

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: McClymonds High School

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for McClymonds High School as “Approved,” with a base allocation of \$207,400.00 and a strategic carryover 2024-2025 plan and budget of \$73,165.07, for a total amount not to exceed \$280,565.07.

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

N/A

Competitively Bid : Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

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

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

McClymonds High School

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards	4	3	2	1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)	<ul style="list-style-type: none"> N/A 			
<input type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
Score: <u> 4 </u> Rationale: <ul style="list-style-type: none"> Reflections on 24-25 strategic actions identify strengths that led to progress and challenges that prevented the pathway team from reaching their set goal for the year Strategic actions for 25-26 are aligned to the strategic actions from 24-25. Revised strategic actions build on the work accomplished this year and focus on strengthening alignment between pathway team staff Plan for 25-26 reflects an intentional focus on deepening the integrated program of study and the enabling conditions that will allow students to access rigorous, grade-level appropriate content supportive of the Engineering CTE standards. 	Suggestions for 25-26 Continued Progress Monitoring: <ul style="list-style-type: none"> Identify mid-year benchmarks to measure progress toward year-end strategic actions 			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <input type="checkbox"/> Integrated Program of Study <input type="checkbox"/> Work-Based Learning <input type="checkbox"/> Integrated Student Support	<ul style="list-style-type: none"> Strategic actions for the new year are aligned to the current year's actions, which focus on the integrated program of study WBL: Consider how principles of the work-based learning continuum can be incorporated as the pathway team continues to develop integrated learning experiences inside and outside the classroom Integrated Student Support: Consider how structures that are already in place for 9th graders through the Breakthrough Success Collaborative and 12th graders through the Graduation Team can be scaled and replicated for 10th and 11th grade Please clarify how and when the pathway team will utilize inquiry protocols to monitor the progress and impact of the identified strategic actions 			
<input type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: _____ 3 _____ Rationale: <ul style="list-style-type: none"> Strategies focus on developing the pathway's integrated program of study While there is no explicit mention of work-based learning or integrated student support, there are opportunities for integration of WBL continuum content into the work meant to further develop the integrated program of study 	Suggestions for 25-26 Continued Progress Monitoring: <ul style="list-style-type: none"> N/A 			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026</p>	<p>FEEDBACK: Provide feedback only if the site receives a score of 3 or below.</p>			
<input type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan	<ul style="list-style-type: none"> Should additional Measure H funding become available, consider allocating those resources toward permissible expenses that align with your 25-26 strategic actions, including teacher extended contracts for collaborative planning, pathway team meetings outside of the contractual day, and/or supplies/materials for events where students demonstrate master of pathway student learning outcomes. 			
<input type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
<input type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
<p>Score: ____3____</p> <p>Rationale:</p> <ul style="list-style-type: none"> Measure H funds are allocated to support enabling conditions for pathway development (CTE teacher FTE) and summer ECCCO staffing. Strategic carryover funds are allocated in support of non-classroom integrated learning, including summer ECCCO student stipends and transportation for college and career exploration visits. Measure H funds are allocated toward post-secondary college/career access partnerships 	<p>Suggestions for 25-26 Continued Progress Monitoring:</p> <ul style="list-style-type: none"> N/A 			

Final Recommendation

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

Rating¹: Approved

Strengths:

- ☐ Alignment between current and future year's strategic actions
- ☐ Clear investment around enabling conditions for pathway development

Key Questions:

- ☐ What quarterly/mid-year benchmarks will the pathway team use to measure progress toward year-end strategic actions?
- ☐ How and when will the pathway team utilize inquiry protocols to monitor the progress and impact of the identified strategic actions throughout the 25-26 school year?
- ☐ How can you replicate structures that are already in place for 9th graders through the Breakthrough Success Collaborative and 12th graders through the Graduation Team for 10th and 11th grade?

Budget Feedback:

- ☐ Should additional Measure H funding become available, consider allocating those resources toward permissible expenses that align with your 25-26 strategic actions, including teacher extended contracts for collaborative planning, pathway team meetings outside of the contractual day, and/or supplies/materials for events where students demonstrate master of pathway student learning outcomes.

¹Fully Approved

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

Approved

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

Conditionally Approved

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

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

What	Suggested Lead	Deliverable	Date
Not applicable			

Criterion 4: Evidence of Progress and Linked Learning Implementation	
Category to be completed by High School Linked Learning Office	
<p>Instructions: Review the <i>Work-Based Learning</i> template, <i>EIP Presentation</i>, <i>Master Schedule</i>, and <i>Program of Study</i> to demonstrate an understanding of and development of high-quality pathway implementation.</p>	
<input type="checkbox"/> Program of Study	<ul style="list-style-type: none"> Consider verbs that reflect mastery (in lieu of development terms like “practice”). To what extent are pathway teachers (core and academic) collaborating to design, coordinate, and progress monitor student support, intervention, and college- and career-readiness? To what extent are pathway teachers collaborating to design, coordinate, and progress-monitor instructional strategies and CTE alignment, thereby supporting coherence and student success? Penumbra is a local biomedical technology company - they might be developed as a partners for McClymonds.
<input type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> Remove activities that do not include industry partners, if applicable. The WBL plan appears to include “college and career activities,” not specifically experiences with industry.
<input type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> Please color-code which academic classes are taught by teachers with common planning who engage in the type of collaboration described in the “Program of Study.”
<input type="checkbox"/> EIP Presentation	

