and PBL training being the same week as district ILT training made it difficult to get teachers to commit. However, the Desire for possible PBL participation in June 2025, if it happens/ does not interfere with other district trainings
	Use a teacher retreat day to further develop and plan these projects, building off what was accomplished this year and supporting new RISE teachers to get up to speed.	We are not currently on track to accomplish this strategic action as this year's retreat focused on newcomer content course-ELD alignment. This could open the door for future PBL collaboration though.
	Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.	We are currently on track to accomplish this goal as several teachers still use the elements of the PBL framework for their classroom projects/projects they've developed in previous years
	Use teacher meeting time to reflect on use of the elements of PBL from the OUSD framework and integrate into existing protocols of sharing and reflecting on talk structures.	We are not currently on track to accomplish this strategic action as no planned meeting time is set to discuss the elements of PBL this year. We plan to revisit this though next year.
24-25 Strategic Actions for Goal #2	Pathway Coach, ELD 4 teacher, plus one more teacher or RISE staff will take a release day to explore WBL plan templates, build out a plan for RISE students, and set up a Google Classroom to house the work and reflections.	Summer planning work with the Pathway Coach and ELD 4 teacher happened. ELD teachers have discussed shared postsecondary plan language aligned across classes and advisory. We started a long-awaited advisory class this year for 9th grade and that focuses on study skills, self-advocacy, and grade checks and reflection. We still plan to convene a focus group before the end of the year to inform planning for semester 1 next year. We still plan to have our 11th grade student focus group come into a team meeting or two to discuss desires around WBL opportunities and colleges of interest.
	Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the Google Classroom postsecondary plan.	
	Conduct another focus group of students to get input on what they want and need from WBL and college trips. Incorporate reflections into these conversations.	
24-25 Strategic Actions for Goal #3	Continue to offer a variety of college-based trips and experiences that appeal to students interests	So far students have visited Laney, College of Alameda, Chabot and CSUEB, and will possibly visit Berkeley City College and/or UC Berkeley. Students learn about the support programs for newcomer students and variety of programs available. Having current college student panels is helpful for RISE kids to hear and see people that look like them and similar experiences. There is a Central American student outreach and retention program we want to connect with.
	Build relationships with representatives from different colleges to coordinate the planning of trips and other experiences	
	Research intensive college bridge programs that are equipped to work with newcomers and English learners	

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:	All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.	**New or Revised Strategic**	Develop a cross curricular project based around postsecondary planning and career research
			Continue to align and develop a project incorporating Seedfolks, the school garden, and the biology class.

By 2026		Strategic Actions for Goal #1	Develop a cross curricular project based unit connecting a content course and an ELD course (e.g Biology and ELD 1 or ELD 4 and Business)
Goal #2: By 2026	We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.	New or Revised Strategic Actions for Goal #2	Plan ways to align across classes for events and information about types of careers and all the related jobs within a field
			Create a RISE - specific career day event
			Align field trips to possible student career interest (Berkeley Labs, ASANA/Health Care, Kaiser School of Allied Health for STEM fields)
			Identify and connect students to opportunities outside of typical immigrant jobs
			Convene a former student panel related to work experiences
Goal #3: By 2026	We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.	New or Revised Strategic Actions for Goal #3	Convene a former student panel related to college experiences
			Plan a visit to UC Merced, the most diverse UC with highest percentage of 1st generation college students
			Plan college visits and field trips that tap into different types of student groups

Pathway 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)*
Teacher Salaries Stipends: **Extended contracts to pay 12 RISE Teachers for working after hours to participate in the pathway team meetings.** The RISE teacher team meets biweekly for at least 1 hour to work on pathway development, student support, and intervention. The Accomplishment standards include: assisting student language acquisition as they work towards mainstreaming while receiving college and career readiness guidance, with more students participating in planned curriculum and events to be more prepared for college and career. All RISE students, around 150 will benefit. Those students, being language learners are the target group to benefit from this work from the teacher team. This expenditure aligns with our goals to increase shared practices and develop integrated projects across content-area and English Language Development classes. The 12 teachers on the pathway team will be paid at the extended contract rate of $47.50 per hour for attending 2 meetings per month for 10 months total (approximately 20 hours each). Budget Calculation: 2 meetings per month x 10 months = 20 hours x $47.50 per hour + 25% benefit costs = $1,187.50 x 12 teachers = $14,250.00. (Salary and Benefit Costs Included)	$14,250.00	1120	Teacher Salaries Stipends			Recent Immigrant Support and Engagement (RISE)	Approved	
Teacher Substitutes: **Hire Teacher Substitutes when pathway teachers attend work-based learning or community-building trips and events and not all their class sections participate.** We will utilize our STIP sub and collapse classes whenever possible to reduce the number of substitute teachers needed. Teacher substitute costs, including benefits, are about $430/day per class. Budget Calculation: $3,375 will be enough to hire about 8 full-day teacher substitutes.	$3,375.00	1150	Teacher Substitutes			Recent Immigrant Support and Engagement (RISE)		Conditionally Approved

Meeting Refreshments: **Meeting refreshments for the RISE Team & Industry Partner Collaboration Retreat.** Meeting refreshments for the retreat between teachers and industry partners to work on a curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement. Students will experience more real-world learning aligned to pathway themes and content, and all RISE students will benefit. Budget Calculation: Meeting refreshments for retreats are not to exceed $40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people—15 x $25.00 = $375.00.	$375.26	4311	Meeting Refreshments		Recent Immigrant Support and Engagement (RISE)		Conditionally Approved

Pathway Name:	Innovative Design & Engineering Academy (IDEA)		Program #:	3910
Mission and Vision	Innovative Design & Engineering Academy (IDEA) educates students in the principles of Universal Design so they can create inclusive, accessible products and designs that are relevant to their lives. Using engineering skills and industry standard technology, students create solutions for real world problems. Students collaborate with professional engineers and present to authentic audiences. Striving to build a workforce in STEM careers that includes more underrepresented groups, IDEA students will be prepared to continue education or seek employment in a variety of engineering fields with an appreciation for inclusivity and ethical responsibility.			

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	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. The sequence of CTE classes offered in IDEA center around local organizations, where students apply industry skills taught in class (i.e. computer-aided design (CAD), digital manufacturing) to the organization's unique needs presented to students.	As we continue to develop an "action project" for our senior graduate capstone, we will apply lessons learned from our first year of implementation. Specifically, students choosing topics and action plans that require meaningful application of pathway skills, appropriate supports for students (including those who transfer to our pathway junior and senior years), and developing better rubrics. Many students take AP and Dual Enrollment courses, but we need to be more equitable and intentional as a pathway team about who is enrolling in it (getting data and acting on it).	Building, refining, and expanding our first year implementation of the senior action project will be major focus for our next 3 years. We will use student exemplars created this year to provide a concrete example for incoming seniors as well as creating more scaffolding documents and project management documents to address the confusion and lack of organizations experienced by some of the seniors this year.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	IDEA has several field trips around engineering career paths in coordination with the OUSD Linked Learning Office, like the Cypress Mandela Skilled Trades Fair. IDEA coordinates with onsite WBL liaison to rollout in-class resume workshops at all grade levels, as well as prep students for interviewing through mock and informational interviews with volunteer career professionals. IDEA has several WBL experiences that directly intersect with curricular projects at every grade level in both the CTE and non CTE classes where local clients are matched with students with the goal of students addressing some relevant problem for that local client. (i.e. juniors servicing participants at local disability center, seniors creating toys for local elementary schoolers, juniors creating emergency preparedness plans for local senior citizens)	We need to create a work based learning plan that utilizes all three years, where student are introduced to resumes in the sophomore year and then create a running log of all work based learning experiences that include collecting contacts of all related industry work professionals We need to create more opportunities for career shadowing that will give a more narrative understanding of industry logistics and skills that industry professionals use that can be tied back to skills covered in CTE classes. We need to integrate informational interviews into CTE industry client projects where: 1) interview skills can be further practiced 2) career shadowing and career demonstration can be built into in student work based learning experience and retention. We need to create more explicit cohesion between industry partners in CTE classes to directly influence and demonstrate skills and industry practices being taught in class directly reinforced by these industry partners.	Creating more cohesive and explicit overlap between the industry clients and the CTE curriculum will be a major goal for the upcoming years. From the first year implementation of our newly develop CTE course, we've identified two industry clients that serve as the local clients for students to address/solve a relevant problem for them. In the next year, we will look to plan with these industry clients to emphasize what skills, language, techniques should be scaffolded heavily before the client visits and how the clients can be directly involved in that instruction. We will use an existing project in the 11th grade English class as a model of how exemplary industry partner curricular collaboration can happen.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	IDEA has dedicated team meeting time to create intervention plans for students of concern by grade level groups IDEA has implement a No-D policy so students are UC and CSU eligible upon graduation Students participate on field trips to UC's, CSU's, community colleges, and trade fairs to explore post-secondary opportunities Students participate in mock job interviews and write cover letters/resumes Teachers are committed to social-emotional learning, bringing in team-building activities, community check-ins, and reflection opportunities throughout their curriculum	We need to develop formal systems to assess the impact of student supports based on data and student progress. Many students take advantage of the wonderful supports that our Future and Wellness Centers provide, but we need to track which students are getting those supports to better identify where the pathway team can supplement those resources so ALL IDEA students are planning for their futures	We have developed and partially piloted data tracking systems i.e. attendance/academic phone call intervention system and so the goal will be to follow up on this upcoming year and consistently carry out this protocol once a marking period during. We will also look to coordinate with the work based learning and Future center to create a more comprehensive post-secondary preparation plan for seniors which includes offering a wider range of engineering dual enrollment classes as well as coordinating with Laney engineering department to promote meaningful alternatives to 4 year college for our engineering seniors.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)
Goal #2: By 2026	We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.
Goal #3: By 2026	We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students

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	For 11th grade, incorporate CTE and/or physics in the YPLAN project
	For 12th grade, build out action project as part of the graduate capstone
	For 10th, review CTE standards and new CTE course outlines to find points of connection and opportunity for an integrated project.
	Finish the skills alignment work started in 22-23
	Utilize the summer PBL Institute as a time to work on above tasks
Strategic Actions for Goal #2	Participate in the development of a school wide post secondary planning template and implement it with 10th graders
	Admin trio supports the tracking of student participation in work based learning
	Incorporate input from students around types of internships and other opportunities they want to engage in
Strategic Actions for Goal #3	Use pathway meeting time in the fall to finalize the skill alignment work
	Create a schedule for teachers to regularly observe other pathway teachers to better understand how the shared policies are being implemented
	IDEA teachers will develop a common syllabus template with core instructional and SEL strategies to deepen consistency.

Pathway Budget Expenditures

2023-2024 Pathway Budget

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

Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings. These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 23-24 pathway goals and strategic actions get discussed their implementation gets planned. There are 11 teachers who get paid for about 2 hours/month at the hourly rate of $38.50 for 5 months (just first semester of 23-24). (Salary and Benefit Costs)	$5,269.58	1120	Teacher Salaries Stipends			Innovative Design & Engineering Academy (IDEA)
Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events. This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about $2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.	$4,500.00	5826	Transportation Costs			Innovative Design & Engineering Academy (IDEA)
Admission Fees: admission fees for students who participate in IDEA field trips (approved grade level events and activities) to reinforce learning and practicing of pathway student learning outcomes and development. Each grade level is in the process of developing annual meaningful events and trips that connect to pathway theme and bring students together with teachers and each other. With the highest percentage of female students who did not choose this pathway as #1, these events are important to help students feel connected and excited. It supports the pathway goals and strategic actions related to pathway student retention.	$1,069.63	5829	Admission Fees			Innovative Design & Engineering Academy (IDEA)
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.	$2,000.00	1150	Teacher Substitutes			Innovative Design & Engineering Academy (IDEA)

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?
We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	Due to unforeseen teacher absence as well as a switch in client focus, we've had to switch the course pairing from Physics and English to Computer Science and English. We feel that this new pairing will allow for more organic and sensible collaboration as far content areas given that students will be working on website and game design in CS and then in English think about the language and organization of the information as it relates to shortening the digital divide for seniors. The supports that we will be utilizing moving forward are the dedicated Wednesday PD's where both our CS and English teacher will use that time to plan for that project to be hopefully piloted in 2025. We are still on track for accomplishing this goal.
We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	We've collaborated with our WBL coordinator to have our entire 10-12 grade levels attend the career fair as well as push students to do the ECCO internships over the summer. Our future goals include polling our sophomores and juniors around our current industry partners that'd they like to see more of in terms of career panels and career internships. Using that information we will start communication with those partners over the summer to provide more consistent and structured interactions with those industry partners for the following semester. Our progress has been hindered by our increased focus on the senior seminar and senior action project that took more time and energy than expected but we are still on track for accomplishing this goal.
We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	We are on track for accomplishing this goal and made excellent progress this year. We started the school year with aligned and shared policies on several areas of classroom management, and have reflected on the implementation as a team at least two times. This has led to improved student engagement and behavior, and has made it easier for our admin team to reinforce the teachers' policies.

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	For 11th grade, incorporate CTE and/or physics in the YPLAN project	YPLAN project focus shifted and with that the integrated courses involved were going to be English 3 and AP Computer Science. However, the project is postponed due to an unexpected leave of absence by one of the core teachers. Plans are in place, along with client commitment to pick up the project next school year. Action project component of the graduate capstone is happening with limited choices and a more structured support plan from teachers through an advisory model. Preliminary set of teacher and student facing documents to build on. 10th grade CTE teacher has been collaborating with another teacher from a different site to tighten up curriculum for the course, now in its second year and implementing 3 new projects but we haven't yet shared with other 10th grade team teachers. We realized that we needed to go back to basics and focus on mission, vision and student learning outcomes revision before diving into the skills alignment so we kicked off the year with that work. Three teachers participated in the summer PBL Institute and 2 other teachers plus our admin are participating in the High Tech High PBL Leadership Academy.
	For 12th grade, build out action project as part of the graduate capstone	
	For 10th, review CTE standards and new CTE course outlines to find points of connection and opportunity for an integrated project.	
	Finish the skills alignment work started in 22-23	
	Utilize the summer PBL Institute as a time to work on above tasks	
23-24 Strategic Actions for Goal #2	Participate in the development of a school wide post secondary planning template and implement it with 10th graders	We created and used a Google Form reflection survey for a couple of WBL events and will review and use feedback for future planning. We convened a small student panel to inform mission, vision, and student learning outcome development. We will be finalizing and launching that work later this spring. We have not yet created a tracking system for WBL and other opportunities but hope to build that into the Google Form reflection survey. Due to a new College and Career Readiness Specialist starting in the fall, we postponed the postsecondary plan work but will make progress on it before the end of the year.
	Admin trio supports the tracking of student participation in work based learning	
	Incorporate input from students around types of internships and other opportunities they want to engage in	

23-24 Strategic Actions for Goal #3	Use pathway meeting time in the fall to finalize the skill alignment work	Created and implemented shared policies across pathway classes (field trip, attendance, phone, tardies). This has led to improved attendance and fewer instances of phone use in class that isn't aligned to class work. While we have not yet done IDEA specific observations, teachers did participate in 3 schoolwide learning walks, either as observers or being observed, and there has been time during pathway team meetings to reflect on how policies are going and what might need to be adjusted or further defined. The syllabus document has been started and will be finalized at the beginning of 24-25 with the addition of a few more policy categories.
	Create a schedule for teachers to regularly observe other pathway teachers to better understand how the shared policies are being implemented	
	IDEA teachers will develop a common syllabus template with core instructional and SEL strategies to deepen consistency.	

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	We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	New or Revised Strategic Actions for Goal #1	Revisit skills alignment work with focus on specific subject areas and new Student Learning Outcomes (SLOs) created in 23-24
			Revise student facing documents and rubrics for graduate capstone project based on feedback and reflection in 23-24
			Bring project ideas from High Tech High institute into PBL summer learning institute to develop a 10th grade integrated project
Goal #2: By 2026	We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	New or Revised Strategic Actions for Goal #2	Participate in development of school wide post-secondary planning template once it's relaunched
			Analyze post-WBL work trip student data and use to inform future planning
			Continue creating a pathway trip syllabus that plans out key WBL experiences across 3 years in IDEA and ensures alignment across grade-levels
			Consistently use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.
Goal #3: By 2026	We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	New or Revised Strategic Actions for Goal #3	Reflect on current policies and revise as necessary, like adding a hall pass policy to our shared expectations
			Develop skills by grade level that are shared with students and part of the pathway syllabus
			Incorporate the new mission, vision and student learning outcomes into the pathway syllabus

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

2024-2025 Pathway Budget

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*								
Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings. These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 24-25 pathway goals and strategic actions get discussed and their implementation gets planned. There are 11 teachers who get paid for about 2 hours/month at the hourly rate of $38.50 for 5 months (just first semester of 23-24). 2 hrs/month x 5 months = 10 hours x $38.50/hour = $385 x 0.3 benefits = $500.50 x 11 teachers = $5,505.50 (Salary and Benefit Costs)	$5,505.50	1120	Teacher Salary Stipends			Innovative Design and Engineering Academy (IDEA)	Approved	

Meeting Refreshments for the IDEA Team/Industry Partner Collaboration. Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All IDEA students will benefit. (Meals are not to exceed $40 per person per day. This is enough for meals at 1 collaboration session for 15 people - 15 x $40)	$600.50	4311	Meeting Refreshments		Innovative Design and Engineering Academy (IDEA)	Approved
Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events. This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about $2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.	$2,000.00	5826	Transportation Costs		Innovative Design and Engineering Academy (IDEA)	Approved
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. $1894 will be enough for about 4 full-day substitutes.	$1,894.00	1150	Teacher Substitutes		Innovative Design and Engineering Academy (IDEA)	Approved

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12	**219**							

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	56.6%	43.4%	99.5%		7.8%	5.0%	0.5%		

Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	22.8%	0.5%	32.9%	35.6%	0.5%		1.8%	5.0%	0.9%

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

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

Whole Pathway Indicator	*2021-22 Data*	*2022-23 Data*	*2023-24 Data*	*2024-25 Mid-Year Data*	*2024-25 Data*	*2025-26 Mid-Year Data*
Four-Year Cohort Graduation Rate	95.4%	95.2%	96.8%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	3.1%	4.8%	1.6%	TBD		
A-G Completion Rate (12th Grade Graduates)	67.2%	51.7%	66.7%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	57.4%	60.5%	69.6%	67.5%		
10th Graders meeting A-G requirements	42.6%	51.3%	63.8%	62.3%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.6%	23.4%	20.3%	18.6%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	19.1%	25.0%	26.6%	35.2%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	69.2%	0.0%	70.0%	0.0%		
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	31.7%	10.3%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34.9%	39.7%	TBD	TBD		
Focal Student Population Indicator	*2021-22 Data*	*2022-23 Data*	*2023-24 Data*	*2024-25 Mid-Year Data*	*2024-25 Data*	*2025-26 Mid-Year Data*
Four-Year Cohort Graduation Rate	100.0%	85.7%	90.5%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	0.0%	14.3%	4.8%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	66.7%	50.0%	63.2%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	52.4%	55.6%	59.3%	53.6%		
10th Graders meeting A-G requirements	38.1%	33.3%	55.6%	39.3%		

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.0%	13.3%	9.5%	33.3%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	15.0%	20.0%	14.3%	25.0%	
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	57.9%	0.0%	73.7%	0.0%	
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	26.3%	8.3%	TBD	TBD	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	21.1%	25.0%	TBD	TBD	

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
We see an increase in 4-year college participation and dual enrollment passing percentage. There is an overall increase in 10th graders on track to graduate and on track A-G. We see a very low drop out rate.	For the focal population, A-G 10th grade on track rates have been stagnant for focal across the 3 years. 2-year college enrollment decreased. 12th grade internship participation dropped.