School Name:		McClymonds High School						Site #:	303	
Pathway Name(s):		Engineering and Entrepreneurship								
School Description										
McClymonds High School offers an academically rigorous, grade 9-12 early college educational model that puts all students on a path to complete at least one year of college in four years and gives all students the opportunity to graduate with an Associate degree or certification. At McClymonds, every 9th grade student takes a career Exploration course that introduces the concepts and opportunities embedded within both Engineering and Entrepreneurship Pathway. At the end of 9th grade - and with the support of their mentor and advisor - students will decide which pathway they will pursue, either Engineering or Entrepreneurship. In addition, each student creates a profile that includes strengths, areas for improvement, personality and interest inventories, and college and career goals. The plan serves as a guide for the student's work with opportunities for review and adjustment as needed.										
School Mission and Vision										
Mission At McClymonds High School, students create and implement 10-year STEAM (Science, Technology, Engineering, the Arts and Math) personalized pathways in a supportive climate that embraces individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of self discovery, become more responsible, are held accountable so that they graduate college, career and community ready.										
Vision McClymonds High School is a premiere, transformative learning environment, building on the legacy of community activism in West Oakland, and empowering students to personalize their education pathways to become college, career, and community-ready graduates.										
School Demographics										
2023-2024 Total Enrollment Grades 9-12			265							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	57.7%	42.3%	90.6%	\$0.93	4.9%	4.5%		0.21		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	73.2%	0.4%	1.9%	\$0.13	0.4%	2.3%	2.3%	0.04	2.3%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Female				
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	
Four-Year Cohort Graduation Rate			88.2%	\$0.86	90.0%	84.1%	TBD	0.92		
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A		N/A	N/A			
Four-Year Cohort Dropout Rate			11.8%	\$0.11	4.0%	14.5%	TBD	0.03		
A-G Completion Rate (12th Grade Graduates)			60.0%	\$0.60	65.0%	70.7%	TBD	0.70		
Course Completion Rate (Continuation)*			N/A	N/A		N/A	N/A			
On Track to Graduate - 9th Graders			53.2%	\$0.69	65.0%	67.1%	65.7%	0.70		
9th Graders meeting A-G requirements			38.0%	\$0.57	60.0%	55.7%	53.2%	0.65		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			11.1%	\$0.19	55.0%	11.8%	15.2%	0.60		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			52.4%	\$0.55	45.0%	71.1%	65.0%	0.47		
Percentage of 10th-12th grade students in Linked Learning pathways			84.2%	\$0.82	100.0%	59.1%	84.4%	1.00		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the			27.3%	\$0.40	32.0%	17.9%	0.0%	0.35		
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			32.6%	\$0.27	28.0%	TBD	TBD	0.30		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			30.4%	\$0.37	35.0%	TBD	TBD	0.40		
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	
Four-Year Cohort Graduation Rate			100.0%	\$0.92	85.0%	90.0%	TBD	0.86		
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A		N/A	N/A			
Four-Year Cohort Dropout Rate			0.0%	\$0.08	0.0%	5.0%	TBD	0.00		
A-G Completion - 12th Grade (12th Grade Graduates)			52.9%	\$0.55	50.0%	77.8%	TBD	0.53		
Course Completion Rate (Continuation)*			N/A	N/A		N/A	N/A			

On Track to Graduate - 9th Graders	53.6%	\$0.75	70.0%	66.7%	71.4%	0.72		75.0%
9th Graders meeting A-G requirements	42.9%	\$0.69	75.0%	61.9%	54.5%	0.75		78.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	15.8%	\$0.32	10.0%	16.7%	18.5%	0.15		20.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	63.2%	\$0.60	65.0%	62.5%	59.3%	0.70		70.0%
Percentage of 10th-12th grade students in Linked Learning pathways	86.5%	\$0.85	88.0%	63.3%	88.1%	0.90		95.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	25.0%	\$0.35	30.0%	5.6%	0.0%	0.35		38.0%
CTE Participation (Continualtion)*	N/A	N/A		N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	38.9%	\$0.23	25.0%	TBD	TBD	0.25		25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	16.7%	\$0.23	30.0%	TBD	TBD	0.32		35.0%

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

Indicator	Strengths	Challenges
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.	What is our site doing well that's leading to improvements in this indicator?	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)	The Graduation Team meets weekly, consisting of the 12th grade English teacher, the principal, the college and career team, counselor, and college access partners (DCAC, EBSCC). COST team and case managers meet weekly to review student data to ensure retention as well as connect students to community, career, college and support resources. This strong structure helps us retain more of our students than most schools with similar socio-economic challenges. 9th -11th grade teams schedule quarterly grade level meetings with students to review their transcripts, set goals and communicate credit recovery opportunities. The Graduation Team meets both individually and in group settings with students in all grade levels, teaching material related to transcript review, dual/concurrent enrollment options, graduation requirements, 4-year eligibility, 2-year and 4-year requirements, and post-secondary options.	Students arrive to 9th grade with deficiencies in skills related to ELA and Math, which is correlated to credit deficits and credit recovery. Over 1/3 of our incoming 9th grade students are off-track to graduate. Students who transfer in often are already credit deficient and off-track to graduate, and often they come from schools who are not A-G aligned, making it difficult for students to recover A-G credits in a small amount of time. Teacher turnover and vacancies in our 9th grade team has resulted in the loss of our Biology teacher mid-year, and we were without two SpEd teachers until well into the first semester.
A-G Completion - 12th Grade	The Graduation Team meets with all students 9-12 to review A-G completion and guidelines. Additionally, members from the Grad Team meet weekly or biweekly with seniors to review their A-G completion. Mack has implemented credit recovery classes built into the master schedule to allow active recovery throughout the school year for students.	Students who transfer in from different school districts that are not A-G aligned have shorter time to make up A-G credits before graduation.

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	Our 9th grade cohort has steadily climbed each year, over the past 8 years. This is attributed to the redesign work we did in 2015, designating the first floor to the 9th grade academy. The redesign is based on studies indicating that 9th grade is an indicator year for success. Sequestering the 9th grade from the rest of the school allows for the staff and students to build rapport and community. We have maintained our best practices that support the continual improvement. For example, the 9th grade team meets weekly during a common prep in order to analyze student data and ensure supports are in place for students in need and to challenge students who are meeting their goals. The last Wednesday of the month, the 9th grade team engages the entire 9th grade class in the LIT center to educate students on how to read their transcripts, building in a shared understanding of transcript language and what it means to be on track to graduate, UC and CSU qualified and college competitive. Students then develop academic goals for the forthcoming month.	In the past, our biggest challenge is turnover rate in the 9th grade team. Once again, this last year, we lost a very strong team member, our 9th grade Biology teacher mid year and it's been detrimental to the team and to the 9th grade student body. It is very disruptive to the 9th grade community when we lose a team member especially mid year. The cost of living in the Bay Area and existing off of a new teacher salary is nearly impossible to survive in Oakland. It's incredibly hard to find highly qualified teachers, especially in the sciences to best serve the needs of our students. Overall students are still trying to overcome the social, emotional and educational toll they endured during the COVID-19 shutdown in the Spring of 2020 and the school year of 2020-2021. This is when our current 9th graders were in 6th and 7th grade. They missed the majority of their middle school years and it shows in their social emotional behavior as well as academics. Our teachers are struggling with bringing them up to grade level while exposing them to grade level material.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>	In the past 8 years, we have celebrated that 90% plus of our graduating seniors are enrolled in either 2 or 4 year colleges. This is due to the fact that our post secondary team that meets weekly on Monday take special care to review each student, their data and progress while providing extensive wrap around supports needed to graduate with a plan in hand.	In March of 2020, COVID shut us down. By May, the number of students going into college dropped by roughly 40% and this trend was felt nationwide. Three years later, we have not fully recovered, yet we have switched gears in how we are supporting our students for this new world environment. Students want options to earn money and go to school. They are craving skills to earn a thriving wage in the Bay Area to support themselves and their families. As a response, we have increased partnerships with the Port of Oakland, Shnitzer, Berkeley National Labs and the West Oakland Job and Resource Center. All of these partnerships are supporting post secondary students and families. Each of these partnerships have been providing students supports such as job shadowing, job training, internships, networking, mentorships and funding. We are also increasing outreach and enrollment in postsecondary CTE and trades (highway to ER tech).
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12th graders who have participated in an employer evaluated internship do so because of the strong communication provided by the post secondary team. This includes daily announcements in the morning, the Student Weekly Warrior circulated every Monday morning to all students, grade level community meetings, workshops provided by the College and Career Center and Career Speaker Series weekly in the LIT Center. Because we are a small school and have a family style, nurturing culture, our students are motivated to take advantage of highly engaging and most times, paid internships.	Students who are in need of credit recovery are unable to participate in internships because of the time conflict. Also factors outside of our control such as cost of living, crime in our community, teacher turnover and the cost of higher education have hindered our ability to fully support our scholars.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Over the past 8 years, consistently, over 95% of our students have passed dual enrollment courses with a C or better in grades 10-12. Our systems and structures for supporting our students and families about the dual enrollment courses are tight. The College and Career Director has implemented and sustained these systems of support but also nurtured a strong partnership with the Peralta District to ensure the highest quality instructors who best meet the needs of our students and classes that best meet their interests and goals.	Chronic absenteeism is the greatest challenge for students who are struggling passing dual enrollment courses with a C- or better. This has been exasperated post COVID -19 lock down.
Percentage of 10th-12th grade students in Linked Learning pathways	100% of 9th graders choose their pathway at the end of the year, following Pathway Month (March), where students shadow upper class people in pathways, participate in career panels, and	Students who transfer in after 9th grade miss out on the introduction to 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	Overall, students in both pathways who receive a C- or better in both the concentrator and capstone courses do so because of the wrap around supports in place. The courses are highly engaging, hands on, real world linked, student friendly, and industry relevant. Tutoring is available to all students every Wednesday after school as well as office hours after school by teachers.			Small school size limits course selection for students; course conflicts force students to choose between dual enrollment offerings and pathway courses at times. Two teachers teach the entire pathway course sequence, leaving limited scheduling choices for students.		
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?						
Developing, systematizing both Engineering and Entrepreneurship Advisory Boards to support pathway goals of aligning academics to real world skill sets. This includes supporting students projects in 10 - 12th grades, collaborative planning time to develop rubrics and backwards mapping the Capstone Project goals to develop a vertical articulation in grades 9-11.						
Identify a lead teacher to provide new teacher support in order to prevent teacher turnover and lift up best teaching practices. This includes project-based learning, aligned grading practices, vertical articulation of skill sets that support the Spring Showcases.						
The Instructional Leadership Team will recommend implementing in the master schedule a math support class that will focus on foundational skill building to supplement the grade level content math curriculum. This will support students who lack the foundational skills in order to access grade level material.						
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. <i>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.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)	\$135,363.17	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering Pathway