What might be some root causes to help you understand those student data?

We think our "no D policy" has led to the lower dropout rate. We see an opportunity to connect more students to 2-year options after high school. We think there could be more alignment between the Work Based Learning Liaison and the Future Center for internships and coordinating other opportunities for students. Other than students being presented with opportunities, there isn't any more individualized counseling to encourage and help students apply.

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?
We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	Some turnover with the teacher team has hindered progress a bit (there was going to be an 11th grade computer science/CTE/physics project but there is a new computer science teacher and that course is more closely following the adopted curriculum, without much room for integrating with other classes). For 10th grade there are project ideas, but the team has needed to support other priorities. The CTE project in 10th is happening with a regular partner (Cleveland and Bella Vista elementary) but we need for more integration and connection to other subjects. For 11th grade it has been difficult to get consistent partner on board to regularly support a project. In 12th grade we want to integrate more of a WBL focus into the graduate capstone project. This will require narrowing and identifying local/on site "partners" for projects and find others willing to come to campus.
We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	We plan to review the student participation and reflection form data and responses later this spring. We hope to be more intentional about summer internships and postsecondary planning.
We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	Our team has developed shared policies but we are still trying to finalize plans around how everyone is consistently implementing them or not. The policies have been around phone use, bathroom passes, and we revised our tardy and attendance policies.

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 — Revisit skills alignment work with focus on specific subject areas and new Student Learning Outcomes (SLOs) created in 23-24 / Revise student facing documents and rubrics for graduate capstone project based on feedback and reflection in 23-24 / Bring project ideas from High Tech High institute into PBL summer learning institute to develop a 10th grade integrated project	SLOs were established as far as language for each objective and we have broader plans about having teachers share this with students and having them self assess and self-reflect. Teachers are planning to roll out this SLO self assessment and reflection with students towards the end of the sixth marking period. Our action project teacher has continued to revise and edit the capstone action project. And based on the feedback from last year they have collaborated with the senior seminar teacher about having the paper directly inform the action project. But as it stands the variety of paper topics has led to a high volume of different related action projects and so that has made it difficult to support. The current plan is to have the paper still inform the action projects but direct the action projects toward 3-5 community partners so that the management of these projects will be easier to support. Project ideas from High Tech High institute were selected by the 10th grade team to be worked for the year. But due to our 10th grade team being split in prep with their 12th grade classes a lot of progress unfortunately was not made due to higher need concerns in the capstone and 12th grades being needed to address. Also PBL institute isn't being offered at our site this year and so efforts have been made to try to identify another space where the 10th grade team could meet over the summer to be compensated to make progress in the 10th grade integrated project. But beyond finding space for where the 10th grade team can be paid to do this work is still in the works, 10th grade team's participation over the summer is also not guaranteed. These concerns will be addressed by the pathway leadership team to create more intentional time and space for the following school year for the 10th grade integrated project given that we gave a lot of time.

24-25 Strategic Actions for Goal #2	Participate in development of school wide post-secondary planning template once it's relaunched Analyze post-WBL work trip student data and use to inform future planning Continue creating a pathway trip syllabus that plans out key WBL experiences across 3 years in IDEA and ensures alignment across grade-levels Consistently use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.	The post secondary planning template has been launched and has been used by pathway teachers after field trips but this year the pathway hasn't been on that many field trips and so as we plan for more field trips next year we will push to standardize the practice of using the post secondary planning form after field trips! We are still reviewing our options as far key WBL experiences, where in the 10th grade we have finalized a relationship with Bella Vista Elementary as partner for CTE projects in the 10th grade CTE class. In the 11th grade we will be piloting a new partnership for the product design unit with Oakland Housing Authority where we will be partnering with senior retirement home owned by the Oakland Housing Authority. In the 12th grade we are currently working on finalizing 3-5 community partners and local orgs that will serve as the partner for the capstone action project, which the work on directly in the 12th grade CTE class. Again due to the low number of field trips this year we have been able to analyze post WBL work trip data since there is such little data to make any inferences but we have used the post WBL field trip form for the field trips that have happened this year and for the last upcoming ones this year and will look to see at the end of the year if we have enough data to see any significant patterns or trends. If not we will definitely continue this practice for next year as we will plan more field trips for next year.
24-25 Strategic Actions for Goal #3	Reflect on current policies and revise as necessary, like adding a hall pass policy to our shared expectations Develop skills by grade level that are shared with students and part of the pathway syllabus Incorporate the new mission, vision and student learning outcomes into the pathway syllabus	This year, we have made changes to our shared policies at pathway team meetings. We do this three times a semester where we reflect on the efficacies of each shared policy. For example, we have adjusted our late and tardy policy, and how it affects field trip participation eligibility, where we have moved to a holistic review that students are a part of as opposed to an explicit number of tardies and absences that students must meet in order to be eligible for field trip trips. We have had discussions about the hall pass policy but have not decided what system we will move forward with, and we're continuing to discuss it and will hopefully have a system decided on by the end of the year for the hall pass. The skill alignment that our pathway is focusing on and will be creating a pilot template for teachers to integrate into a minimum of one of their culminating projects in their class, is growth goals. We will share this template so that students will be familiar with the purpose and grading scheme of growth goals as it relates to their respective classes. We finalized our pathway, mission and vision at the end of last year and will incorporate it into our pathway syllabus for the upcoming year after we have shared student learning outcomes with the students at the end of this year.

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	We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	**New or Revised Strategic Actions for Goal #1**	Dedicate release time and pathway meeting time for teachers to collaborate and develop cross-curricular projects.
			Use existing resources (Theresa, Sam, Brenda, Future Center, etc.) to develop a list of consistent industry partners that are interested in and have the capacity to work with us regularly.
			Unpack the pathway student learning outcomes to identify how the different pathway classes can support and embed them into curriculum and instructional practices.
Goal #2: By 2026	We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	**New or Revised Strategic Actions for Goal #2**	Coordinate more intentionally with the Future Center around internship opportunities and distribution of resources to students.
			Have students self reflect and track their internship, work based learning, and post secondary planning as well as skills they would like to develop that could be connected to an internship opportunity
			Integrate more work based learning and career exploration into CTE courses that align with and support various projects and other aspects of the curriculum.
			Continue creating a pathway trip syllabus that plans out key WBL experiences across 3 years in IDEA and ensures alignment across grade-levels
Goal #3: By 2026	We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	**New or Revised Strategic Actions for Goal #3**	Continue reflecting each semester as a pathway on how shared policies are working and modifying as needed
			Use time in pathway meetings and retreat time to continue vertical alignment as well as building in more cross-curricular alignment in vocabulary and processes
			Focus as a team on "growth goals" where teachers incorporate several modes of student reflection and goal setting, then analyze student responses to inform next steps.
			Get clear on specific roles and responsibilities of the admin trio and use clear and consistent protocols and process for addressing students of concern and planning student interventions.

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

2025-2026 Pathway Budget

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? (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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**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 required 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)*
Professional Contracted Bus Services: **Charter bus rentals for IDEA Pathway students to attend the IDEA Work Based Learning and Community Building events.** This expenditure covers the cost of transportation for career and college exploration and community-building trips, as well as transportation to public exhibition events for project-based learning culminating experiences for all IDEA students. This expenditure is aligned with our goals to continue developing the work-based learning scope and sequence and identifying the hallmark events and experiences for each grade level. Budget Calculation: This could include charter bus rental (usually about $2,000/day for about 50 students and five chaperones).	$6,000.00	5826	Professional Contracted Bus Services			Innovative Design and Engineering Academy (IDEA)		Conditionally Approved
Teacher Substitutes: **Hire Teacher Substitutes to cover classes when the pathway teachers are attending work-based learning or community-building trips and events and not all of their class sections are participating.** Substitute costs are about $430/day per class, including benefits. Budget Calculation: This will be enough for about 11 full-day teacher substitutes.	$4,961.00	1150	Teacher Substitutes			Innovative Design and Engineering Academy (IDEA)		Conditionally Approved

Pathway Name:	Visual Arts & Academy Magnet Program (VAMMP)	Progra	3909
Mission and Vision	Visual Arts & Academics Magnet Program fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and art concept integration in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists, and become art advocates. Students produce work for authentic audiences and build a portfolio that demonstrates their personal style and expression.		

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	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. Career Technical Education art classes include projects assigned by actual designers where students visit the business, collaborate with designers throughout the project, and then present to them as a culminating assessment. Cross-collaboration between studio photography and graphic design CTE classes where multi-step projects have components in both classes and students work together. Some classes offer students opportunity to demonstrate mastery on final assessments in different ways. Student complete Graduate Capstone project that includes a paper and art piece that showcases their learning.	We'd like to consider other options outside of a research paper for the culminating senior project that allows students to demonstrate and/or defend their learning in different ways. Though it happened this year, community partners interacting with students through hands on projects and follow up with feedback on student work occurs inconsistently.	This will not be something emphasized in our goals below but something we continue to think about and consider while working on other priorities.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	All VAAMP 12th grade students will participate in a design challenge in partnership with International Interior Design Association. Students visit the site to meet with industry professionals and photograph products sold by the company. After the field trip, students create digital advertisements and marketing materials for the products they photographed. The industry professionals visit Oakland High one month later to give students feedback and assess the final digital deliverables. All 10th Grade VAAAMP student engage in hands-on workshops with UC Berkeley Architecture students. Field trips to design firms. Students tour San Francisco design firms to see what the day-to-day life is like for a working graphic designer. Students engage the professionals in questions about their use of art and technology in their job. Students enquire about next steps they can take after graduation to continue down a path in creative digital design careers.	VAAMP students build skills through career readiness events including mock interviews and resume development. While many of our students participated in ECCO last summer many were not participating in internships that were related to Visual Arts or a career in that field.	Focus on integrating work-based learning more into student projects. Focus on creating more opportunities for student art work to be publicly displayed throughout the city.

| **Integrated Student Supports**
College and Career Preparation and Support
Social-Emotional Skill Development
Individual Student Supports
Student Input and Validation | VAAMP has implemented a No D policy so students are UC and CSU eligible upon graduation.

VAAMP takes students on field trips to UCs, CSUs and Art colleges.

VAAMP students participate in mock job interviews and write cover letters/resumes.

Many VAAMP teachers utilize a form of mastery-based grading that allows students to show mastery of a skill/topic over time (opportunities for growth/revision).

The VAAMP team works through case management and intervention plans by grade level groups during pathway collaboration times. | VAAMP has several integrated student supports. The team is working to coordinated this consistently across teachers/classes throughout the pathway.

The VAAMP team is starting to monitor student academics and postsecondary planning and reflection, supporting and organizing it through a centralized Google Classroom. (Starting the 2022/2023 school year with 10th grade students.)

The team is working to solve the problem of scheduling conflicts due to classes within the program of study interfering with dual enrollment classes that students want to take. | Focus on postsecondary planning in our goals. |

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.
Goal #2: By 2026	VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.
Goal #3: By 2026	VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.

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	A central Google Classroom is created and all students and teachers are added.
	Students gain access to next steps in building an art portfolio and a postsecondary plan of action.
	Teachers meet to check in on student progress.
	Teachers and support staff agree on which activities should be required for students to complete at each grade level and determine which teacher or class holds that work.
Strategic Actions for Goal #2	Digital Art classes participate in WBL projects sponsored by industry partners to create deliverables in real-life scenarios.
	Industry professionals return to the school site to follow up on student achievement and offer critique and feedback.
	Students are tasked with a large group project where they will work together to create an art installation for public display.
Strategic Actions for Goal #3	VAAMP teachers will contact community organizations until they identify two who are willing to work with them and the students.
	Teachers will work in small groups to plan student projects that are relevant and of interest to the community partners.
	Artwork will be created and arranged for display by teachers and students on-site at the designated locations.

Pathway Budget Expenditures

2023-2024 Pathway Budget

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

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?
100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.	We are on track for accomplishing this goal. A shared Google Classroom has been created for last year's 10th grade class. Those students, now in 11th grade, have access but have not used it this year. We had a new College and Career Readiness Specialist start this year and needed to let her get settled before diving into this work for this year. Our VAAMP counselor will create a new central Google Classroom for the current 10th grade class.
VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.	We are on track for accomplishing this goal. What has supported the work is the partnerships developed with local businesses for two different projects. One of our work-based learning community partners is "two" from San Francisco. They're a furniture and interior design company that relies heavily on digital advertising and marketing. When working with "two", students toured both the "two" and the "Ginsler" design firm offices. Students did a product photo shoot on site, talked to employees about how they use their art, and created digital deliverables to share on the companies Instagram or Linkedin accounts. Another one of our community partners was a local Oakland bakery. Students set up a food photo shoot to took pictures of their cupcakes. These final shots were edited in Lightroom and digitally altered to create digital marketing advertisements for the business to share on their social media account.
VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.	We are on track for accomplishing this goal. What has supported this goal has been the longstanding partnership with Civic Productions to help organize events and the CTE coach for AME who plays an important role in these events as well. VAAMP continues to partner with the long-running Autumn Lights Festival at Lake Merritt. All VAAMP students collaborate on a large-scale artwork that lights up at night. The artwork is displayed alongside other local Oakland artists for the duration of the festival. VAAMP students participated in the OUSD "Winter Artist Market" where they created and sold artwork in a holiday market setting. This gave students a chance to practice the skills learned in class and then interact with the public. Similarly, VAAMP students participate in the Spring "Creative Expo" where they create artwork to be viewed in a gallery setting. Vending tables are also available for students who wish to create a second round of marketable goods to sell to the public. VAAMP students worked with Civic Productions to make alters for an installation titled "Honoring our Ancestors." These altars were displayed for the public in downtown Oakland. Thousands of Paper Cranes were also created for public display throughout Oakland to highlight Asian cultural heritage.

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	A central Google Classroom is created and all students and teachers are added.	Work on these actions is getting a late start this year but we will make progress before the end of the year. We are in the process now for the 10th grade Google Classroom getting set up so that students can begin adding things like their resumes in preparation for summer opportunity and internship exploration. We still need to finalize what the art portfolio piece will look like but we do have plans for CTE teachers to work with students to explore careers in the mediums they have chosen. This career exploration will help to expose students to what types of careers exist in the field and help them focus in on options that suit them. This information will also be available for students to find in their shared Google Classroom.
	Students gain access to next steps in building an art portfolio and a postsecondary plan of action.	
	Teachers meet to check in on student progress.	
	Teachers and support staff agree on which activities should be required for students to complete at each grade level and determine which teacher or class holds that work.	
23-24 Strategic Actions for Goal #2	Digital Art classes participate in WBL projects sponsored by industry partners to create deliverables in real-life scenarios.	All of these actions will be complete by the end of the year. Digital art classes have been participating in work based learning opportunities with industry partners for the last few years. Students create deliverables for these community "clients" and have the opportunity to have their work shared via the companies social media. These industry partners return to the school site after the artwork has been created to participate in group critiques and presentations. Students have an opportunity to practice presenting their work to this public audience and speak to their design choices in a real-world setting. At the Autumn Lights Festival, students work together to create large-scale, illuminated artworks in student based teams. These artworks are displayed for thousands of patrons at the public Autumn Lights Festival alongside many professionally working visual artists.
	Industry professionals return to the school site to follow up on student achievement and offer critique and feedback.	
	Students are tasked with a large group project where they will work together to create an art installation for public display.	
23-24 Strategic Actions for Goal #3	VAAMP teachers will contact community organizations until they identify two who are willing to work with them and the students.	These actions will be complete by the end of the year. VAAMP has been working consistently with two and Civic Productions to put student work on public display. VAAMP has also collaborated with the E14 gallery in Old Oakland, where student are is currently on sale for purchase. VAAMP teachers have had regular meetings to discuss working updates with our community partners to plan for upcoming events and make changes to curriculum to better meet the needs and interests of the students. VAAMP students and teachers have collaborated in an effort to display and sell student work at all of the markets and gallery events that students have participated in
	Teachers will work in small groups to plan student projects that are relevant and of interest to the community partners.	

| Goal #3 | Artwork will be created and arranged for display by teachers and students on-site at the designated locations. | | VAAMP students and teachers have collaborated in an effort to display and sell student work at all of the markets and gallery events that students have participated in. That includes the curation of artwork, printing, cutting, mounting and formatting artwork for display at each location and event. |

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	100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.	New or Revised Strategic Actions for Goal #1	Create the Google Classroom for the incoming 10th grade class and continue to reference and update the one for next year's 11th and 12th graders
			Spend time at either the teacher retreat in May or the beginning of the year to finalize what required activities and entries need to be for each grade level.
			Support the 12th graders in off loading important content into personal Drive accounts and adding relevant content to resumes and college and scholarship applications.
Goal #2: By 2026	VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.	New or Revised Strategic Actions for Goal #2	Collaborate with Jamie Treacy CTE Coach on a Creative Careers Expo for students
			Install a gallery exhibition on campus and have VAAMP students act as docents for when others visit
			Continue to build in an external audience, client, or WBL connection to integrated projects (TWO, game design, etc.)
			Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the Google Classroom postsecondary plan.
Goal #3: By 2026	VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.	New or Revised Strategic Actions for Goal #3	Continuing to participate in the district-wide exhibitions (Creative Expo and Winter Artist Market). Partner with Civic Design Studio and E14 Gallery.
			Participate in the Autumn Lights Festival
			In combination with Goal #2, open the gallery exhibition on campus that is open to global arts classes and other interested classes on campus.