Teacher Salaries: Hire an Engineering CTE Teacher, at .45 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition. This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N/H will fund a total of 0.55 FTE of this salary with 0.1 FTE coming from Strategic Carryover Funds. PCN 6899 - Satoshi Suga (Salary and Benefit costs included)	\$67,224.35	1105	Teacher Salaries	TCHR 1113	.45 FTE	Engineering Pathway
Computers: Purchase 10 Surface Pro Laptops for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Entrepreneurship and Engineering classes. Surface Pro Laptops are required to run industry-specific software for both pathways, as well as to run the design software and drivers for the manufacturing equipment). Students will be able to design and create projects using industry grade software. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication). Budget Calculation: Surface Pro Laptop, \$1,020.14 + \$29.50 (Integration services) + \$4.00 (eWaste) = \$1,053.64 each x 10 qty = \$10,536.40.	\$10,536.40	4420	Computers			Engineering
Supplies & Materials: Purchase supply of hardwood and plywood for students to design and create small homes. These projects also allow students to demonstrate mastery of engineering CTE standards. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the WBL continuum. This specific expenditure addresses a gap in our current production capabilities: supplies to support the most popular projects our students pursue for capstone projects. The expenditures will support the Engineering Design and Development as part of the Engineering Pathway. All students participating in Engineering pathway Capstone EDD class will be able to utilize lumber for projects, approximately 130 students. Qty. 90, 8 foot 4x8x1/2" @ \$24.01 each + 10.75% taxes = \$2,393.20 + delivery fee \$480.20 = \$2873.40 Qty. 100, 8 foot 4x4s @ \$12.69 each + 10.75% taxes = \$1,405.42 + delivery fee \$253.80 = \$1,602.68 Total Costs = \$4476.08	\$4,476.08	4310	Supplies and Materials			Engineering

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?

<p>Developing, systematizing both Engineering and Entrepreneurship Advisory Boards to support pathway goals of aligning academics to real world skill sets. This includes supporting students projects in 10 - 12th grades, collaborative planning time to develop rubrics and backwards mapping the Capstone Project goals to develop a vertical articulation in grades 9-11.</p>	<p>The strategic initiatives pursued during the current academic year included the convening of both Engineering and Entrepreneurship Advisory Boards, aimed at facilitating the alignment of academic curricula with practical skill sets requisite in real-world scenarios. A pivotal aspect of this endeavor entailed the facilitation of student projects spanning grades 10 through 12, alongside dedicated collaborative planning sessions to formulate assessment rubrics and backward mapping the objectives of Capstone Projects, as a result, fostering vertical articulation across grades 9 through 11. While the Engineering Advisory Board convened as scheduled, regrettably, the Entrepreneurship Advisory Board failed to materialize due to the absence of a lead CTE teacher in Entrepreneurship, rendering the pathway weak and impeding the management of the advisory board. Compounding this challenge were constraints ingrained in the master schedule, which precluded teachers from accessing collaborative planning time requisite for project planning. Furthermore, the limited duration of Wednesday professional development sessions, totaling one hour, proved inadequate for comprehensive grade-level project planning. Additionally, the integration of four new teachers into the faculty, coupled with the departure of the 9th grade English teacher, further strained resources and undermined the realization of our pathway goals. Despite these impediments, concerted efforts have been initiated through the establishment of a Pathway Planning Team comprising key stakeholders from the Engineering team and core teachers, aimed at devising systemic frameworks and structures to facilitate teacher planning endeavors in the forthcoming academic year. Central to the objectives of this team is the consolidation of our school's focus into a singular pathway, Engineering, with the overarching aim of cultivating a robust, student-centric culture imbued with engineering experiences. Consequently, the emphasis will be placed on orchestrating one grade-level student project and an instant challenge per semester. Crucially, teacher-grade level teams will collaboratively develop project rubrics and foster cross-disciplinary understanding of engineering concepts among non-Engineering faculty to facilitate seamless integration into core subject matter instruction.</p>
<p>Identify a lead teacher to provide new teacher support in order to prevent teacher turnover and lift up best teaching practices. This includes project-based learning, aligned grading practices, vertical articulation of skill sets that support the Spring Showcases.</p>	<p>During the current academic year, the appointment of a lead teacher was tasked with providing comprehensive support to teachers, thereby mitigating turnover rates and fostering exemplary teaching practices. This support framework was aimed to encompass various facets, including the implementation of project-based learning paradigms, the alignment of grading methodologies, and the vertical integration of skill sets conducive to the realization of Spring Showcases objectives. The designated lead teacher assumed a pivotal role in furnishing assistance to teachers, particularly in light of the recruitment of four new teachers and the unforeseen departure of the English teacher mere weeks into the 1st semester. While the aim was to build project based learning paradigms, the undertakings became to address immediate instructional conditions such as the establishment of classroom environments conducive to communal learning, the formulation of lesson plans, grading procedures, and strategies for managing student behavior. As an important member of the ILT, the lead teacher spearheaded initiatives such as teacher surveys aimed at identifying personalized areas of support, and the curation of Wednesday professional development sessions geared towards enhancing academic discourse and facilitating lesson study cycles of inquiry. As a member of the Pathway Planning Committee, future initiatives pertaining to teacher support will be strategically oriented towards refining student project rubrics, implementing standards-based grading, and ensuring coherence in the student experience across all classrooms.</p>
<p>The Instructional Leadership Team will recommend implementing in the master schedule a math support class that will focus on foundational skill building to supplement the grade level content math curriculum. This will support students who lack the foundational skills in order to access grade level material.</p>	<p>During the current academic year, a concerted effort was made to integrate a math support class into the master schedule, specifically designed to address foundational skill deficiencies and augment the existing grade-level math curriculum. This initiative aimed to provide targeted assistance to students lacking the requisite foundational skills necessary for engaging with grade-appropriate mathematical content. While this intervention yielded some positive outcomes, it became evident that more proactive measures were necessary to address the pervasive challenges in mathematics education. As a result, the Instructional Leadership Team (ILT) has made the decision to introduce both algebra and geometry pilot section into the master schedule for opting in 9th grade students in the upcoming academic year. This strategic decision stems from the recognition of significant disparities in students' mathematical proficiency levels upon entering high school. By instituting these additional sections, the ILT seeks to establish a comprehensive support system from the onset of high school, providing students with the opportunity to strengthen their foundational skills while concurrently engaging with grade-level content. Moreover, this proactive approach aims to better prepare students for advanced coursework, such as Calculus, offered to 12th graders, thereby enhancing their competitiveness for admission into engineering college programs and subsequent careers in the field.</p>
<p>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</p>	
<p>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?</p>	
<p>1. Teachers will convene for an additional 90 minutes (outside of weekly PD) once a week for after-school grade-level planning sessions. These sessions will prioritize the development of student project rubrics and the establishment of shared policies and classroom procedures aimed at fostering coherence across all pathway courses. Furthermore, this planning time will facilitate the enhancement of non-engineering teachers' understanding of engineering principles and their integration into unit development and instructional practices, thereby instilling real-world competencies within the classroom culture.</p>	
<p>2. Implementation of two pathway events per semester, comprising one instant challenge and one showcase of student work evaluated against established rubrics. These events serve to showcase student achievement and foster a culture of excellence within the pathway. These two pathway events will serve as avenues to foster parental engagement and enhance awareness of Engineering initiatives.</p>	

3. Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening mastery of pathway learning outcomes, particularly those related to exposure to career speakers, mock interviews, resume workshops, student presentations, and more. Here's how:

- a. **Cultivating a Sense of Community:** Community meetings serve as a platform for fostering a sense of belonging and camaraderie among students. By coming together regularly, students can connect with their peers, share experiences, and build supportive relationships. This sense of community creates a conducive environment for learning and personal growth, enhancing students' overall high school experience.
- b. **Empowering Goal-Setting Opportunities:** Setting goals is a fundamental aspect of personal and academic development. During these meetings, students are empowered with opportunities to set short-term and long-term goals related to their high school trajectory. Whether it's academic goals, career aspirations, or personal growth objectives, students receive guidance and support in articulating their goals and developing strategies to achieve them.
- c. **Providing Timely Guidance:** Timely guidance is essential for helping students navigate their high school journey effectively. These community meetings offer a structured platform for providing timely guidance on various aspects of high school life, including understanding graduation requirements, selecting appropriate courses, and exploring college and career readiness opportunities. By addressing relevant topics at the onset of each marking period, students receive the information they need when they need it, ensuring that they stay on track towards their academic and career goals.
- d. **Enhancing College and Career Readiness:** Exposure to college and career-related topics is integral to preparing students for post-secondary education and the workforce. Through these meetings, students gain valuable insights into college admission requirements, career pathways, and the skills and experiences needed to succeed in their chosen fields. Additionally, opportunities for work-based learning and internships are highlighted, allowing students to explore potential career paths and gain real-world experience relevant to their interests and goals.
- e. **Promoting Personal Development:** Beyond academic and career-related content, community meetings also provide opportunities for personal development. Students may engage in activities such as mock interviews, resume workshops, and student presentations, which help them develop essential skills such as communication, critical thinking, and professionalism. These experiences not only prepare students for future academic and career endeavors but also contribute to their overall growth as individuals.

Conducting grade-level community meetings at the onset of each marking period plays a pivotal role in strengthening mastery of the Engineering pathway learning outcomes. By fostering a sense of community, empowering goal-setting opportunities, providing timely guidance, enhancing college and career readiness, and promoting personal development, these meetings contribute to students' holistic development and readiness for success in high school and beyond.

4. Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening mastery of engineering pathway outcomes for high school students. Here's how this action contributes to better preparing them for careers in engineering, particularly by taking calculus:

- a. **Addressing Disparities in Math Proficiency:** By offering additional support in algebra and geometry, targeted at 9th graders, you're directly addressing any existing disparities in math proficiency among students. This initiative ensures that all students, regardless of their initial skill levels, have access to the necessary foundational knowledge crucial for advanced mathematics and engineering studies.
- b. **Establishing Early Support:** Early intervention is key to academic success. By implementing these additional sections at the 9th-grade level, students receive crucial support at the beginning of their high school journey. This early support helps them build confidence and competence in fundamental math concepts, setting a strong foundation for future learning.
- c. **Strengthening Foundational Skills:** Mastery of algebra and geometry is essential for success in calculus and higher-level mathematics. By focusing on these fundamental areas, students develop the problem-solving and critical thinking skills necessary for tackling more complex mathematical concepts encountered in engineering coursework.
- d. **Preparation for Advanced Coursework:** The ultimate goal of this initiative is to prepare students for advanced coursework like calculus, which is often a prerequisite for engineering programs in college. By equipping students with the necessary skills early on, they are better positioned to excel in calculus and other advanced math courses, thereby enhancing their competitiveness for engineering programs.
- e. **Improving Competitiveness for Engineering Programs and Careers:** Engineering programs seek students who demonstrate strong mathematical abilities and problem-solving skills. By providing enhanced support in mathematics, particularly through the introduction of calculus in the 12th grade, students are better prepared to meet the rigorous demands of engineering curricula. This, in turn, enhances their competitiveness for admission to top engineering programs and success in future engineering careers.
- f. **Meeting Pathway Learning Outcomes:** The introduction of algebra and geometry sections, followed by the inclusion of calculus, aligns with the learning outcomes of the engineering pathway. These courses are designed to equip students with the knowledge and skills necessary for success in engineering-related fields, ensuring that they meet the academic requirements and expectations of their chosen career path.