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

2024-2025 Pathway Budget

| 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)
~~Consultant Contract with Civic Productions to continue their work with leading students through visual arts projects, including, but not limited to the summer ECCCO program. Civic Productions is the liaison between VAAMP and many other community art exhibition events. They secure venues, coordinate with other event planners, and help with communication about the events. Specifically for the Autumn Lights Festival event, they walk through the design of the art piece with the teacher team to determine feasibility, materials needed, etc. then they support on the day of the installation by working with students while they are creating the components of the art work. Civic Productions is our community partner and is a necessary link between our school site and the Oakland Community. With this partnership, students will be able to connect with local businesses and Oakland institutions to display their artwork. Some of these pieces will be put on permanent display, and others will be rotating installations, giving many students a public audience for their work throughout the year. Total contract amount, including administrative fees = $600~~	~~$600.00~~	~~5825~~	~~Consultant Contract~~			~~Visual Arts Academy Magnet Program (VAAMP)~~	~~Approved~~	
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. $2228 will be enough for about 5 full-day substitutes.	$2,228.40	1150	Teacher Substitutes			Visual Arts Academy Magnet Program (VAAMP)	Approved	

2025-2026: YEAR THREE						
Pathway Demographics						

2024-25 Total Enrollment Grades 9-12		**218**						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	54.6%	45.4%	97.7%		15.1%	11.9%	1.4%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	26.1%	0.5%	30.3%	34.4%	1.4%		2.8%	4.1%	0.5%
Focal Student Population	Which student population will you focus on in order to reduce disparities?				Latino				

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

Whole Pathway Indicator	*2021-22 Data*	*2022-23 Data*	*2023-24 Data*	*2024-25 Mid-Year Data*	*2024-25 Data*	*2025-26 Mid-Year Data*
Four-Year Cohort Graduation Rate	94.7%	87.2%	92.3%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	4.0%	8.5%	3.1%	TBD		
A-G Completion Rate (12th Grade Graduates)	59.2%	75.6%	61.7%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	38.4%	48.0%	45.1%	51.9%		
10th Graders meeting A-G requirements	32.9%	45.3%	40.8%	48.1%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	14.1%	23.5%	22.5%	23.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	41.0%	52.9%	14.1%	26.3%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	58.7%	80.0%	75.4%	0.0%		
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	22.5%	28.6%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	38.0%	50.0%	TBD	TBD		

Focal Student Population Indicator	*2021-22 Data*	*2022-23 Data*	*2023-24 Data*	*2024-25 Mid-Year Data*	*2024-25 Data*	*2025-26 Mid-Year Data*
Four-Year Cohort Graduation Rate	91.7%	78.6%	85.7%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	8.3%	14.3%	4.8%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	27.3%	81.8%	38.9%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	18.2%	44.0%	33.3%	33.3%		
9th Graders meeting A-G requirements	13.6%	36.0%	30.0%	29.6%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.0%	25.0%	21.7%	12.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	40.0%	50.0%	13.0%	12.0%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	41.7%	76.9%	61.9%	0.0%		
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	27.3%	41.7%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.2%	41.7%	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
Internship participation has increased. Really good graduate rates and dropout rates.	Discrepancy between 4 year cohort grade rate and A-G completion (A-G goes up but g 41% to 52% to 14% for 12th graders doing 1 or more DE course

What might be some root causes to help you understand those student data?
Dual enrollment is no longer embedded in the VAAMP program of study so that might be why there is a decrease in dual enrollment pass rate. There is also a bigger issue of schoolwide scheduling issues and the time slots for dual enrollment courses conflict with VAAMP required courses. We are wondering if lower A-G rates are due to students failing classes or receiving a D in required classes.

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?
100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.	We haven't made much progress on this in 24-25, but can still accomplish it by next year. Google Classroom is underutilized now and we need to work the topic into meeting agendas to make this possible.
VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.	This has been happening but we had to make shifts in the projects and partnerships. We were no longer able to work with one organization that we had been partnering with but with the support of the CTE coach and WBL liaison, we have initiated a partnership with a new organization. Client-based projects happen through CTE courses and continue to develop. We have worked with Angel Cakes, Lani Luvs Cakes, and a new Sandwich Shop on Park.
VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.	We participated in the Autumn Lights Festival for a 3rd year. We continue to partner with Civic Design Studios and they have helped with exhibitions at the Oakland Library main branch, a rec center, an Honoring Your Ancestors event in Old Oakland (Gallery E14), and the winter and spring artist markets. This spring we will set up the gallery walls in the theater for on-campus displays.

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	Create the Google Classroom for the incoming 10th grade class and continue to reference and update the one for next year's 11th and 12th graders	We have not made significant progress on this so far, but plan to discuss some parts of it during the teacher retreat in May, at the least. Before that, we hope to incorporate this into team meeting time and check with our counselor about where students are with their plans.
	Spend time at either the teacher retreat in May or the beginning of the year to finalize what required activities and entries need to be for each grade level.	
	Support the 12th graders in off loading important content into personal Drive accounts and adding relevant content to resumes and college and scholarship applications.	
24-25 Strategic Actions for Goal #2	Collaborate with Jamie Treacy CTE Coach on a Creative Careers Expo for students	Winter Market experience great success in new location with good foot traffic and the spring one is currently being planned.
	Install a gallery exhibition on campus and have VAAMP students act as docents for when others visit	On-campus gallery is almost ready to go - will use it with senior projects.
	Continue to build in an external audience, client, or WBL connection to integrated projects (TWO, game design, etc.)	We initiated a new partnership with Bridgegood for 12th grade. We are mimicking one of their apprenticeship projects and will do a career exploration visit to their workspace.
	Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the Google Classroom postsecondary plan.	Use of the reflection form has been sporadic but we will review the responses later this spring. As with any new tool or process, it can take time to become more of a habit, and we will work towards using it more consistently. We have not yet reviewed responses at the time of working on this plan but will do so later this spring, or at the team retreat in May.
24-25 Strategic Actions for Goal #3	Continuing to participate in the district-wide exhibitions (Creative Expo and Winter Artist Market). Partner with Civic Design Studio and E14 Gallery.	As noted above, we are on track with all of this. We just still need to further plan the last piece around the on-campus gallery exhibition.
	Participate in the Autumn Lights Festival	
	In combination with Goal #2, open the gallery exhibition on campus that is open to global arts classes and other interested classes on campus.	

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:	100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.	New or Revised Strategic	All VAAMP students will utilize their central Google classroom by uploading 4 original artworks each year. Students will include artifacts from both art and non-art classes.
			Identify specific meeting time at beginning of the year to confirm which classes will use the Google Classroom and manage the portfolio process.

By 2026	.	**Strategic Actions for Goal #1**	Ensure consistent counselor participation in those meetings and communicate with students about this work during regular check ins.
Goal #2: By 2026	VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.	**New or Revised Strategic Actions for Goal #2**	Increase art internship participation and DE participation with more targeted outreach to connect students to AME-related opportunities.
			Explore apprenticeship opportunities for post-high school and share information with students.
			Reflect on the Bridgegood project and possibly expand with more opportunities in other grades.
			Make updates to the graduate capstone project to better reflect students' portfolio development.
Goal #3: By 2026	VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.	**New or Revised Strategic Actions for Goal #3**	VAAMP will partner with Bridgegood and Civic Design to promote student work across
			Participate in 2 annual exhibitions (fall and spring)
			Build out the student gallery on campus.

Pathway 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)*
Computers: **Funds to purchase Industry Standard Computers for the VAAMP Pathway.** Purchase 19 iPad Pros and keyboards for the VAAMP Digital Art CTE courses in 11th and 12th grade. These iPads will be used in both digital media CTE courses (Intermediate and Advanced Digital Arts) by the teachers Jesse Shapiro and Robert Smith. The pathway is working to build a class set of iPads so that all students in a period can use them at the same time when needed. With limited funding through various sources at a time, the pathway has only been able to purchase this equipment in small increments of about 5-10 at a time. iPads are the industry standard for digital media design work. In digital photography courses, students can wirelessly tether cameras to iPads to transfer photos from the camera into the editing app and/or use the camera on the iPad itself when needed. The software ProCreate, the industry standard for photo editing and graphic design (similar to Adobe), is only available via an app on iOS systems, not on desktops. The AME CTE coach and industry partners strongly recommend that students use this technology. Budget Calculation: $10,961.25 will purchase about 19 iPads ($329 for the device and $229 for the keyboard = $558 each).	$10,961.24	4420	Computers <$5,000			Visual Arts and Academics Magnet Program (VAAMP)		Conditionally Approved

Pathway Name:	Public Health Academy		Program	3912
Mission and Vision	The Public Health Academy educates and prepares students to promote health equity in the communities they will serve.			

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	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. Project-based Learning in Public Health humanities courses focuses on skill-building in the following areas: Academic research, high order literacy, collaboration, script genre writing, multi-media production, and exhibition. Through cross-curricular projects, Public Health Academy students annually engage in two public demonstrations of knowledge to a public audience of industry partners in all three years, including the senior project. Postsecondary and industry partners participate in delivering modules in the classroom. We provide opportunities for students to visit universities and specific industry partners. Public Health Academy students have access to industry-related dual enrollment courses such as genomics, medical terminology, kinesiology, etc.	The pathway instructional design incorporates University of California Curriculum Integration curricula. However, it may be time for a review of course outlines and materials to make sure they are current with public health trends. While this happens on an on-going basis, there is not a formal time or procedure for curriculum review. Additionally, it may be beneficial for the pathway to create alternative assessment methods for students that are deficient in auditory/visual processing, as well as with other educational needs. New teachers are not offered any training in the overarching themes/ concepts/ teaching points yet. A relatively low turnover rate in the pathway (<1 position per year, on average) has contributed to this issue.	**Curriculum and Instructional Design and Delivery:** We need to create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Public Health Academy benefits from the school's Work-based Learning Liaison and rich internship programs. Because health care and public health are one of the biggest employment fields in Oakland, many of the internships and after-school programs available to our students mesh well with our program of study.	The richness of the O-high environment regarding after-school programs (including sports, arts, academic support, and service programs) etc. means that students have many choices and do NOT always follow the pathway sequence of WBL opportunities outside of class time. So, while we have a solid WBL sequence, and while students have exposure to a lot of beneficial programming, these two things are sometimes concurrent and also at odds.	**Workplace Readiness:** We need to make sure that all of our curricula remains relevant to current public health issues and WBL needs.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Public Health Academy has a particular commitment to social and emotional learning, evidenced in team-building activities and the pathway-wide mindfulness practice, which has existed for a decade. Although it has been hard to fill our Assistant Principal position, we benefit from having a Principal who was previously the AP advising Public Health Academy. We also have extremely strong, proactive case management, and a counselor who has been assigned to Public Health Academy for 5 years.	We need to develop an onboarding program for new teachers that includes pathway expectations and specific instruction in leading mindfulness practice. We need to hire an Assistant Principal that meets the needs of the school's Principal, understands the field of Public Health, and can work with an existing, well-bonded team.	**Social-emotional skill development:** We need to make sure all new teachers receive training in mindfulness and how to lead it in a classroom.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.

Goal #2: By 2026	We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.
Goal #3: By 2026	We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).

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	Gather and document all the different ways teachers use mindfulness in class
	New Public Health Academy teachers will observe how mindfulness is used in other classes
	Explore current mindfulness practices in education to see if best practices have changed.
Strategic Actions for Goal #2	Review existing frameworks/protocols (like from Adaptive Schools or National School Reform) that could be adapted for this purpose
	Share elements of curricula with industry partners for input and validation
	Create a format for annually reviewing curricula at the beginning of the school year to make sure it is in alignment with current public health issues.
Strategic Actions for Goal #3	Create a shared drive where pathway curricula can be stored and easily accessed (this is not about sharing, but rather documenting and warehousing).
	Use pathway team retreat time to share current syllabi, course skills, and unit themes
	Create simple checklists for each curricula that can be reviewed at strategic points during the year.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
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.*						

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?
We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.	We have had one new team member this year, but her arrival was non-standard because she started covering classes as a stip sub, and then converted to full-time for the rest of the year with an emergency credential. As a result the on-boarding as not been as smooth as it could have been. However, it did point up a need for better documentation of our CTE curriculum in grades 10 & 11, and we have put energy into that project. We are still on track to accomplish this by 2026.
We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.	We have plans to work on this as a team at our scheduled team retreat in May of 2024. We have been considering methods that make use of existing systems without creating too much additional work for team members. We are still on track to accomplish this by 2026.
We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).	This is part of the ongoing team discussion that will culminate at our team retreat in May. Ideally, we will use a shared Google drive to keep documentation of each curriculum. We are still on track to accomplish this by 2026.

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 [Gather and document all the different ways teachers use mindfulness in class] [New Public Health Academy teachers will observe how mindfulness is used in other classes]	One essential tool for sharing best mindfulness practices is to start each team member with a mindfulness practice session led by different members of our team. In this way, our new teacher has been able to experience different practices, ideas, and use of supportive language and tools. A brief survey of best practices has shown that PHA remains consistent with best classrooms practices where mindfulness is used in classroom across the counter. While we have not documented the nuances each teacher brings to their classroom, we are still on track to accomplish this overall goal by 2026.

Goal #1	Explore current mindfulness practices in education to see if best practices have changed.	nuances each teacher brings to their classroom, we are still on track to accomplish this overall goal by 2026.
23-24 Strategic Actions for Goal #2	Review existing frameworks/protocols (like from Adaptive Schools or National School Reform) that could be adapted for this purpose	We are still exploring the best framework/protocol to use for this discussion and the best way to silo the information in a way that can be dynamic and continue to change and grow. We will have more specifics after our team retreat in May, but we are still on track to accomplish this by 2026. Fall updates will not start until there is a basic outline for documentation. Some aspects of curricula are being already being shared with industry partners for input and validation, specifically when we work on student projects that involve other entities such as UC Berkeley School of Public Health, Samuel Merritt University, Alameda County Public Health, and the Oakland Fire Department. Some aspects of this will be complete by September 2024.
	Share elements of curricula with industry partners for input and validation	
	Create a format for annually reviewing curricula at the beginning of the school year to make sure it is in alignment with current public health issues.	
23-24 Strategic Actions for Goal #3	Create a shared drive where pathway curricula can be stored and easily accessed (this is not about sharing, but rather documenting and warehousing).	As described in all of the elements above, we are on path to accomplish these things. Goal #2 and #3 are closely related so we will be working on them simultaneously.
	Use pathway team retreat time to share current syllabi, course skills, and unit themes	
	Create simple checklists for each curricula that can be reviewed at strategic points during the year.	

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	We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.	**New or Revised Strategic Actions for Goal #1**	We will continue to practice mindfulness at team meetings and retreats.
			We will identify how to document our practices, which are all very similar, but nuanced by the individual teacher/classroom/grade level.
			Depending on how we document our practices (video, slides, etc.), we will then share that resource with the larger Oakland High community as well.
			We will train several students at each grade level to be mindfulness leaders who can then support the practice when a teacher is out.
Goal #2: By 2026	We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.	**New or Revised Strategic Actions for Goal #2**	Set up an annual meeting to review curriculum scopes and plans for the upcoming year and ensure alignment.
			Develop a protocol that will support this process to be efficient and equitable
			Update the pathway's program of study doc to reflect any changes as a result of this process
			Share updated program of study with industry and community partners for feedback and/or validation
Goal #3: By 2026	We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).	**New or Revised Strategic Actions for Goal #3**	Use Google Form to collect unit overview information from teachers to inform pathway-wide planning and identifying any points of further integration or connection across classes.
			Revisit alignment of writing skills instruction across content areas and each English class
			Create a team Drive to make pathway-specific curriculum easily accessible to all teachers and other support staff

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

2024-2025 Pathway Budget

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)*

Student Meals for Overnight Trips Reimbursement for the purchase of meals for students on overnight retreats, on the second day and beyond, not to exceed $20/student/day. The pathway does an annual senior overnight trip to Sacramento where students learn about the legislative process, tour the capitol, and meet with representatives to discuss legislation related to public health topics. This impacts about 60 students in 12th grade. Teachers will purchase meals for students on the second day so that the whole group can have a meal together while on the trip. 60 students x $20.	$1,200.00	4311	Meeting Refreshments			Public Health Academy (PHA)	Approved	
Meeting Refreshments for the PHA Team/Industry Partner Collaboration. Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All PHA students will benefit. (Meals for retreats are not to exceed $40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people - 15 x $40)	$600.00	4311	Meeting Refreshments				Approved	
Facility Rental for the PHA Teacher Team Retreat. Facility rental for the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan. It is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All PHA students will benefit. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings).	$1,028.40	5624	Facility Rental			Public Health Academy (PHA)	Approved	

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		207						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	49.3%	50.7%	99.5%		15.0%	8.7%	1.9%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	22.7%	1.4%	32.4%	37.7%	1.0%		1.9%	2.9%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?				Latino				

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

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	92.6%	94.9%	91.9%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	4.9%	3.4%	4.8%	TBD		
A-G Completion Rate (12th Grade Graduates)	68.0%	73.2%	69.6%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	44.7%	53.6%	66.7%	73.3%		
10th Graders meeting A-G requirements	39.5%	50.7%	65.2%	66.7%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	35.8%	30.6%	26.6%	23.7%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	35.8%	37.1%	39.1%	60.0%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	70.5%	3.4%	79.3%	0.0%		
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	28.6%	31.0%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	40.3%	50.0%	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	93.8%	93.8%	100.0%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	6.3%	6.3%	0.0%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	73.3%	53.3%	60.0%	TBD		

	N/A	N/A	N/A	N/A		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	42.9%	35.5%	54.2%	73.1%		
9th Graders meeting A-G requirements	31.4%	32.3%	54.2%	61.5%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	25.0%	12.5%	18.5%	23.8%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	31.3%	12.5%	25.9%	59.1%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	75.0%	6.3%	76.0%	0.0%		
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	33.3%	50.0%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	40.0%	25.0%	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
We see high rates of A-G readiness and dual enrollment participation along with a growing/high percentage of students entering 2- or 4-year college. The graduation rate for focal student group is high.	There are some questions around the CTE completion rate for 22-23 and also the low internship rate for that year. The dropout rate is higher for focal students. There is some fluctuation with completing A-G, but trending in the right way.