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. <i>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.</i> <i>**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.</i>	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: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)	\$138,984.27	1105	Teacher Salaries	Teacher 11 Month 12 Pay	1.00	Engineering	Approved	
Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 176 hours at \$38.50 hourly rate + 25% Benefit Costs = \$8,470.00. (Salary and Benefit Costs Included)	\$8,470.00	1120	Teacher Salaries Stipends			Engineering	Approved	
Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)	\$50,286.75	5825	Consultant Contracts			Engineering	Approved	

<p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for summer 2025, through June 30, 2025.</p> <p>15 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathways. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom.</p> <p>Budget: 6 full-time internships at \$1,000/per student. 6,000 + (15%) \$258.98 = \$6258.98. (Admin Fees Included)*</p>	\$6,258.98	5825	Consultant Contracts		Engineering	Approved	
2025-2026: YEAR THREE							
Whole School Strategic Actions Reflection							
2024-2025 Strategic Actions	<p>Reflection on 2024-2025 Strategic Actions <i>For the Year 2 Strategic Actions, answer:</i> -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?</p>						
<p>Teachers will convene for an additional 90 minutes (outside of weekly PD) once a week for after-school grade-level planning sessions. These sessions will prioritize the development of student project rubrics and the establishment of shared policies and classroom procedures aimed at fostering coherence across all pathway courses. Furthermore, this planning time will facilitate the enhancement of non-engineering teachers' understanding of engineering principles and their integration into unit development and instructional practices, thereby instilling real-world competencies within the classroom culture.</p>	<p>We are making steady progress toward the goal of convening teachers for additional planning time to develop student project rubrics and integrate engineering principles into non-engineering courses. The 9th-grade PLC has been meeting biweekly, focusing on assessments and grading for equity. Through these regular meetings, a collaborative culture is forming, with teachers beginning to request additional time for deeper discussions and planning. This demonstrates an increasing commitment to interdisciplinary integration, which is a promising sign for long-term success. However, challenges have emerged that have hindered full implementation. While initial stipends were approved, the subsequent salary raise resulted in insufficient funds to adequately compensate teachers for their additional time. Despite these setbacks, learning walks have provided valuable insights into the foundational gaps that must be addressed before fully integrating engineering principles into content pedagogy. Teachers need support in unpacking standards, strengthening classroom management, lesson planning, and maintaining rigor and engagement over a 90-minute period. Moving forward, our focus should be on providing targeted professional development in these areas so that teachers feel prepared and confident to integrate engineering concepts effectively. With continued investment in PLC development and structured support for instructional growth, we can still work toward achieving this goal in a meaningful way. The evidence we will look for to confirm teachers are prepared to integrate engineering content into non-Engineering courses is a strong 90 minute lesson. We will also identify 2 Engineering Student Learning Outcomes as a main focus across contents for the 25-26 school year.</p>						
<p>Implementation of two pathway events per semester, comprising one instant challenge and one showcase of student work evaluated against established rubrics. These events serve to showcase student achievement and foster a culture of excellence within the pathway. These two pathway events will serve as avenues to foster parental engagement and enhance awareness of Engineering initiatives.</p>	<p>We have made progress toward our goal of implementing two pathway events per year, but challenges remain in fully coordinating and executing them. Our school-wide showcases, such as the cardboard boat and rocket events, have been highly engaging for students and staff, demonstrating the potential for hands-on, project-based learning to build excitement around STEM. However, other initiatives, such as instant challenges, have been more difficult to implement due to limited staffing and logistical constraints. The robotics competition was successfully repeated, but inconsistent student engagement suggests a need for additional support and incentives to sustain participation. Looking ahead, we are working toward a spring showcase and the district wide STEM fair, which would provide additional opportunities to meet our goal and expand student involvement. Despite these successes, there are structural barriers that have hindered our ability to fully integrate pathway events into the school culture. With a small staff and limited resources, it has been difficult to coordinate beyond our existing roles. Additionally, the lack of cohesion between the pathway and other key areas of the school—such as sports, COST, and other academic pillars—makes it harder to create cross-disciplinary events that engage the entire student body. Strengthening these connections and securing more structured planning time will be crucial for long-term success. Another key takeaway from our efforts is that teacher capacity plays a significant role in the effectiveness of pathway events. Learning walks have revealed gaps in foundational skills such as unpacking standards, classroom management, lesson planning, and maintaining engagement in 90-minute blocks. Without targeted professional development in these areas, implementing engineering integration and other pathway-related initiatives remains an uphill battle. Moving forward, addressing these instructional gaps and building stronger collaboration across school departments will be essential to making pathway events a sustainable and impactful part of our students' learning experience.</p>						

<p>Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening mastery of pathway learning outcomes, particularly those related to exposure to career speakers, mock interviews, resume workshops, student presentations, and more. Here's how:</p> <p>a. Cultivating a Sense of Community: Community meetings serve as a platform for fostering a sense of belonging and camaraderie among students. By coming together regularly, students can connect with their peers, share experiences, and build supportive relationships. This sense of community creates a conducive environment for learning and personal growth, enhancing students' overall high school experience.</p> <p>b. Empowering Goal-Setting Opportunities: Setting goals is a fundamental aspect of personal and academic development. During these meetings, students are empowered with opportunities to set short-term and long-term goals related to their high school trajectory. Whether it's academic goals, career aspirations, or personal growth objectives, students receive guidance and support in articulating their goals and developing strategies to achieve them.</p> <p>c. Providing Timely Guidance: Timely guidance is essential for helping students navigate their high school journey effectively. These community meetings offer a structured platform for providing timely guidance on various aspects of high school life, including understanding graduation requirements, selecting appropriate courses, and exploring college and career readiness opportunities. By addressing relevant topics at the onset of each marking period, students receive the information they need when they need it, ensuring that they stay on track towards their academic and career goals.</p> <p>d. Enhancing College and Career Readiness: Exposure to college and career-related topics is integral to preparing students for post-secondary education and the workforce. Through these meetings, students gain valuable insights into college admission requirements, career pathways, and the skills and experiences needed to succeed in their chosen fields. Additionally, opportunities for work-based learning and internships are highlighted, allowing students to explore potential career paths and gain real-world experience relevant to their interests and goals.</p> <p>e. Promoting Personal Development: Beyond academic and career-related content, community meetings also provide opportunities for personal development. Students may engage in activities such as mock interviews, resume workshops, and student presentations, which help them develop essential skills such as communication, critical thinking, and professionalism. These experiences not only prepare students for future academic and career endeavors but also contribute to their overall growth as individuals.</p> <p>Conducting grade-level community meetings at the onset of each marking period plays a pivotal role in strengthening mastery of the Engineering pathway learning outcomes. By fostering a sense of community, empowering goal-setting opportunities, providing timely guidance, enhancing college and career readiness, and promoting personal development, these meetings contribute to students' holistic development and readiness for success in high school and beyond.</p>	<p>Currently, we are not fully on track to accomplish our goal of conducting grade-level meetings at the onset of each marking period to foster community and empower students in goal setting. While we have managed to hold one meeting per semester, these gatherings have primarily focused on procedural matters such as rules and expectations rather than deeper engagement in goal setting and community building. Without a structured approach to making these meetings more student-centered, they have not yet achieved their full potential in shaping a strong, supportive school culture.</p> <p>While procedural elements remain important, the meetings need to be reframed with an emphasis on student voice, reflection, and goal-setting strategies that empower students throughout the semester. Moving forward, we need to advocate for structured time within professional development for GLTs to collaborate on planning these meetings. Additionally, incorporating student input and interactive elements could help shift the meetings from compliance-focused to truly fostering a sense of belonging and purpose. While we have not completely accomplished our goal of grade level meetings, we have used our existing structures, such as a Graduate Level Team to push into classrooms and conduct workshops around transcripts, resume building, networking skills, scholarship writing, etc.</p>
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<p>Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening mastery of engineering pathway outcomes for high school students. Here's how this action contributes to better preparing them for careers in engineering, particularly by taking calculus:</p> <p>a. Addressing Disparities in Math Proficiency: By offering additional support in algebra and geometry, targeted at 9th graders, you're directly addressing any existing disparities in math proficiency among students. This initiative ensures that all students, regardless of their initial skill levels, have access to the necessary foundational knowledge crucial for advanced mathematics and engineering studies.</p> <p>b. Establishing Early Support: Early intervention is key to academic success. By implementing these additional sections at the 9th-grade level, students receive crucial support at the beginning of their high school journey. This early support helps them build confidence and competence in fundamental math concepts, setting a strong foundation for future learning.</p> <p>c. Strengthening Foundational Skills: Mastery of algebra and geometry is essential for success in calculus and higher-level mathematics. By focusing on these fundamental areas, students develop the problem-solving and critical thinking skills necessary for tackling more complex mathematical concepts encountered in engineering coursework.</p> <p>d. Preparation for Advanced Coursework: The ultimate goal of this initiative is to prepare students for advanced coursework like calculus, which is often a prerequisite for engineering programs in college. By equipping students with the necessary skills early on, they are better positioned to excel in calculus and other advanced math courses, thereby enhancing their competitiveness for engineering programs.</p> <p>e. Improving Competitiveness for Engineering Programs and Careers: Engineering programs seek students who demonstrate strong mathematical abilities and problem-solving skills. By providing enhanced support in mathematics, particularly through the introduction of calculus in the 12th grade, students are better prepared to meet the rigorous demands of engineering curricula. This, in turn, enhances their competitiveness for admission to top engineering programs and success in future engineering careers.</p> <p>f. Meeting Pathway Learning Outcomes: The introduction of algebra and geometry sections, followed by the inclusion of calculus, aligns with the learning outcomes of the engineering pathway. These courses are designed to equip students with the knowledge and skills necessary for success in engineering-related fields, ensuring that they meet the academic requirements and expectations of their chosen career path.</p>	<p>The Algebra/Geometry pilot for 9th graders is showing promising results and is largely on track to achieve its intended goals. Enrolling freshmen in geometry alongside algebra is creating a pathway for them to take calculus by their senior year, which will significantly strengthen their engineering skill sets. The students in this cohort have demonstrated a high level of discipline and accountability, rising to the challenge of a rigorous workload. Geometry is reinforcing their algebra skills, providing a strong foundation for higher-level math. The small class size of 15 has been an asset, allowing for more targeted instruction and support. Notably, this class has the highest scores among all geometry sections, which suggests that students are thriving in this accelerated structure. However, while most entered at grade level, there is still room for growth—especially in areas like mental math and number sense, which will be crucial for their success in calculus.</p> <p>One of the biggest takeaways from this pilot is the impact of high expectations on student behavior and performance. Unlike many traditional 9th-grade classes, this group does not exhibit typical "freshman" tendencies; instead, they are demonstrating maturity and focus, likely due to the rigorous expectations placed upon them. This raises an important question: Would this model work for all freshmen? While some students may thrive in this accelerated track, others may struggle with the intensity of doubling up. Mindset plays a key role—some students may hesitate, but peer support within the class has helped build confidence. However, expanding the pilot to a larger group would require careful consideration of student readiness, as not all freshmen may have the foundational skills or mindset to succeed in this structure.</p> <p>Looking ahead, one key consideration is ensuring that students are not just placed in calculus but are fully prepared for its demands. While some students opt to double up as seniors, this is extremely challenging, and taking math analysis beforehand is a critical step. The current model is making students more competitive for engineering programs by keeping them on track for advanced coursework. Moving forward, it will be important to refine the selection process for the pilot, provide additional support for students who may struggle, and consider how to scale this model effectively while maintaining high expectations and student success.</p>
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)	
2025-2026 Strategic Actions	
<p>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.</p> <p><i>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?</i></p>	
<p>The high school improvement plan focuses on integrating rigorous, real-world STEM experiences across all grade levels. Each grade will develop a single project aligned with the Engineering Design and Development (EDD) capstone rubric, culminating in participation in the STEM fair.</p>	
<p>Professional Learning Communities (PLCs) and the Instructional Leadership Team (ILT) will prioritize backward mapping from content language objectives to ensure alignment with instructional goals.</p>	
<p>Collaborative learning will be emphasized through at least one partner-based project in grades 10, 11, and 12, fostering teamwork and problem-solving skills.</p>	
<p>Additionally, the school will continue to strengthen industry partnerships with organizations such as Chabot Space & Science Center, UC Berkeley Civil and Environmental Engineering, OUSD Office of Adaptive Technology, and Hood Design Studio (landscape architects for school redesign) to ensure projects are industry-aligned and relevant, with ongoing efforts to identify and refine suitable collaborations.</p>	
<p>The strategic action plan for high school improvement includes organizing an annual STEM Fair (Single Spring Showcase) to address current needs, particularly in response to teacher turnover, while building on the success of the 2025 event through backward mapping of project timelines and stakeholder engagements. Additionally, a comprehensive pathway calendar will be developed, regularly updated, and shared to guide program implementation and student progression. This calendar will be integrated as a standing agenda item for pathway team meetings to ensure alignment, transparency, and accountability across all initiatives.</p>	