What might be some root causes to help you understand those student data?

Focal students may have decided not to push for 4-year institutions, therefore lower completion of A-G for that group.

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? |
|---|---|
| We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training. | We are on track with this and have uncovered specific areas to focus on within the on-boarding process for new team members. For our new teachers this year, we invited them to observe mindfulness practice in experienced teachers' classes. We plan to develop an onboarding document that allows us to share practices cross-curricularly. We will invite new teachers into other classes to observe classroom management strategies. |
| We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs. | This work is in progress and we are on track to completing it. We are recognizing that this goal is very closely connected to our third goal and therefore it has been hard to separate out components of the two and we have been working on both simultaneously. |
| We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating). | This work is in progress and we are on track to completing it. We are recognizing that this goal is very closely connected to our second goal and therefore it has been hard to separate out components of the two and we have been working on both simultaneously. |

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**
We will continue to practice mindfulness at team meetings and retreats.
We will identify how to document our practices, which are all very similar, but nuanced by the individual teacher/classroom/grade level.
Depending on how we document our practices (video, slides, etc.), we will then share that resource with the larger Oakland High community as well.
We will train several students at each grade level to be mindfulness leaders who can then support the practice when a teacher is out. | The pathway lead on boarded our new chemistry teacher to the mindfulness practice, including the necessary equipment and access to resources to help them develop their own classroom practice. We shifted to meeting 2x/month rather than weekly as a team so in order to be most efficient with less meeting time, we have not been consistently doing mindfulness in team meetings. Group conversation has recognized that every teacher takes a slightly different, but equally valuable approach to the practice. This makes it a little tricky to document without lifting one practice above another. Going forward we may focus on a strategic outline of best practices to help new teachers develop their own classroom practice. |
| **24-25 Strategic Actions for Goal #2**
Set up an annual meeting to review curriculum scopes and plans for the upcoming year and ensure alignment.
Develop a protocol that will support this process to be efficient and equitable
Update the pathway's program of study doc to reflect any changes as a result of this process
Share updated program of study with industry and community partners for feedback and/or validation | We have spent quite a bit of time this year documenting the activities and materials used in each class and looking for cross-curricular and vertical connections. The protocol tool is a shared Google Doc on a common drive, which will also be helpful in on-boarding new teachers to previously-used curriculums. This shared drive also houses curriculum when there are teaching position changes. The documentation has proved instrumental in sparking inter-grade and vertical conversations about concepts and ideas crucial to public health. |
| **24-25 Strategic Actions for Goal #3**
Use Google Form to collect unit overview information from teachers to inform pathway-wide planning and identifying any points of further integration or connection across classes.
Revisit alignment of writing skills instruction across content areas and each English class | Admittedly Goals #2 and #3 are similar and support each other, but are also a little tough to tease apart. Instead of a Google Form, we are using the curriculum doc described in the above response to Goal #2. However, this goal outlines the idea of using the information gathered about curriculum to outline touchpoints for students at all grade levels, using common language and concepts for things such as writing skills, research skills, etc. that students can refine and refer to as a resource for expectations in grades 10-12. We plan to still work on revisiting the alignment of writing skills instruction across content areas and each English class. |

| | Create a team Drive to make pathway-specific curriculum easily accessible to all teachers and other support staff | work on revisiting the alignment of writing skills instruction across content areas and each English class. |

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	We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.	New or Revised Strategic Actions for Goal #1	We will develop a brief document with best practices for mindfulness in the classroom, including links to support videos, readings, etc.
			We will make it possible to get release time for new teachers to observe more experienced teachers practicing mindfulness in the classroom.
			Early in the school year, we will develop a schedule for coverage for release time for new teachers (without accessing the sub system because of cost concerns).
			Broaden the on-boarding process to include sharing common and/or best instructional practices and resources that other pathway teachers use
			Share common policies with new teachers
Goal #2: By 2026	We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.	New or Revised Strategic Actions for Goal #2	We have already laid the foundation for these conversations to happen in preparation for SY25-26. It is important to note that public health curricula is fluid and often changing quickly (examples: Zika, Covid, Bird Flu, vaccine policy, law changes, etc.)
			Complete another round of updates and revision to the shared document in the spring before the 25-26 school year begins. We have one teacher leaving so we want to ensure their existing curriculum is shared and documented.
			Identify points of connection to focus on in the first semester of 25-26.
Goal #3: By 2026	We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).	New or Revised Strategic Actions for Goal #3	We have started this on the Google drive described above, and have a goal of converting that detailed curriculum information into concise one-page outlines for each class. The template could include: critical units and texts (not in any particular order), overarching themes, projects/assessments/deliverables/final products.
			Identify areas where the pathway can further sync instructional practices in the future.
			Plan the topic, goals, and process for a pathway team instructional focus.

Pathway 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)*

Travel and Conferences: **Travel and conferences to pay for Lodging (hotel rooms) for the Public Health Academy pathway students' Overnight Field Trip to Sacramento.** This experience, a three-day/2-night trip, will be one of the culminating activities of the students' Senior Projects. They will have several opportunities to apply their learning and research from the last three years to authentic interactions with various people who affect change in public health at the local and state legislative levels. These opportunities include: meeting with elected representatives (e.g. Mia Bonta, California State Assemblymember for District 18) who are working on critical public health issues and advocating for their ideas and needs that have been thoroughly researched in the fall semester, attending a session of the California State Legislature, visiting the California Railroad Museum to focus on the roles of women and the Chinese in the development in the railway, relative to the curriculum in American Government and their senior public health career-technical education course, and a workshop with a qualified, engaging presenter (former high school teacher and current CSU instructor) who will talk to students about personal finance and how to start early to build a stable financial future. Budget Calculation: The funds will cover part of this trip's lodging expenses (hotel). At approximately $250 per night, this will cover 20 rooms for 2 nights (about 60 students and 6 teachers will attend).	$10,961.24	5200	Travel and Conference			Public Health Academy (PHA)		Conditionally Approved

Pathway Name:	Law & Social Justice Pathway	Program	3923
Mission and Vision	The Law & Social Justice pathway informs and prepares students for careers in law, social work, community organizations and education with a focus on social justice and current events. Through experiential learning opportunities, exposure to a variety of careers, and structured academic support, students become active participants in advocating for positive social change in their communities.		

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	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. We have a strong vertical alignment of capstone skills and public performance at each grade level, leading up to senior graduate capstone project.	We would like to proactively identify students to take part in dual enrollment program offerings that align with our career pathway themes. We have an advisory board in place, but need to implement more effective structures for ongoing feedback on student learning and projects.	We will work as a team to promote students for Dual Enrollment and Internship opportunities.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	We have strong relationships with industry partners, and repeat guest speakers within our classrooms, adding real world expertise to our curriculum and students' experiences. Every student has teacher, peer, and outside help while working on their resume and informational interviews. We actively engage in work based learning and strongly integrate it into the career technical education curriculum and project-based learning. Through this, students experience field trips and other events that span the work-based learning continuum from awareness through training. Pathway students are regularly involved in district wide leadership programs, like All City Council and are student directors on the school board.	We plan to more effectively monitor student participation in work-based learning opportunities to ensure all students are accessing experiences equitably. We need to include more opportunities for students to reflect on work-based learning experiences in relation to future career goals and relevance to classroom content. Opportunities are provided for all students, but "opt-in" activities do not have 100% participation.	Portfolio piece - students will identify work-based learning opportunities that align with their future goals.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We have strong systems in place for monitoring student needs. Some of our pathway teachers have academic and social check-in structures in place at multiple times in the semester to support student self-reflection and identifying areas of growth. We are consistently connecting students to post-secondary options, such as developing job application skills through resume building, informational interviews, and 1-1 supports.	We need to develop improved structures for consistently supporting students with ongoing academic and social needs, utilizing the multiple resources on site.	Connecting students and advisory board members for mentorship and internship opportunities.

2023-2024: YEAR ONE ANALYSIS
Pathway Strategic Goals

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

Goal #1: By 2026	We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.
Goal #2: By 2026	We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.
Goal #3: By 2026	We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.

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	Utilize pathway professional development time for cohort teams to plan pathway-aligned projects
	Pathway teachers will attend any project-based learning professional development offerings from the district.
	Existing pathway projects will use previous year examples as foundational learning for improvement.
Strategic Actions for Goal #2	At the beginning of sophomore year, students will be taught how to create a google folder where all final products and work will be placed to aid in the creation of a portfolio
	Students will analyze and reflect on completed work at the end of each year to articulate student's growth
	Students will analyze and reflect on completed work to choose a project or piece to exhibit to all Law & Social Justice students and advisors at an end of year exhibition
	Teachers will work to create an end of year exhibit to showcase student work and build community within the pathway.
Strategic Actions for Goal #3	Convene twice annual advisory board meetings to share student pathway work and receive input
	Prior to start of each semester, Pathway directors will send out an email to all advisory board members with units teachers will cover and needs of the group to solicit feedback
	Increase advisory board member opportunities for classroom visits and project consultation and reflection
	Establish a mentorship program utilizing advisory board resources.

Pathway Budget Expenditures

2023-2024 Pathway Budget

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

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?*
We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.	On track for accomplishing this goal by 2026 or sooner. Each grade level has at least one integrated unit between CTE and social studies courses. As a team we have been focused on writing instruction in all content areas, including alignment of strategies, and analyzing student work together. This has been supported through the CTE coach and pathway coach facilitation and planning at a fall teacher team retreat and pathway collaboration meetings. One hindrance is the OUSD "mandated" curriculum that is making it more challenging to include pathway-themed texts in ELA classes.
We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.	The student portfolio work is in progress but we are on track from accomplishing it by 2026. The 10th graders, through their CTE class, have submitted their first entry in the fall semester and will do another at the end of the year. The 11th graders have the process in place but it needs to be followed up on before the end of the year. Plans are in progress for a school-day pathway wide student exhibition event later in the spring.

We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.		On track to accomplish this by 2026. We have many external community and business partners that support with and consult on pathway projects. They are actively involved in the PBL units for each grade level as authentic audience members, and at times informing project design or connecting teachers with resources.

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	Utilize pathway professional development time for cohort teams to plan pathway-aligned projects	All actions for this goal are or will be done by the end of the school year. Pathway meeting time has been used to discuss vertical alignment of writing skills across content areas to support the graduate capstone research paper. Several team members participated in the summer PBL Institute to support ongoing integrated project design. Two of the English teachers are aligning goals, strategies, and practices to create more of an aligned experience for students.
	Pathway teachers will attend any project-based learning professional development offerings from the district.	
	Existing pathway projects will use previous year examples as foundational learning for improvement.	
23-24 Strategic Actions for Goal #2	At the beginning of sophomore year, students will be taught how to create a google folder where all final products and work will be placed to aid in the creation of a portfolio	All actions for this goal are or will be done by the end of the school year. Current 10th graders are enrolled in a Google Classroom that they will access through senior year and all pathway CTE teachers are connected to it. As part of their semester 1 final exam, 10th graders had to submit an portfolio artifact from their CTE course and one other pathway class. This included a reflection about what they did and what was learned or accomplished. Current 11th graders started the portfolio process last year but did not totally finish due to the teacher strike. The 11th grade CTE teacher will ensure these students catch up on portfolio submissions this semester. A final exhibition for the end of the year is currently being planned.
	Students will analyze and reflect on completed work at the end of each year to articulate student's growth	
	Students will analyze and reflect on completed work to choose a project or piece to exhibit to all Law & Social Justice students and advisors at an end of year exhibition	
	Teachers will work to create an end of year exhibit to showcase student work and build community within the pathway.	
23-24 Strategic Actions for Goal #3	Convene twice annual advisory board meetings to share student pathway work and receive input	All actions for this goal are on track for being complete. Advisory Board members have been in CTE classes regularly to review student work, collaborate with students, and serve as authentic audience members for final exhibitions. There is ongoing communication with members about projects and opportunities throughout the school year. Many who participate in single projects then return at the end of the year for larger pathway-wide events. Through the repeated involvement, many of the partners have formed mentor relationships with students.
	Prior to start of each semester, Pathway directors will send out an email to all advisory board members with units teachers will cover and needs of the group to solicit feedback	
	Increase advisory board member opportunities for classroom visits and project consultation and reflection	
	Establish a mentorship program utilizing advisory board resources.	

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	We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.	**New or Revised Strategic Actions for Goal #1**	Find opportunities for English and/or science to be integrated into existing or new projects.
			Several teachers participate in the PBL Institute to support integrated project planning over the summer
			Continue the alignment of writing skills across content areas through more student work analysis and teachers participating in writing instruction inquiry cycles.
Goal #2: By 2026	We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.	**New or Revised Strategic Actions for Goal #2**	Continue to have students submit artifacts to their portfolio
			Support students in off loading relevant work from OUSD Google Drive for access after graduation, and incorporating relevant parts into resumes, college applications and scholarship applications.
			Plan a spring student exhibition that includes families and partners
			Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.
Goal #3: By 2026	We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.	**New or Revised Strategic Actions for Goal #3**	Continue regular communication and outreach with advisory board members to support projects and curriculum design
			Develop a way to gather reflection and input from advisory board members after the spring exhibition event to inform future curriculum, project, and experience planning.
			Identify which partners can support the pathway in multiple ways, rather than just once for a particular event, so that more students can build relationships with them.

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

2024-2025 Pathway Budget

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)*
Student Meals for Overnight Trips Reimbursement for the purchase of meals for students on overnight retreats, on the second day and beyond, not to exceed $20/student/day. The pathway does an annual senior overnight trip to Los Angeles where students visit law schools and other colleges, and also relevant museum exhibits. This impacts about 30 students in 12th grade. Teachers will purchase meals for students on the second and third day so that the whole group can have a meal together while on the trip. 30 students x 2 days x $20.	$1,200.00	4311	Meeting Refreshments			Law & Social Justice (LSJ)	Approved	
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. $1628 will be enough for about 3 full-day substitutes.	$1,628.40	1150	Teacher Substitutes			Law & Social Justice (LSJ)	Approved	

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		139						

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	48.2%	51.1%	97.8%		12.9%	10.1%	1.4%		

Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	25.2%		22.3%	38.1%	0.7%		5.0%	6.5%	2.2%

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

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

Whole Pathway Indicator	*2021-22 Data*	*2022-23 Data*	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	94.7%	95.5%	90.0%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	5.3%	4.5%	2.5%	TBD		
A-G Completion Rate (12th Grade Graduates)	69.4%	64.3%	50.0%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	40.4%	58.8%	60.8%	71.2%		
10th Graders meeting A-G requirements	31.9%	52.9%	54.9%	65.4%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.9%	26.1%	22.0%	35.4%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	53.5%	37.0%	34.1%	56.3%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		

	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	70.3%	69.8%	69.2%	0.0%		
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	16.7%	11.9%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	55.6%	50.0%	TBD	TBD		

Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	93.3%	94.1%	95.0%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	6.7%	5.9%	5.0%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	64.3%	68.8%	52.6%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	38.9%	45.0%	60.0%	66.7%		
9th Graders meeting A-G requirements	22.2%	45.0%	40.0%	61.1%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	11.8%	44.4%	15.8%	35.3%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	35.3%	44.4%	31.6%	47.1%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	57.1%	64.7%	73.7%	0.0%		
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	7.1%	6.3%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	35.7%	37.5%	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
We see a high graduation rate for 23-24. The percentage of 12th graders with internships is higher this year. Also a high dual enrollment pass rate, compared to the other pathways. We see consistent CTE completion rates. For the focal student population, we're doing well with Latino students, equal to pathway as a whole. They are not underachieving in most of the categories, but do have lower numbers for college enrollment.	For 23-24 there is a significantly lower A-G completion rate and we know there is a significant amount of 11th grade continuation school transfers.

What might be some root causes to help you understand those student data?

It can be challenging to draw conclusions on just a few years of data. We have had mostly consistent teachers for the CTE course sequence and we think that stability has played a role in the CTE completion rate. We want to break down the A-G pass/not pass rates by course or subject area to pinpoint where and when students are getting off track. For the focal population, we need to think about 2-year and 4-year college support for because enrollment numbers for that group are significantly lower than the pathway as a whole.

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?
We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.	We are on track with an integrated project based unit at each grade level, with the CTE course holding the core components with support from other content areas. All the units end with a public exhibition of their work, where students are asked to share and define their final product with an authentic audience. Major support has come through collaborative team efforts and continuity of teacher staffing, with the only hindrance being a change in the senior teacher team. However, that new CTE teacher has readily jumped in to collaborate. Support has also come from the CTE coach at all grade levels, but specifically with the new 12th grade teacher.
We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.	In 10th grade, students identify 2 portfolio pieces per semester from their pathway classes and reflect on their learning and growth for the purpose of applying that learning to future projects and assignments. They also start a WBL component by creating a resume that gets refined in 11th grade. 12th grade students make one last revision of their resume for college, job, internship applications. We still need to build a process for semester reflection and artifact collection in 11th grade.

We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.	We do a great job of working with our advisory board members and community partners as guest speakers and consultants on projects (integrated projects, PBL, mini capstones). Partners participate as an authentic audience for student exhibitions and host field trips as well.

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 Find opportunities for English and/or science to be integrated into existing or new projects. Several teachers participate in the PBL Institute to support integrated project planning over the summer Continue the alignment of writing skills across content areas through more student work analysis and teachers participating in writing instruction inquiry cycles.	At the senior level, English and CTE teachers have planned a simultaneous curriculum with connecting themes and topics. In 10th grade, we had been doing a unit based on the book Born a Crime, but with the adopted Fishtank curriculum, students now read that book in 9th grade, preventing us from having a cross-curricular project in English, history, and CTE in 10th grade. For 11th grade English, students developed key skills through a PBL unit that contributed to the 11th grade mini capstone project. At least 1 teacher participated in PBLI. The team has continued the writing instruction inquiry work. That has included reviewing how teachers are using common writing structures across content to ultimately support the graduate capstone project. This has been supported and facilitated by our CTE and pathway coaches. We are proud of the progress, and plan to continue this trajectory. Students are internalizing the academic skills needed for the graduate capstone projects.
24-25 Strategic Actions for Goal #2 Continue to have students submit artifacts to their portfolio Support students in off loading relevant work from OUSD Google Drive for access after graduation, and incorporating relevant parts into resumes, college applications and scholarship applications. Plan a spring student exhibition that includes families and partners Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.	This is all mostly on track. The spring event most likely won't happen this year due to teacher capacity to plan an event, but changes next year will allow for more time to get something planned. We unexpectedly had one co-director leave this year and had to onboard a new one. There has been some use of the reflection form but we still need to review responses. During final marking period, students will get help offloading relevant work to their personal files.
24-25 Strategic Actions for Goal #3 Continue regular communication and outreach with advisory board members to support projects and curriculum design Develop a way to gather reflection and input from advisory board members after the spring exhibition event to inform future curriculum, project, and experience planning. Identify which partners can support the pathway in multiple ways, rather than just once for a particular event, so that more students can build relationships with them.	We have had regular communication with established partners who support specific projects or events. We've come to learn that specific advisory members and industry partners contribute in different ways and some are better suited for consultation while others are better for being exhibition participants. Many organizations we partner with are non-profits and do not always have the bandwidth to support our pathway with multiple interactions over the course of a project or school year. We are postponing the spring event until 2026 (reason explained above) so have not yet determined the format for gathering input.

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	We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.	**New or Revised Strategic Actions for Goal #1**	Develop a new component of 10th grade integrated project that supports integration with the English class
			Continue the alignment of writing skills across content areas through more student work analysis and teachers participating in writing instruction inquiry cycles.
			Continue to develop new relationships with community partners to act as authentic audiences for student project exhibition work
Goal #2: By 2026	We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.	**New or Revised Strategic Actions for Goal #2**	10th - continue building in time at the end of each semester for reflection and selecting portfolio artifacts.
			11th - initiate process of reflection upon 10th grade work and plan for adding to portfolio (as part of final exams)
			12th - as part of capstone topic selection, students will reflect upon their 10th and 11th grade portfolio work to cull possible topics
			Continue resume and mock interview work across grade levels

			Exhibition for spring 2026 - define purpose, best time of year, audience, venue, etc.
Goal #3: By 2026	We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.	**New or Revised Strategic Actions for Goal #3**	Consult with existing or new advisory members or industry experts on identifying possible new texts or project focus for 10th grade
			Maintain relationships with existing board members
			Increase partner participation in graduate capstone presentations in the spring

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

2025-2026 Pathway Budget

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? (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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**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 required 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)*
Travel and Conference: **Travel and conferences to pay for Lodging (hotel rooms) for the Law and Social Justice Academy Students' Overnight Field Trip to Sacramento and LA.** The 11th-grade class will participate in the Legislative Day in Sacramento in February, a 2-day/1-night trip hosted by the California Legal Pathways Collaborative. Students will tour the capitol, attend legislative sessions, and meet with local representatives. This experience connects to the curriculum in the 11th grade CTE class, Development of American Justice, and allows students to apply their classroom learning to real-world legal procedures. The 12th-grade class will also do several college and law school visits in the Los Angeles Area. Budget Calculation: The funds will cover the lodging expenses (hotel). At approximately $300 per night, this will cover about 33 rooms total across the two field trips.	$10,961.24	5200	Travel and Conference			Law and Social Justice (LSJ)		Conditionally Approve

Pathway Name:	Environmental Science Academy	Program #	3867
Mission and Vision	Environmental Science Academy is dedicated to helping students become environmental activists. ESA develops students' deep love for Oakland and for the natural world by bringing them outdoors whenever possible, including trips to local parks, beaches, and environmental action movements. Through scientific analysis, inquiry and service, ESA offers a rigorous, inclusive, and engaging curriculum to prepare students for college and career.		

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 | All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.

The newly developed senior capstone class facilitates multidisciplinary growth for students while providing a framework for partner input through expert interviews. In addition, the capstone project is built on a robust assessment model that all pathway classes build towards. | As new curriculum is developed, cross curricular planning as well as partner input and validation is necessary to enhance the integrated program of study.

Novel assessments and demonstrations of knowledge are needed to fully implement new curriculum design. | Our priority categories for growth are partner input and validation and synchronized assessment at all grade levels. |
| **Work Based Learning**
Work Based Learning Plans
Student Work Based Learning Experiences and Self Assessments
Work Based Learning Provider Assessment of Student
Workplace Readiness | Assessment of projects at all grade levels is done in concert with industry professionals from relevant environmental fields. Professionals either view projects on campus or students travel to workplaces to present their work. Experts are present at all phases of the project design process to support student learning.

Students attend mock interview sessions, internship fairs, and resume writing workshops to give them the skills and exposure to secure extracurricular opportunities. | Currently students do not have access to environmental science specific certifications. | Our goal is to offer skills, certificates, and opportunities that enable workplace readiness. |
| **Integrated Student Supports**
College and Career Preparation and Support
Social-Emotional Skill Development
Individual Student Supports
Student Input and Validation | Students are graded using a skills rubric that is based in individual growth. Students are empowered to showcase their 21st century skills through project work that emphasizes student choice and gives a context for self expression.

Students are supported by teachers within classrooms through check ins and reflections as well as through collaborative conversations between pathway teachers.

Curriculum is designed across all grade levels to prepare students for industry and college relevant projects throughout high school, but specifically during the senior capstone action project. | The pathway could be improved by showcasing more direct links between class content and experience with post secondary options of college and career. | Our focus areas for growth are in college and career preparation and support. |

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

| Goal #1:
By 2026	All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.
Goal #2:
By 2026	75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.
Goal #3:
By 2026	100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.

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	Bring more industry professionals into classrooms.
	Create a vertically aligned academic skills rubric.
	Dedicate time and space for students to showcase their creative designs.
	Establish connections with organizations that can provide Wilderness First Aid training

Strategic Actions for Goal #2	Select pilot group of students for certification
	Bring relevant internships into the classroom as guest presenters
Strategic Actions for Goal #3	Design a career workshop to be implemented in the 11th grade
	Give students more access to industry professionals through in-class and out of class visits
	Start a Google Classroom for 10th graders for postsecondary planning, where they can store activities and materials and where teachers and other staff and track progress.

Pathway Budget Expenditures

2023-2024 Pathway Budget

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

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?
All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	Academy students have been given the resources and opportunities to meet these goals in each grade level through a variety of experiences. In all grade levels, capstone projects center around a locally relevant environmental problem and ask students to create a solution to the issue. These solutions are then presented to a panel of professionals including but not limited to UC Berkeley researchers, EBMUD engineers, PG&E employees, etc.
75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	This goal has been hindered by the transition of the WBLL at Oakland High. We have a new WBLL who is getting up to speed on how to support all pathways at Oakland High and plan to have her help us get back on track with this goal soon. Another hindrance has been around figuring out how to fund 80 students getting WFA trained. The logistical problems with enacting a plan for this goal have caused it to take a backseat to the other goals, but progress is planned for next year.
100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.	Progress is being made on this goal as the resources are available at the school, but 100% completion is not yet achieved. Our plan to remedy this is to create a specific plan for how to structure these programs into our existing classrooms and advertise opportunities more. The school does not consistently track industry partners but we do have internship data. In summer 2023, 13 ESA students did an internship.

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 Bring more industry professionals into classrooms. Create a vertically aligned academic skills rubric. Dedicate time and space for students to showcase their creative designs.	We are making progress on this goal. Students in the senior CTE and Senior Seminar courses are provided with many opportunities to do this. Next year English 4 & Gov will do this more of it. We have started vertical alignment work, but the skills rubric is not yet complete. The showcase event for 23-24 will be an Earth Day event that is currently being planned.
23-24 Strategic Actions for Goal #2 Establish connections with organizations that can provide Wilderness First Aid Select pilot group of students for certification Bring relevant internships into the classroom as guest presenters	We have not accomplished these actions yet. Now that we have started to build a relationship with our new WBLL, we plan to update her on this goal and collaborate on coming up with a plan to make it happen.
23-24 Strategic Actions for Goal #3 Design a career workshop to be implemented in the 11th grade Give students more access to industry professionals through in-class and out of class Start a Google Classroom for 10th graders for postsecondary planning, where they	All students have access to various postsecondary planning workshops and support through our Future Center but we have not yet designed an ESA-specific career workshop. Seniors have multiple interactions with partners through the graduate capstone project but we need to identify ways to bring in more partners into 10th and 11th grade. A Google Classroom for 10th grade has not yet been established but it is possible to do so before the end of this year.

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	All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	**New or Revised Strategic Actions for Goal #1**
		Complete the skills rubric that is vertically aligned across grade levels
		Maintain relationships with industry and community partners who support the graduate capstone project
		Build on the Earth Day showcase event from 23-24
		Identify opportunities for industry professionals to support in 10th and 11th grade classes.

Goal #2: By 2026	75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	**New or Revised Strategic Actions for Goal #2**	Research organizations that can provide Wilderness First Aid training for students and identify possible external funding sources to support it
			Pilot the training/certification with one grade level in second semester
			For the 2023 and 2024 summer internship programs, analyze how many and which students participated, along with the type of organization they worked for to inform targeted outreach and preparation for summer 2025
Goal #3: By 2026	100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.	**New or Revised Strategic Actions for Goal #3**	Plan to use the first week of semester 2 to connect students to resources and opportunities related to their postsecondary goals
			Start or continue use of a Google Classroom to house student postsecondary planning work.
			Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.
			Get input from students around the types of opportunities and experiences they want from ESA (WBL, college, etc.) and connect them to existing programs or resources
			Gather existing resources available through the Future Center and Work Based Learning Liaison, compare to student interests, and make a plan for filling in any gaps.

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

2024-2025 Pathway Budget

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)*
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about $430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. $2828 will be enough for about 6 full-day substitutes.	$2,828.41	1150	Teacher Substitutes			Environmental Science	Approved	

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		205							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	52.7%	47.3%	99.0%	15.6%	11.7%	1.0%			
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	22.4%	0.5%	27.3%	35.6%	2.4%	0.5%	2.4%	7.3%	1.5%
Focal Student Population	Which student population will you focus on in order to reduce disparities?			Latino					

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

Whole Pathway Indicator	**2021-22 Data**	**2022-23 Data**	**2023-24 Data**	**2024-25 Mid-Year Data**	**2024-25 Data**	**2025-26 Mid-Year Data**
Four-Year Cohort Graduation Rate	88.3%	91.7%	90.0%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	11.7%	6.7%	5.0%	TBD		
A-G Completion Rate (12th Grade Graduates)	56.7%	58.2%	48.1%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	44.3%	65.7%	62.3%	70.5%		
10th Graders meeting A-G requirements	41.4%	51.4%	59.4%	65.4%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	23.8%	18.0%	15.2%	27.7%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	17.5%	50.8%	48.5%	47.8%		

	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	68.9%	74.6%	65.0%	0.0%		
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	29.4%	20.0%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	33.8%	52.7%	TBD	TBD		

Focal Student Population Indicator	***2021-22 Data***	***2022-23 Data***	***2023-24 Data***	**2024-25 Mid-Year Data**	**2024-25 Data**	**2025-26 Mid-Year Data**
Four-Year Cohort Graduation Rate	82.1%	88.9%	80.0%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	17.9%	11.1%	10.0%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	30.4%	56.3%	56.3%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	35.0%	66.7%	53.6%	71.0%		
9th Graders meeting A-G requirements	30.0%	40.7%	46.4%	64.5%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.8%	33.3%	15.0%	12.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	17.2%	66.7%	55.0%	19.2%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	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	60.7%	64.7%	57.9%	0.0%		
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	41.7%	18.8%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	16.7%	37.5%	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
Our graduation is up, but not for the focal population of Latinx students. About 50% of students have passed a dual enrollment class over the last few years.	CTE completion is down for focal students. A-G completion is low (less than 5

What might be some root causes to help you understand those student data?

We made a pathway decision to "tighten ship" and increase rigor a few years ago, and our numbers have generally remained steady or increased since then, which is promising to see. Around A-G completion, we suspect that D grades in Algebra 2 or other required courses are playing a factor. In comparing ESA grad data to other pathways, we wonder about the philosophical stance of each pathway in regard to giving a senior a failing grade. The data analysis has us wondering how we can increase upward trends and what interventions are most promising. Lastly, we are also wondering how we might disambiguate RISE transfers from the rest of our pathway population when looking at data. While only a few students at each grade level, they come into the pathway at different points and are therefore not benefitting from the experiencing the entire pathway program of study, skewing some of the data points.

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?
All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	We have made significant progress towards this goal. In 10th grade, the Eutrophication Project at Lake Merritt addresses nutrient pollution in Lake Merritt and students then create solutions critiqued by industry professionals. For the Graduate Capstone Project there is ongoing community partner contact throughout the year and evaluative benchmarks for industry-aligned action projects. Also in 12th grade, the English and Gov/Econ classes collaborated on a project that resulted in a first annual Zine fest and had industry experts involved. For the 11th grade community design architecture project, we are still working to connect more to industry partners but the project itself is relevant to industry. What has supported our progress includes OUSD's The Center, which helps with fostering ideas through professionals and evaluates certain student projects. Hindrances include coordinating all the partners, and finding funding for the projects. We get many requests from external organizations to partner with the pathway but they don't always feel like quite the right fit - either they want us to do something for them, they can't accommodate all students in a whole grade level, or the timeline doesn't work.
75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	We are not on track with the wilderness first aid component because it is no longer a significant need. We used to do bigger backpacking trips, and we wanted students trained in wilderness first aid for those, but the trips became unsustainable and we've shifted to other, similar experiences for students. So far this year, 27% of students have done an internship. We are making progress with that, but it has been a challenge to build mutually beneficial partnerships.

100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.		We are on track for accomplishing this goal. Through ongoing workshops and other supports from Future Center and organizations like Trio and Upward Bound, students in all grades have access to multiple opportunities to get college and careers support. With resume reviews and mock interviews, students are having multiple interactions during which they get postsecondary support.

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	Complete the skills rubric that is vertically aligned across grade levels	All of this is on track and much of it will be accomplished during the final 2 marking periods of the year. The team has a retreat planned for this spring during which they will be finalizing plans for the Earth Day showcase event, work on the skills rubric, and evaluate the number and type of industry and community partnerships to identify needs.
	Maintain relationships with industry and community partners who support the graduate capstone project	
	Build on the Earth Day showcase event from 23-24	
	Identify opportunities for industry professionals to support in 10th and 11th grade classes.	
24-25 Strategic Actions for Goal #2	Research organizations that can provide Wilderness First Aid training for students and identify possible external funding sources to support it	As mentioned above, the big backpacking trip in 12th grade became unsustainable so the WFA certification is no longer a high need and we have not put any effort into researching training options nor will we do a pilot of any training. We have analyzed the type of organizations that our students worked with as part of their summer internships. We did not analyze by demographics but participation numbers and sites for last summer were as follows: Friends of Peralta Hacienda Historical park/ ACE Summer Camp (6) Youth Beat Multi Media Intern(4) Hack the Hood: Hustle - Tech Foundations (2) Harbor House Ministries (2) Community Reading Buddies Intern (In-Person) (4) Restorative Justice OUSD Elementary Internship* (1) Bella Vista CDC/Early Childhood Intern (2) The Center Garden Internship (1) Museum of Children's Art (MOCHA) / Museum Intern (1) Oakland Fire Department (1) Children's Fairyland (1) OUSD Takalam (1) Restorative Justice OUSD (1) Oakland Zoo (1) With help from our Work Based Learning Liaison, we will do more targeted outreach to connect students to
	Pilot the training/certification with one grade level in second semester	
	For the 2023 and 2024 summer internship programs, analyze how many and which students participated, along with the type of organization they worked for to inform targeted outreach and preparation for summer 2025	
24-25 Strategic Actions for Goal #3	Plan to use the first week of semester 2 to connect students to resources and opportunities related to their postsecondary goals	Given that our pathway has an assigned college advisor and students check in with them regularly, we have not focused on the first two actions here. We have attempted to use the WBL and pathway activity reflection form after some experiences but have not yet reviewed the data or responses. We plan to do so this spring. Our Work Based Learning Liaison made many attempts at identifying a partner for a career exploration visit for 10th grade but many organizations like Waste Management and Recology are not hosting student groups (or at least not high school groups). Given that, we need to find other ways to educate students on types of careers in environmental science.
	Start or continue use of a Google Classroom to house student postsecondary planning work.	
	Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.	
	Get input from students around the types of opportunities and experiences they want from ESA (WBL, college, etc.) and connect them to existing programs or resources	
	Gather existing resources available through the Future Center and Work Based Learning Liaison, compare to student interests, and make a plan for filling in any gaps.	

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	All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	**New or Revised Strategic Actions for Goal #1**	After the skills rubric is complete in spring 2025, identify what role it will play in each class, content area, and/or grade level.
			As a team, look at student work relevant to the skills rubric, and collaboratively assess the work against the rubric.
			Require students to create and pilot projects and report findings to a stakeholder as part of the graduate capstone action project.
			Add and invite industry and community partners to the Earth Day event in spring 2026.
			Identify opportunities and possible partners for 11th grade classes and projects.
Goal #2: By 2026	75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	**New or Revised Strategic Actions for Goal**	In place of the industry certification, work towards increasing industry-relevant and real-world skill building through the skills rubric and action projects.
			Increase the percentage of students whose internship is relevant to environmental science.

		#2	Provide more specific mock interview preparation.	
Goal #3: By 2026	100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.	**New or Revised Strategic Actions for Goal #3**	Do a full review and analysis of the reflection form responses to determine what pathway projects, events, etc. are resonating with students and to generate ideas for other opportunities.	
			Identify more explicit ways of teaching students about and exposing them to environmental science careers and expand the definition of that to include anything involving water, food, shelter, etc. Those are all "environmental" jobs.	
			Determine which activities and events that involve a mentor interaction are most impactful for students.	

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

2025-2026 Pathway Budget

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? (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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**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 required 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)*
Meeting Refreshments: **Meeting refreshments for the Environmental Science Academy Project Exhibition events.** The pathway is planning at least two industry-involved project exhibition events, Earth Day for all grade levels, and a Zine fest for 12th grade. Industry and project partners will be attending. Budget Calculation: Meeting refreshments for each event will be about $1,500 x 2 = $3,000.00.	$3,000.00	4311	Meeting Refreshments			Environmental Science Academy (ESA)		Conditionally Approved
Materials and Supplies: **Materials & supplies for Graduate Capstone Action Project.** All 12th-grade students complete an action project as part of the required Graduate Capstone project. Specific items will be shared for approval at the time of processing the orders.	$7,961.24	4310	Materials and Supplies			Environmental Science Academy (ESA)		Conditionally Approved

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site	Oakland High School						Site #		304

Approved Strategic Carryover *(from prior years - Carryover Plan)*	$21,045.34	**In the box below, please indicate why you decided to allocate Strategic Carryover.**
Total Budgeted Amount	$21,045.34	We decided to allocate strategic carryover because we did not have an urgent need for these funds at the time. By moving it into the next fiscal year, we can ensure we have enough funds for this important aspect of work-based learning for our scholars next summer.
Remaining Amount to Budget	$0.00	

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)*

Consultant Contracts: **Consultant contract with the Oakland Public Ed Fund (OPEF) to facilitate and pay out the Exploring College, Career, and Community Options (ECCCO) 2026 Summer Internship stipends for Oakland High Pathway students through June 30, 2026.** OPEF will serve as the Fiscal Sponsor to process and pay out all of the internship stipends. Summer internship opportunities for all the pathway students to attend through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the number of students in internships and expose them to more work-based learning opportunities to prepare them for college and their careers. Each pathway will have an equitable number of students participating, anywhere from 15 to 20 students per pathway. Budget Calculation: The budget amount will cover stipends for approximately 40 students. We will most likely add more funds to this contract in the carryover process to increase available funds for more student participation. (Admin Fees Included) *OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measure H funds for the schools.*	$21,045.34	5825	Consultant Contracts			Whole School	Work-Based Learning	Approved

[OHS]-[RISE] Program of Study 24-25
Industry Sector: Business Management
Industry Partners:

Pathway Vision	When students leave RISE, they will be equipped with the necessary confidence and capabilities in English for academic, occupation, and social settings. Through an authentic business curriculum that incorporates partnerships with local businesses and community organizations, work ready skills development, and use of current technologies, students will have a solid foundation of skills to become active contributors in their communities. In order to support newcomers' unique set of needs, RISE offers wrap-around and personalized services, and a dedicated and experienced teaching and support staff that leverages the linguistic and cultural assets of their students.			
Pathway Meeting Time: 1st and 3rd Thursdays, 8:30-9:30am	**9th Grade Program**	**10th Grade Program**	**11th Grade Program**	**12th Grade Program**	**Graduate Pathway Outcomes** (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 9: Tills, Rodriguez, Schoff Social Science: Margen Science: Harris Math: Ontiveros Advisory: Paniagua	English 10: Tills, Rodriguez, Schoff Social Science: Margen Science: Harris Math:Tommasini	English 11: Tills, Rodriguez, Schoff Social Science: Margen Science: Kanu Math: Ontiveros	English 12: Tills, Rodriguez, Schoff Social Science: Rodriguez Senior Seminar: Rodriguez	
ELD	ELD 1, ELD 2, ELD 3, ELD 4 (based on student level)				
Technical Core/Theme (CTE Sequence) CTE Course Resources		Socially Beneficial Business Management	Socially Beneficial Business Management 2		
Dual Enrollment					
Integrated Projects/ Common Performance Assessments					
Defenses or Capstones				Senior Seminar [Graduate Capstone]	
Other Courses / Electives	California History: Margen				
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Trip to Oakland Zoo for newcomer Biology class Trip to Angel Island for newcomer CA History elective	Trip to CA Academy of Sciences Camping trip to Samuel P Taylor state Park	Trip to Exploratorium Trip to UC Berkeley/Berkeley CC	Visits to College of Alameda, Chabot Community college, Cal State-East Bay Visit to State Capitol for American Government/Econ class	
Work Based Learning [reference documents: WBL Continuum	24-25 RISE WBL Planning Templete				**Certifications**
Student Leadership, including CTSO					
Summer Learning					

[OHS]-[RISE] Program of Study 24-25

Industry Sector: Business Management

Industry Partners:

(Summer Bridge, summer learning, credit recovery)				
College Awareness & Exploration [College and Career Readiness Classroom Framework](#)				
Community Building and Motivational Activities and Trips				
Advisory	Advisory Class			
Personalized Supports	Dedicate social worker Students of concern protocol used during at least 1 team meeting per marking period			
Use of expanded learning time (before or after school)				

[OHS-[IDEA] Program of Study 24-25
Industry Sector: Engineering Technology
Industry Partners:

Pathway Vision	IDEA students are collaborative innovators and designers who use ethical engineering practices to affect positive change around them. They make use of the latest engineering technology for the greater good, developing accessible, equitable, and sustainable solutions to address current and future communities' needs. IDEA nurtures academic, social, and emotional excellence within a supportive yet challenging learning environment. After building a strong foundation in basic engineering concepts, students practice and apply advanced universal design principles to authentic projects, learning how to innovate compassionately in a rapidly evolving world.		
Pathway Meeting Time: 2nd and 4th Thursdays, 2:15-3:15pm	**10th Grade Program** Grade level meeting time:	**11th Grade Program** Grade level meeting time:	**12th Grade Program** Grade level meeting time:	**Graduate Pathway Outcomes** (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 10: Maya Stevens Social Science: Bikku Kuruvila Science: Mason Earhart SpEd: Amna Idris CTE (Engineering Your World): Hillary Chen	English 11: Amy Benner Social Science: Bikku Kuruvila Science: Saqib Hashim CTE (Universal Design 1): Saqib Hashim SpEd: Daniel Park	English 12: Maya Stevens Social Science: Molly Perlmutter Senior Seminar: Molly Perlmutter SpEd: Amna Idris CTE: (Universal Design 2): Saqib Hashim	*IDEA Graduates…* ● *apply the design thinking process and appropriate engineering technology when creating relevant and feasible solutions to authentic problems*
Technical Core/Theme **(CTE Sequence)** CTE Course Resources	Engineer Your World	Universal Design 1	Universal Design 2	● *problem solve using lenses of equity, accessibility, and empathy*
Dual Enrollment			CIS 6: Intro to Computer Programming -	● *take risks and learn from their mistakes*
Integrated Projects/ Common Performance Assessments	CTE and English: Game Design Project	CTE and English: CAD Video Tutorial Project		● *communicate effectively and express complex ideas in clear, concise language and in multiple, convincing ways*
Defenses or Capstones			Senior Seminar [Graduate Capstone]	● *are supportive and respectful collaborators who listen actively, consistently monitor individual and group progress, and change approaches when needed to achieve goals*
Other Courses / Electives	Recommended: Computer Science	Recommended: Computer Science		● *research and analyze multiple perspectives and data sources to avoid unconscious bias and understand complex local and global issues*
Other Student Experiences that are *not* WBL (post-session, intersession, rituals, class trips, assemblies)	1. Maker Fair 2. San Jose Tech Museum 3. Oakland Goes Outdoor Community Building Trip	1. Mia's Dream Park Visit 2. End of Year Community Building Camping Trip	1. Senior Trip	● *participate in college and career awareness experiences to help inform post-secondary planning through direct interaction with industry professionals and community partners*
Work Based Learning Experiences (include destinations/locations) [reference documents:	24-25 IDEA-WBL Plan Template			**Certifications**

[OHS-[IDEA] Program of Study 24-25

Industry Sector: Engineering Technology
Industry Partners:

WBL Continuum WBL Costs Calculator]				
Student Leadership				
Summer Learning (Summer Bridge, summer learning, credit recovery)		ECCO	ECCO	
College Exposure	UC Berkeley Civil Engineering Department Visit	Laney College Welding Technology Department Visit	San Jose State University Engineering Department Visit	
Advisory Structure				
Personalized Supports	Students of concern protocol used during at least 1 team meeting per marking period			
Use of expanded learning time (before or after school)				

[OHS]-[VAAMP] Program of Study 24-25

Industry Sector: Visual Arts
Industry Partners: East Side Arts Alliance, Bridegood, Civic Design Studios, Oakland Public Library, Museum of Children's Art

LINKED LEARNING — Students, unlimited. | OAKLAND UNIFIED SCHOOL DISTRICT — Community Schools, Thriving Students | College & Career for All Fund

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway?
	VAAMP fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and integration of art concepts in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists and become advocates for the arts. They produce work for authentic audiences and build a portfolio that demonstrates their personal expression.

Pathway Meeting Time: 1st and 3rd Thursdays, 12:30-1:30pm	10th Grade Program	11th Grade Program	12th Grade Program	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 10 World History Geometry by Design English 10: Jenny Clark Social Science: Jacob Rukin Math: Anna Sochynsky SpEd: Max Mersman Jones	English 11 U.S. History Constructing Algebra 2 English 11: Aya Allen Social Science: Jesse Shapiro Math: Keith Wong SpEd: Nick Sargent	English 12 Government Economics English 12: Mike Jones Social Science: Jacob Rukin Math: Keith Wong SpEd: Nick Sargent	VAAMP Mission and Outcomes VAAMP Graduates: ● Effectively communicate with both clients and each other to collaborate on projects that incorporate client specifications with their personal style ● Responsibly manage their time, from draft to final product. Students will understand that management elements of a project, including: financial budgeting, delineation of work, backwards planning, and being responsive to stakeholders ● Are families with a variety of artists, art forms, mediums, mathods, history and culture. They analyze, respond to, and discuss artwork, including their own. ● Make intentional artistic decisions while creating art for self-expression and innovation. Utilizing technical career skills, they practice with many art mediums and create a portfolio that articulates their personal style. They are able to market themselves as artists and professionals. ● Analyze art with support of research. Their learning will be demonstrated through formal written and oral means using art-specific and academic language. ● Are social conscious and community minded.
Technical Core/Theme **(CTE Sequence)** CTE Course Resources	Introduction to Art & Design	Art Concentration -Intermediate Digital Art/Photography OR -Intermediate Visual & Commercial Art	Art Capstone -Advanced Digital Art/Photography OR -Advanced Visual & Commercial Arts	
Dual Enrollment	Apparel Design & Sketching (global)			
Careers	Product Photographer Graphic Designer Art director Screen printer Museum Curator			
Integrated Projects/ Common Performance Assessments	Board Game Design (art and English) Geometry Textiles, client-based Altar Project	Collaborative Portraits	Shoe Advertisement Posters	
Defenses or Capstones			Senior Seminar [Graduate Capstone]	
Other Courses / Electives				
Other Student Experiences that are *not* WBL (post-session, intersession, rituals, class trips, assemblies)	OMCA Ropes Course and UC Berkeley Tour Autumn Lights Festival	Angel Island Autumn Lights Festival East Side Arts Alliance Winter Artist Market Spring Creative Expo	Trip to SF MOMA Autumn Lights Festival Winter Artist Market Spring Creative Expo Bridgegood visit	

Work Based Learning Experiences (include destinations/locations) [reference documents: WBL Continuum WBL Costs Calculator]	24-25 VAAMP WBL Plan Template			**Certifications**
Student Leadership				
Summer Learning		ECCO	ECCO Bridgegood	
College Exposure	UC Davis UC Berkeley	UC Santa Cruz		
Advisory Structure				
Personalized Supports	Students of concern protocol used during at least 1 team meeting per marking period			
Use of expanded learning time (before or after school)				

[OHS]-[PHA] Program of Study 24-25

Industry Sector: **Public Health**

Industry Partners: **Samuel Merritt University, Mentoring in Medicine**

Pathway Vision	The Public Health Academy educates and prepares students to promote health equity in the communities they will serve.			
Pathway Meeting Time: 1st and 3rd Thursdays, 2:15-3:15pm	**10th Grade Program** Grade level meeting time:	**11th Grade Program** Grade level meeting time:	**12th Grade Program** Grade level meeting time:	**Graduate Pathway Outcomes** (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 10: Forbes Social Science: Ascuitto Science: LeBaron Yoga: Ascuitto SpEd:	English 11: Forbes Social Science: Toscano Science: Earhart Yoga: Ascuitto SpEd:	English 12: Cheung Social Science: Toscano Senior Seminar: Ascuitto/Toscano SpEd:	PHA Compass
Technical Core/Theme (CTE Sequence) CTE Course Resources	Public Health Solutions	Public Health Advocacy	Reading and Writing Your Way to a Healthier World (UCCI)	
Dual Enrollment				
Integrated Projects/ Common Performance Assessments	Podcast: Harm and Repair	Cross-Cultural Medicine Book		
Defenses or Capstones			Senior Seminar [Graduate Capstone]	
Other Courses / Electives				
Other Student Experiences that are *not* WBL	Student/Staff Overnight Retreat Ice Cream Social		Sacramento Overnight Retreat: Attending legislative sessions and speaking with state representatives	
Work Based Learning Experiences (include destinations/locations) [reference documents: WBL Continuum WBL Costs Calculator]	24-25 PHA-WBL Plan Template			**Certifications** CPR Certification Stop the Bleed
Student Leadership				
Summer Learning (Summer Bridge, summer learning, credit recovery)		ECCO	ECCO	
College Exposure		UC Davis		
Advisory Structure				
Personalized Supports	Students of concern protocol used during at least 1 team meeting per marking period			
Use of expanded learning time (before or after school)				

[OHS]-[PHA] Program of Study 24-25

Industry Sector: **Public Health**

Industry Partners: **Samuel Merritt University, Mentoring in Medicine**

[OHS]-[LSJ] Program of Study 24-25

Industry Sector: Law & Public Service
Industry Partners: City Attorney's Office

Pathway Vision	The Law & Social Justice (LSJ) pathway informs and prepares students for careers in law, social work, education, and public service with a focus on social justice and current events. Through experiential learning opportunities, exposure to a variety of careers, and structured academic support, students become active participants in advocating change for their community.			
Pathway Meeting Time: 2 Thursdays/month, 10:15-11:15am	**10th Grade Program**	**11th Grade Program**	**12th Grade Program**	**Graduate Pathway Outcomes** (Student Learning Outcomes)
Academic Core/ Teacher Student Cohort Integrity	English 10: Medina Social Science: Macy Science: Mayfield SpEd:	English 11: Chen Social Science: Logan Science: Pallito SpEd:	English 12: Shay Social Science: Nunez Senior Seminary: Logan SpEd:	LSJ Student Outcomes **CRITICAL THINKING** Can analyze issues to understand the root causes of social inequities and how to organize for social change in their schools, community and lives
Technical Core/Theme (CTE Sequence)	Law & Society	Development of American Justice	Social Justice & Advocacy	
Dual Enrollment		Criminal Investigation (ADJUS 56) Community Violence Prevention (POSCI 35 and 37)	Criminal Investigation (ADJUS 56) Community Violence Prevention (POSCI 35 and 37)	**COMMUNITY ORGANIZING SKILLS** Implement a strategic action plan to achieve a specific goal
Integrated Projects/ Common Performance Assessments	**Youth and the Law** Semester 1: Identity, Tactics of Change and Youth Activism, Legal Career Exploration Semester 2: Rights as Minors, Juvenile Justice	**City and State Policy** Semester 1: Local and State Government and Policy Semester 2: YPLAN - Oakland General Plan	**Constitutional Law and Government** Semester 1: Understanding the Judicial System and Mock Trial Semester 2: Understanding systems of Incarceration and Reimagining Justice	**COMMUNICATION/COLLABORATION** Effectively communicate and collaborate with diverse groups of people to make connections and build alliances
Defenses or Capstones	Mini Capstone Presentation	YPLAN presentations to community and industry partners	Senior Seminar [Graduate Capstone]	**LEADERSHIP & CIVIC ENGAGEMENT** Are skilled at navigating systems of power to advocate for innovative solutions and to educate and empower others
Other Courses / Electives				
Other Student Experiences that are *not* WBL (post-session, intersession, rituals, class trips, assemblies)	Pathway Welcome Assembly and Community Building on campus Student overnight retreat Camp Loma Mar Cal Adventures Ropes Course (part of Berkeley Law visit) All-pathway community building - Ice skating trip	Pathway Welcome Assembly and Community Building on campus Student overnight retreat in Sacramento - Capitol tour - Governor's offices Alcatraz tour & exhibit on American Indian Movement	Pathway Welcome Assembly and Community Building on campus Student trip to LA - Law School Tours - UCLA - ==Park in Santa Monica== *The Riders Come Out at Night* author talk Film screening - "A Rising Tide" All-pathway community building - Ice skating trip	**SOCIAL EMOTIONAL AWARENESS** Will be self-reflective life-long learners who are aware of their own biases and show empathy for others **COLLEGE & CAREER** Will gain exposure through field trips, guest speakers, and internships to careers in law, social work, education and public service
Work Based Learning Experiences (include destinations/locations)	JSL WBL Plan - all grades		-	**Certifications**

[reference documents: WBL Continuum WBL Costs Calculator]				
Student Leadership				
Summer Learning (Summer Bridge, summer learning, credit recovery)				
College Exposure	Berkeley Law San Francisco State University	UC Santa Cruz UC Davis	San Jose State Loyola	
Advisory Structure	Advisory Board meets at least once/year to review curriculum and determine points of connection between projects and board members' companies or organizations.			
Personalized Supports	Once per month a pathway team meeting is dedicated to discussing students and planning interventions for those who are off-track.			
Use of expanded learning time (before or after school)				

[OHS-[ESA] Program of Study 24-25

Industry Sector: Environmental Resources
Industry Partners:

Pathway Vision	ESA is dedicated to helping students become environmental activists. ESA develops students' deep love for Oakland and for the natural world by bringing them outdoors whenever possible, including on trips to local parks, beaches, and environmental action movements. Through scientific analysis, inquiry and service, ESA offers a rigorous, inclusive, and engaging curriculum to prepare students for college and career.			
Pathway Meeting Time: Thursdays, 8:45-9:30am	**10th Grade Program**	**11th Grade Program**	**12th Grade Program**	**Graduate Pathway Outcomes** (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 10: Trale Social Science: Ong Science: Fields SpEd:	English 11: Nguyen Social Science: Ong Science: Mangiante SpEd:	English 12: Berkins Social Science: Reinhard Senior Seminar: Trale SpEd:	ESA Graduates: ● combine their academic and experiential knowledge to promote ethical and sustainable practices ● apply appropriate literary, mathematical, or science and engineering skills and practices to solve problems ● build a tight-knit community which, embraces diversity, tolerance, and collaboration ● demonstrate empathy for each other and the school community and participate in community activism ● combine their academic and technical skills towards solving important problems in the world
Technical Core/Theme (CTE Sequence) CTE Course Resources	Environmental Science 1	Environmental Science 2	Advanced Environmental Studies and Activism	
Dual Enrollment				
Integrated Projects/ Common Performance Assessments	[Link to Integrated Project Folders] **Fall guiding question:** What are the connections between environmental factors and human settlements? **Spring guiding question:** What does it mean to use resources sustainably?	[Link to Integrated Project Folders] **Fall guiding question:** Is the world getting better or worse? (Includes environmental, social, other factors) **Spring guiding question:** How do we balance environmental rights with human rights? Are they actually different things?	[Link to Integrated Project Folders] **Fall guiding question:** Do we have the power and will to create an "environmental revolution"? **Spring guiding question:** How best can ESA students/grads influence others to make a positive environmental impact?	
Defenses or Capstones			Senior Seminar [Graduate Capstone]	
Other Courses / Electives				
Other Student Experiences that are *not* WBL (post-session, intersession, rituals, class trips, assemblies)				
Work Based Learning Experiences (include destinations/locations) [reference documents: WBL Continuum WBL Costs Calculator]	24-25 ESA WBL Plan Template			**Certifications**
Student Leadership				

[OHS-[ESA] Program of Study 24-25

Industry Sector: Environmental Resources

Industry Partners:

Summer Learning (Summer Bridge, summer learning, credit recovery)		ECCO	ECCO	
College Exposure				
Advisory Structure				
Personalized Supports	Students of concern protocol used during at least 1 team meeting per marking period			
Use of expanded learning time (before or after school)				

Work-Based Learning Lead: _Theresa Barnes_   Pathway Name: _RISE_____

Collaborators: _Tiffany J. Sussanah S._____

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. **We develop hands-on, real world opportunities for students to develop their English-language and career-readiness skills so they will have access to employment opportunities.**
   a. Students will create a resume and cover letter for their job search. (career interest and aptitude test/YouScience; introduce themselves professionally)
   b. Students will interview a professional in a career field of their interest (Informational Interviews).
   c. Students will attend career and college exploration visits at local community colleges and/or community organizations.
   d. Students will participate in additional work-based learning activities such as a job search, job inquiry, job shadows, mock interviews, etc.
   e. RISE 10th and 11th Level 3 and 4 students participate in ECCCO presentation and workshop, leading to summer internship opportunity for those interested

Calendaring WBL (in Program of Study):
- *For All-Student Experiences: note WBL experience, teacher, and class for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade Level & Teacher	Cohort	Aug/Sept: Career Awareness	Oct/Nov Career Awareness	Dec/Jan Career Exploration	Feb/Mar Career Exploration	Apr/May Career Preparation	All students at some point in four years
9th	All-Students	Email/Phone Etiquette	RISE Community Resource Fair	Career Day:ELD 4/Schoff			
	Focal students	Email/Phone Etiquette:ELD (1,2,3 & 4) (currently all English classes - Schoff)			RISE Garden: Farmers Market shadowing and information interviews: Final Project: RISE Booth at Farmers Market	RISE food and craft shop for multicultural week, practice using Square, etc.	

![College & Career for All Fund logo — Established by Measure N]

Work-Based Learning Lead: _Theresa Barnes_   Pathway Name: _RISE_____

Collaborators: _Tiffany J. Sussanah S._____

10th	All-Students	Visit [Berkeley City College](#) Visit [Haas School of Business](#) at UC Berkeley, connect with [undocumented student group](#) and [CAFE](#)	RISE Community Resource Fair Resume & Mock Interview (Volunteer guest ACAP/JA)	Resume Development: ELD 3,4	Summer Fair Mock Interviews:ELD 3,4	ECCCO presentation and workshop RISE food and craft shop for multicultural week, practice using Square, etc.
Ms.Elorine: CTE	Focal students			RISE clothing store: CTE Business Class RISE Garden: Farmers Market shadowing and information interviews: Final Project: RISE Booth at Farmers Market		PBL/CEV: Business Plan Pitch (ICA) CTE RISE food and craft shop for multicultural week, practice using Square, etc.
11TH Grade	All-Students		RISE Community Resource Fair	Update Resumes Informational Interviews	Guest Speaker: Professional Interpreters	
	Focal students		Guest Speaker: Before You Enlist: Social Studies	RISE clothing store: CTE Business Class RISE Garden: Farmers Market shadowing and information interviews: Final Project: RISE Booth at Farmers Market		ECCCO presentation and workshop RISE food and craft shop for multicultural week, practice using Square, etc.

Work-Based Learning Lead: _Theresa Barnes_   Pathway Name: _RISE_____

Collaborators: _Tiffany J. Sussanah S._____

	All-Students	Visit Berkeley City College Visit Haas School of Business at UC Berkeley, connect with undocumented student group and CAFE	RISE Community Resource Fair				
12th Grade	Focal students			RISE clothing store: CTE Business Class RISE Garden: Farmers Market shadowing and information interviews: Final Project: RISE Booth at Farmers Market	Informational Interviews	RISE food and craft shop for multicultural week, practice using Square, etc.	
Partner-Staff Engagements Advisory board meetings, externships, etc.							

Work-Based Learning Lead: _Theresa Barnes_   Pathway Name: _RISE_____
Collaborators: _Tiffany J. Sussanah S._____

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

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The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the Work-Based Learning Continuum.

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work

Work-Based Learning Lead: _Theresa Barnes_   Pathway Name: _RISE_____

Collaborators: _Tiffany J. Sussanah S._____

	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience
9th				
10th				
11th				
12th				

Work-Based Learning Lead: Theresa Barnes_____   Pathway Name: __IDEA_____

Collaborators: Saqib Hashim, Molly Pearlmutter, Bikku Kuruvila, Joseph Bullie, Hillary Chen_____

Central Resources
- WBL Continuum (Linked Learning Alliance)
- WBL Plan Components (Simple prioritized checklist/rubric)
- ECCCO 2022-23 timeline
- Sample Goals

WBL Plan Template Options:
- Calendar Template
- WBL Continuum Template

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)
1.
2.
3.

Calendaring WBL (in Program of Study):
- *For All-Student Experiences: note WBL experience, teacher, and class for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Email/Phone Etiquette		Career Day			
	Focal students						
10	All-Students		Career Themed College Visit: UC Berkeley	Resume Development	Summer Fair Mock Interviews		
	Focal						

	students					
11	All-Students		CEV: Advanced Manufacturing Day Guest Speaker: Before You Enlist	PBL: Assisted handheld device re-design product presentation w/Ability Now Update Resumes Informational Interviews	Informational Interviews Career Themed College Visit: UC Davis <mark>CEV: Ed Roberts Campus</mark>	PBL/CEV: Spatial re-design of Oakland Parks & Recreation playground
	Focal students		Oakland MFG Day			
12	All-Students		Guest Speakers: Oakland Mayoral Candidates		CEV: Skilled Trades Fair <mark>Guest Speaker: Johnson & Johnson Women in STEM</mark>	<mark>Update Resume LinkedIn Profiles</mark>
	Focal students					
Partner-Staff Engagements Advisory board meetings, externships, etc.						

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:
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Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	• Workplace tour • Guest speaker / teacher • Career fair • Visit a workplace	• Informational interview • Job shadow • Virtual exchange with a partner	• Student-run enterprise with partner involvement • Virtual enterprise • Integrated projects with partners • Service projects • Internships	• Internship required for a credential or entry to occupation • Apprenticeship • Clinical experience • On-the-job training • Work experience
9th				
10th				
11th				
12th				

Work-Based Learning Lead: Theresa Barnes_____   Pathway Name: VAAMP

Collaborators: Pathway Coach_____

Central Resources
- WBL Continuum (Linked Learning Alliance)
- WBL Plan Components (Simple prioritized checklist/rubric)
- ECCCO 2022-23 timeline
- Sample Goals

WBL Plan Template Options:
- Calendar Template
- WBL Continuum Template

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1.
2.
3.

Calendaring WBL (in Program of Study):
- *For All-Student Experiences: note WBL experience, teacher, and class for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Email/Phone Etiquette		Career Day			
	Focal students					Creative Art Expo-Jamie	
10	All-Students			Resume Development	Guest Speakers: Art Fest Workshops Summer Fair		

					Mock Interviews		
	Focal students		SFMOMA			Creative Art Expo-Jamie	
11	All-Students		Guest Speaker: Before You Enlist	Update Resumes	Screen Printing Trip (Smith): See list below Informational Interviews		
	Focal students	Angel Island-Jesse Hagiwara - Romare Bearden &	Hagiwara - Alebrijes	Hagiwara- Embroidery (Winter's Art Market) Clorox:Product Design Challenge-Jesse Informational Interviews	IIdentity Pencil Still Life-Hagiwara Screen Printing Trip (Smith): See list below	Creative Art Expo-Jamie	
12	All-Students			Gamehead Presentation & Panel Discussion	PBL: Design Challenge Career Themed College Visit: Laney College Field Trip: Local Game Designer Tour & Panel Discussion	Update Resume LinkedIn Profiles	
	Focal students		Food photography (Jesse)	Sneaker Project: Oakland Style Lab/Sneaker Museum(Robert/Jesse)		Food photography (Jesse) Creative Art Expo-Jamie	
	Partner-Staff Engagements Advisory board meetings, externships, etc.						

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

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Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience
9th				
10th				
11th				
12th				

Clorox in downtown Oakland
- They might have their own photo studio, then connect with product design

Game Heads
- Some students did summer internship there

- Connection with game unit/project with Rumi

Building up student curators to help with on-campus things

- Jesse's niece will be here in Nov and can talk to students

Screen Printing

- Oaklandish
- Sunset Printing
- Place on San Pablo in Berkeley (might offer after school stuff for students) Sunset Print Shop
- Fruitvale spot
- Beast Oakland
- Oakland's Own

Bridge Good in JLS open to field trips; impressive design studio

Food photography unit

- Pho spot that Jesse uses as client
- Rotation of clients ideal
  - List of small business for product photography for social media
    - Portable, food that can sit out and still look good
    - Pre Meeting to hear their story
      November and April

Industry skills framework

- 11-2011.00 Advertising and Promotions Managers
- 11-9151.00 Social/Community Service Managers
- 27-1011.00 Art Directors
- 27-1013.00 **Fine Artists, Including Painters, Sculptors, and Illustrators**
- **27-1014.00 Special Effects Artists and Animators**
- 27-1022.00 Fashion Designers
- 27-1027.00 **Set and Exhibit Designers**
- 25-1121.00 Art, Drama, and Music Teachers
- 25-4011.00 **Archivists**
- **25-4012.00 Curators**
  - **MOMA behind the scenes tour**
  - **Decisions that museums have to make around collections - mock scenarios for students to engage in**
  - **Intro in 10th grade and then build on them in 11th and 12th**
    - **Can support 10th grade in making decision about which strand to chose for 11th/12th if they curated a show for 12th grade work; no room for this in 10th CTE but maybe in English?**
    - **Integrated into senior project for final presentations too**

- **Guest speaker curator (Jamie knows curator for Root Division)**
    - **Can speak to process to upvote and downvote and rank**
    - **Collaborative process, break it up into mini exhibits**
- **Museum vs. gallery curators**
- **Themed shows in the gallery space (e.g. skateboard culture - shoes, RISE student portraits, school sports)**
    - **Using art to tell stories of Oakland High**
- **25-4013.00 Museum Technicians and Conservators**
- 27-4021.00 Photographers

Work-Based Learning Lead: Theresa Barnes_____   Pathway Name: PHA_____

Collaborators: Jessica Forbes, Tara Asciuttio, Isabel Toscano, Suzanne LeBaron, Merilee Sader_____

Central Resources
- WBL Continuum (Linked Learning Alliance)
- WBL Plan Components (Simple prioritized checklist/rubric)
- ECCCO 2022-23 timeline
- Sample Goals

WBL Plan Template Options:
- Calendar Template
- WBL Continuum Template

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1.
2.
3.

Calendaring WBL (in Program of Study):
- *For All-Student Experiences:* note WBL experience, teacher, and class for each item
- *For Targeted Student Experiences:* note subgroup, WBL experience, and staff lead

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Email/Phone Etiquette		Career Day			
	Focal students						
10	All-Students			Resume Development College Visit: UC	Summer Fair Mock Interviews CPR & First Aid Training	Career Themed College Visit: Merritt College PBL: Podcast Exhibition	

				Berkeley	(Oakland Fire Department)	(San Francisco Chronicle & Pandora)	
11	Focal students						
	All-Students		Career Themed College Visit: UC Berkeley Guest Speaker: Before You Enlist	Guest Speaker: STD Prevention Workshop (Alameda County Public Health) Update Resumes Informational Interviews	Informational Interviews PBL: Cross Cultural Medicine Book reading & signing (Samuel Merritt University) & Camping/CPR & First Aid Training		
	Focal students						
12	All-Students		CPR & First Aid Training Career Themed College Visit: UC Davis November 4th & 7th	PBL: Expert Interviews (Alameda County Department of Public Health)	PBL: Expert Interviews (Alameda County Department of Public Health) Camping/CPR & First Aid Training	Update Resume LinkedIn Profiles	
	Focal students	SFSU Tour & Public Health/Student Panel College Panel w/OHS Alumni					
Partner-Staff Engagements Advisory board meetings,							

externships, etc.						

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:
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Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience
9th				
10th				
11th				
12th				

Work-Based Learning Lead: Theresa Barnes_____ Pathway Name: _LSJ_____

Collaborators: _Emily Macy, mallory logan, Kajal Chowdary, Markia Iyer_____

Central Resources
- WBL Continuum (Linked Learning Alliance)
- WBL Plan Components (Simple prioritized checklist/rubric)
- ECCCO 2022-23 timeline
- Sample Goals

WBL Plan Template Options:
- Calendar Template
- WBL Continuum Template

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)
1. Internship Placement Rates
2. Student Engagement in Career Readiness Activities
3. Post-Program Outcomes and resources for students to further explore opportunities in alignment with their postsecondary goals

Calendaring WBL (in Program of Study):
- *For All-Student Experiences:* note WBL experience, teacher, and class for each item
- *For Targeted Student Experiences:* note subgroup, WBL experience, and staff lead

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Email/Phone Etiquette		Career Day			
	Focal students						
10	All-Students		Resume Development	PBL: Media Advocacy	Summer Fair & Mock Interviews	Career Themed College Visit: San Francisco State	

			CEV: Alameda County Superior Court			
	Focal students					
11	All-Students	Guest Speaker: Public Defenders vs. District Attorney Guest Speaker/Panels: City Council	Guest Speaker: Before You Enlist School Board General concerns (Problems/Solution) Presentation Career Themed College Visit: UC Santa Cruz	PBL: Reimagining the Criminal Justice System Interviews & Panel Update Resumes Informational Interviews	Informational Interviews PBL: Reimagining the Criminal Justice System final project exhibition	CEV: State Capitol Career Themed College Visit: UC Sacramento
	Focal students					
12	All-Students		Ninth Circuit Courthouse visit: Panel Discussion and Tour		<mark>Career Themed College Visit: UC Santa Cruz</mark>	PBL: Reimagining Justice & Update Resume LinkedIn Profiles &
	Focal students		<mark>Guest Speaker Practice Objectives (Coaching)</mark> & Public Exhibition: U.S. public education system	Mock Trial		
Partner-Staff						

	Engagements Advisory board meetings, externships, etc.					

General Roles/Responsibilities:

Person or Position	Responsibilities
Christopher Johnston (LSJ AP)	
Tai Tokeshi	
Tiffany Jordan	
Camrin Fredrick	
Theresa Barnes	

Next Steps in Plan Development / Implementation:

-

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The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#)*.*

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience

9th				
10th				
11th				
12th				

Work-Based Learning Lead: Theresa Barnes_____ Pathway Name: ESA_____

Collaborators: Raven Mangiante, M. Fields, Demarco Kidd, Catherine Tao_____

Central Resources
- WBL Continuum (Linked Learning Alliance)
- WBL Plan Components (Simple prioritized checklist/rubric)
- ECCCO 2022-23 timeline
- Sample Goals

WBL Plan Template Options:
- Calendar Template
- WBL Continuum Template

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1.
2.
3.

Calendaring WBL (in Program of Study):
- *For All-Student Experiences:* note WBL experience, teacher, and class for each item
- *For Targeted Student Experiences:* note subgroup, WBL experience, and staff lead

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Email/Phone Etiquette		Career Day			
	Focal students						
10	All-Students			Resume Development	Summer Fair Mock Interviews	Chabot Tour & Earth Day Event	
	Focal students						

Grade			Career Awareness: Learning ABOUT	Career Exploration: Learning ABOUT	Career Preparation: Learning	Career Training: Learning FOR work	
11	All-Students		Guest Speaker: Before You Enlist Career Themed College Visi UC Davis	Update Resumes CEV/PBL: Building Communities Sustainable EBMUD Informational Interviews	Informational Interviews PBL: Sustainable Architecture re-design of Oakport Shopping Center (Einwiller Kuehl Landscape Architecture and City of Oakland Planning & Building)	Chabot Tour & Earth Day Event & PBL: Sustainable Housing Models (Oakland Housing Authority)	
	Focal students						
12	All-Students	Expert Interviews		Solution Presentation		Chabot Tour & Earth Day Event	
	Focal students						
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:
-

<p style="text-align:center">***</p>

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the Work-Based Learning Continuum.

Grade	Career Awareness: Learning ABOUT	Career Exploration: Learning ABOUT	Career Preparation: Learning	Career Training: Learning FOR work

	work	work	THROUGH work	
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience
9th				
10th				
11th				
12th				

Oakland High School
Master Schedule to show Pathway Cohorts

Environtmental Science Academy/Jaguars

Teacher	Mondays/Thursdays and every other Wednesday				Tuesdays/Fridays and every other Wednesday			
	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8
Berkins	Prep (ESA/Jags)	Ethnic Studies(Jags)	Prep (Pathway Director)	Ethnic Studies(Jags)	Eng 4 (ESA)	Prep	Eng 4 (ESA)	DE Psych
Fields	Prep (ESA)	Chem (ESA-10)	Chem (ESA-10)	Chem (ESA-10)	Prep	Env Stud (ESA-10)	Env Stud (ESA-10)	Env Stud (ESA-10)
Mangiante	Prep (ESA)	Env Stud 2 (ESA-11)	Env Stud 2 (ESA-11)	Env Stud 2 (ESA-11)	Prep	Physics (ESA-11)	Physics (ESA-11)	Physics (ESA-11)
Nguyen	Prep (ESA/Jags)	Eng 3 (ESA)	Eng 3 (ESA)	Eng 3 (ESA)	Eng 1 (Jags)	Eng 1 (Jags)	ELD 5	Prep
Ong	Prep (ESA)	W. History (ESA)	W. History (ESA)	W. History (ESA)	US History (ESA)	Prep	US History (ESA)	US History (ESA)
Reinhard	Prep (ESA/RISE)				Prep	Gov/Econ (ESA)	Gov/Econ (ESA)	Gov/Econ (ESA)
Tao	Prep (ESA/Jags)	Adv Env St & Ac (ESA-12)	Adv Env St & Ac (ESA-12)	Adv Env St & Ac (ESA-12)	Prep	Biio Recovery	Bio 9 (Jaguars)	Bio 9 (Jaguars)
Trale	Prep (ESA)	Seminar (ESA)	Seminar (ESA)	Prep	Eng 2 (ESA)	Journalism	Eng 2 (ESA)	Eng 2 (ESA)
Hamilton	Prep (Jags)	Alg 1 (Jags)	Alg 1 (Jags)	Geo	Geo	Geo	Alg Support (Jags)	Prep/Alg
Siino	Prep (ESA/Jags)	Senior Seminar	Study Skills 9th	Push in-English 3/Ethnic Studies	Prep	Senior Seminar	LC/Study Skills 11th	IEP Prep
Ortiz	Prep (ESA)	SDC English	Push-in Fields Chemistry	Study Skills 12th	IEP Prep	Study Skills 10th	Push-in Eng 4 Berkins	Prep

		Jaguars
		ESA-10
		ESA-11
		ESA-12

IDEA/Pumas							
	Mondays/Thursdays and every other Wednesday				Tuesdays/Fridays and every other Wednesday		
Teacher	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8
Benner	Eng 1 (Pumas)	Eng 1 (Pumas)	Eng 1 (Pumas)	Prep (IDEA/Pum)	Eng 3 (IDEA)	Eng 3 (IDEA)	Eng 3 (IDEA)	Prep
Bracey	Expl C.S.	Expl C.S.	Expl C.S.	Prep (IDEA)	AP CS Principles (IDEA)	Prep	AP CS Principles (IDEA)	AP CS Principles (IDEA)
Chen	Prep (Pathway Director)	Universal Design (IDEA-12)	Universal Design (IDEA-12)	Prep (IDEA)	Prep	Eng Design & Analysis (IDEA-10)	Eng Design & Analysis (IDEA-10)	Eng Design & Analysis (IDEA-10)
Earhart	Chemistry (IDEA-10)	Chemistry (IDEA-10)	Chemistry (IDEA-10)	Prep (PHA/IDEA)	Med Chem (PHA-11)	Med Chem (PHA-11)	Med Chem (PHA-11)	Prep
Hashim	Physics (IDEA-11)	Physics (IDEA-11)	Physics (IDEA-11)	Prep (IDEA)	Prep	Universal Design IDEA-11	Universal Design IDEA-11	Universal Design IDEA-11
Kuruvila	US History (IDEA)	US History (IDEA)	US History (IDEA)	Prep (IDEA)	W. History (IDEA)	Prep	W. History (IDEA)	W. History (IDEA)
Perlmutter	Seminar (IDEA)	Seminar (IDEA)	Seminar (IDEA)	Prep (IDEA)	Prep	Gov/Econ (IDEA)	Gov/Econ (IDEA)	Gov/Econ (IDEA)
Stevens	Eng 2 (IDEA)	Eng 2 (IDEA)	Eng 2 (IDEA)	Prep (IDEA)	Eng 4 (IDEA)	Eng 4 (IDEA)	Eng 4 (IDEA)	Prep
Blumenthal	Alg 2	Alg 2	Alg 2	Prep (Pumas)	Prep	Alg Support (Pumas)	Math Analysis	Alg 2
Kanu	Chemistry (SEI)	Chemistry (SEI)	Chemistry (Global)	Prep (Pumas)	Prep	Bio 9 (Pumas)	Bio 9 (Pumas)	Bio 9 (Pumas)
Paniagua	RISE Advisory	RISE Advisory	RISE Advisory	Prep (Pumas)	Ethnic Studies (Pumas)	Prep	Ethnic Studies (Pumas)	Ethnic Studies (Pumas)
Turner	Alg 1 (Pumas)	Alg 1 (Pumas)	Alg 1 (Pumas)	Prep (Pumas)	Alg 2	Alg 2	Alg 2	Prep
Idris	SDC History (World/US)	Push-in 10th Grade	Study Skills 12th	Prep (IDEA)	Prep	Push in English 4	IEP Prep	LC/Study Skills 10th
Park	Study Skills 9	Study Skills 11th	Push in Algebra 1 Turner	Prep (IDEA/Pumas)	SDC English	Push in Algebra 2 Turner	IEP Prep	Prep

	Pumas
	IDEA-10
	IDEA-11
	IDEA-12

Law & Social Justice/ Panthers

Teacher	Mondays/Thursdays and every other Wednesday				Tuesdays/Fridays and every other Wednesday			
	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8
Chen	Eng 1 (Panthers)	Prep (LSJ/Panthers)	Eng 1 (Panthers)	Eng 1 (Panthers)	Eng 3 (LSJ)	Eng 3 (LSJ)	Prep	Eng 1 Recovery
Logan	US History (LSJ)	Prep (LSJ)	US History (LSJ)	Sen Seminar (LSJ)	Prep	Sen Seminar (LSJ)	Dev Am. Just. LSJ-CTE 11	Dev Am. Just. LSJ-CTE 11
Macy	AP World History	Prep (LSJ)	Law & Society	Law & Society	W. History (LSJ)	W. History (LSJ)	Prep	AVID 12
Mayfield	Bio 9 (Panth)	Prep (LSJ/Panthers)	Bio 9 (Panth)	Bio 9 (Panth)	AP Bio	Prep	Forensic Bio	Forensic Bio
Medina	Eng 2 (LSJ)	Prep (LSJ/Panthers)	Eng 2 (LSJ)	English 2 (recovery)	Prep	Ethnic Studies (Panthers)	Ethnic Studies (Panthers)	Ethnic Studies (Panthers)
Nunez	World History Recovery	Prep (LSJ)	Social Justice LSJ-12	Social Justice LSJ-12	DE Forensic Inv.	Gov/Econ (LSJ)	Gov/Econ (LSJ)	Prep
Pallito	Chem (LSJ-11)	Prep (LSJ)	Chemistry (VAA/global)	Chem (LSJ-11)	Prep	Chemistry (VAA/global)	AP Chemistry	Prep
Zarafshar	Spanish 1	Prep (LSJ)	Spanish 1	Spanish 1	Spanish 1	Prep	Eng 4 (LSJ)	Eng 4 (LSJ)
Corbins	Alg Support (Panthers)	Prep (Panthers)	Alg Support (Panthers)	Geo	Geo	Geo	Prep	Geo
Hou	Alg 1 (Tigers)	Alg 1 (Tigers)	Alg 1 (Tigers)	Prep (Tigers)	Alg 1 (Panth)	Alg 1 (Panth)	Prep	Alg 1 (Panth)
Groomes	10th Study Skills	Prep (LSJ/Panthers)	SDC Math (Geo)	LC	Prep	Push-in Algebra 1 Hou	IEP Prep	9th Study Skills
Farias	Study Skills 12th	Prep (LSJ) & Push In	Prep or push-in	Prep or push-in	Prep or Push-in	Study Skills 11th	Push in Shay ENG 4	SDC Math (Alg 1)

		Panthers
		LSJ-10
		LSJ-11
		LSJ-12

PHA/Tigers

Teacher	Mondays/Thursdays and every other Wednesday				Tuesdays/Fridays and every other Wednesday			
	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8
Asciutto	W. History (PHA)	W. History (PHA)	W. History (PHA)	Prep (PHA)	PHA Yoga	Sen Seminar (PHA)	Sen Seminar (PHA)	Prep
Cheung	Eng 4 (PHA)	Eng 4 (PHA)	Eng 4 (PHA)	Prep (PHA)				
Earhart	Chemistry (IDEA-10)	Chemistry (IDEA-10)	Chemistry (IDEA-10)	Prep (PHA/IDEA)	Med Chem (PHA-11)	Med Chem (PHA-11)	Med Chem (PHA-11)	Prep
Forbes	Eng 2 (PHA)	Eng 2 (PHA)	Eng 2 (PHA)	Prep (PHA)	Eng 3 (PHA)	Eng 3 (PHA)	Prep	Eng 3 (PHA)
LeBaron	Pub Health Lit (PHA-12)	Pub Health Lit (PHA-12)	Prep (Pathway Director)	Prep (PHA)	Physio (PHA)	Physio (PHA)	Physio (PHA)	Prep
Sader	Pub Adv (PHA-11)	Pub Adv (PHA-11)	Pub Adv (PHA-11)	Prep (PHA)	Pub Health (PHA-10)	Pub Health (PHA-10)	Prep	Pub Health (PHA-10)
Toscano	US History (PHA)	US History (PHA)	US History (PHA)	Prep (PHA)	Sen Seminar (PHA)	Econ/Gov (PHA)	Econ/Gov (PHA)	Prep
Hou	Alg 1 (Tigers)	Alg 1 (Tigers)	Alg 1 (Tigers)	Prep (Tigers)	Alg 1 (Panth)	Alg 1 (Panth)	Prep	Alg 1 (Panth)
Kurose	M. Analysis	M. Analysis	M. Analysis	Prep (Tigers)	Ethnic Studies (Tigers)	Ethnic Studies (Tigers)	Prep	Ethnic Studies (Tigers)
Murray	Academic ELD 2/3	Academic ELD 2/3	Academic ELD 2/3	Prep (Tigers)	Eng 1 (Tigers)	Prep	Eng 1 (Tigers)	Eng 1 (Tigers)
Mann	Bio 9 (Tigers)	Bio 9 (Tigers)	Bio 9 (Tigers)	Prep (Tigers)	Bio 9 (Cheetahs)	Prep	Bio 9 (Cheetahs)	Bio 9 (Cheetahs)
Zanipatin	Geo	Geo	Geo	Prep (Tigers)	Prep	Alg Support (Tigers)	Alg Support (Tigers)	Geo
Carter	Study Skills 10th LC	Push in 12th Cheung Eng 4 (and Asciutto, WH)	IEP Prep	Prep (PHA)	Study Skills 12th	Push in 10th LeBaron - Physio (and Asciutto Sr. Seminar)	Reading Intervention	Prep
Youreh	Push in Blumenthal Algebra 2	Study Skills 11	IEP Prep	Prep (PHA/Tigers)	Study Skills 9	Push-in English 3 Forbes	IEP Prep	SDC History (Econ/Gov)
							PHA-10	
							PHA-11	
							PHA-12	
							Tigers	

VAAMP/Cheetahs

Teacher	Mondays/Thursdays and every other Wednesday				Tuesdays/Fridays and every other Wednesday			
	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8
Allen	Sen Seminar (VAA)	Sen Seminar (VAA)	Prep (VAA)	Sen Seminar (VAA)	Eng 2 (VAA)	Eng 2 (VAA)	Prep	Eng 2 (VAA)
Clark	Eng 3 (VAA)	Eng 3 (VAA)	Prep (VAA/Cheet)	Eng 3 (VAA)	Ethnic Studies (Cheetahs)	Ethnic Studies (Cheetahs)	Prep	Ethnic Studies (Cheetahs)
Hagiwara	Art 1	Art 1	Prep (VAA/Cheet)	Art 1	Prep	Art 1	Art 1	Visual Arts-11 (VAA)
Jones	Eng 1 (Cheet)	Eng 1 (Cheet)	Prep (VAA/Cheet)	Eng 1 (Cheet)	Eng 4 (VAA)	Eng 4 (VAA)	Prep	Eng 4 (VAA)
Koshino	Intro to Art & Des (VAA)	Intro to Art & Des (VAA)	Prep (VAA)	Intro to Art & Des (VAA)	Illustration	Illustration	Adv. Vis/Comm Art (VAA 12)	Prep
Rukin	Gov/Econ (VAA)	Gov/Econ (VAA)	Prep (VAA)	Gov/Econ (VAA)	W. History (VAA)	W. History (VAA)	W. History (VAA)	Prep
Shapiro	US History (VAA)	US History (VAA)	Prep (VAA)	US History (VAA)	Prep	Yearbook	Adv. Dig. Art VAA-12	Int. Dig. Art VAA-11
Smith	Art 1	Graphic Design	Prep (VAA)	Graphic Design	Prep (Pathway Director)	Prep	Adv. Dig. Art VAA-12	Int. Dig. Art VAA-11
Sochynsky	Geo by Design (VAA)	Geo by Design (VAA)	Prep (VAA/Cheet)	Geo by Design (VAA)	Prep	Alg Support (Cheet)	Alg Support (Cheet)	Geo
Wong	Alg 1 (Cheet)	Alg 1 (Cheet)	Prep (VAA/Cheet)	Alg 1 (Cheet)	Constructing Alg 2 (VAA)	Constructing Alg 2 (VAA)	Constructing Alg 2 (VAA)	Prep
Mann	Bio 9 (Tigers)	Bio 9 (Tigers)	Bio 9 (Tigers)	Prep (Tigers)	Bio 9 (Cheetahs)	Prep	Bio 9 (Cheetahs)	Bio 9 (Cheetahs)
Mersmann-Jones	IEP Prep	Push-in Algebra 1	Prep (VAA/Cheet)	SDC Math (Alg 2)	Prep	LC/Study Skills 10th	Study Skills 9th	Push-in Ethnic Studies
Sargent	Push-in Eng 3 Clark	Study Skills 11	Prep (VAA/Cheet)	IEP Prep	Study Skills 12th	SDC Science	SDC Science	Prep

		Cheetahs
		VAA-10
		VAA-11
		VAA-12

RISE

Teacher	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8
Harris	Prep (RISE)	Bio (SEI)	Bio (SEI)	Bio (SEI)	Physio (SEI)	Physio (SEI)	Physio (SEI)	Prep
Kanu	Chemistry (SEI)	Chemistry (SEI)	Chemistry (Global)	Prep (Pumas)	Prep	Bio 9 (Pumas)	Bio 9 (Pumas)	Bio 9 (Pumas)
Margen	Prep (RISE)	World HIstory (SEI)	World HIstory (SEI)	World HIstory (SEI)	US History (SEI)	Calif History	Calif History	Prep
Muirhead	Prep (RISE)	Intro to Business (Global)	Intro to Bus (RISE)	Intro to Bus (RISE)	Bus 2 (RISE)	Prep	Intro to Business (Global)	Bus 2 (RISE)
Ontiveros	Prep (RISE)	Alg 2 (SEI)	Alg 2 (SEI)	Alg 1 (SEI)	Alg 1 (SEI)	Alg 1 (SEI)	Alg 1 (SEI)	Prep/Alg
Paniagua	RISE Advisory	RISE Advisory	RISE Advisory	Prep (Pumas)	Ethnic Studies (Pumas)	Prep	Ethnic Studies (Pumas)	Ethnic Studies (Pumas)
Rodriguez	Prep (RISE)	Eng 1-4/ELD (level 3)	Gov/Econ (SEI)	Eng 1-4/ELD (level 3)	Prep	ELD 3	US History (SEI)	ELD 3
Schoff	Prep (RISE)	Eng 1-4/ELD (level 4)	Eng 1-4/ELD (level 2)	Prep (Coaching/Curriculum Dev.)	Sen Seminar (SEI)	ELD 4	ELD 2	Prep
Tills	Prep (RISE)	Eng 1-4/ELD (level 2)	Eng 1-4/ELD (level 1)	Eng 1-4/ELD (level 1)	Prep	ELD 2	ELD 1	ELD 1
Tommasini	Prep (RISE)	Alg Support (SEI)	Alg Support (SEI)	Prep (Pathway Director)	Geo (SEI)	Prep	Geo (Global)	Geo (SEI)

					RISE 9		
					RISE 10		
					RISE 11		
					RISE 12		
					RISE 9-12		