We will reinstate regular pathway meetings to ensure consistent communication and alignment among stakeholders. Collaboration with the graduation team will be prioritized to support senior success, while joint efforts with the attendance team will focus on providing targeted support for sophomores and juniors. We will strengthen family engagement through more intentional outreach and connection strategies to improve attendance rates. Additionally, we will leverage partnerships with community-based organizations (CBOs) that specialize in attendance initiatives. To further integrate support systems, a COST representative will attend pathway team meetings monthly, ensuring a cohesive approach to addressing student needs.

Expanding and Refining the Algebra/Geometry Pilot Program

Building on the success of this year's Algebra/Geometry pilot for 9th graders, we aim to expand and refine the program to maximize student success while maintaining the integrity of its rigorous structure. The pilot has demonstrated that enrolling freshmen in both geometry and algebra strengthens their mathematical foundation, enhances their engineering skill sets, and positions them for calculus by senior year. To ensure continued success, our strategic actions for the 2026-26 school year include:

1. Expand Access with a Targeted Selection Process:

- Identify additional 9th graders who demonstrate the discipline, foundational math skills, and growth mindset needed to thrive in an accelerated pathway.
- Develop a data-informed selection process, incorporating diagnostic assessments and teacher recommendations to ensure readiness.
- Provide early outreach to incoming freshmen and families to build awareness and encourage participation.

2. Strengthen Foundational Skills and Support Systems:

- Integrate mental math and number sense development into the curriculum to better prepare students for advanced coursework.
- Potentially offer preparatory workshops over the summer or as part of an extended learning initiative to bridge skill gaps before students enter the program.
- Maintain small class sizes to preserve the effectiveness of targeted instruction and individualized support.

3. Monitor and Evaluate Student Progress:

- Continue analyzing student performance data to measure growth and identify areas for improvement.
- Conduct regular check-ins with students and teachers to assess workload manageability and overall academic well-being.
- Adjust instructional strategies based on feedback to ensure students are not only placed in calculus but are fully prepared for its demands.

4. Scale the Model While Maintaining Rigor:

- Explore the feasibility of offering multiple Algebra/Geometry sections while ensuring high standards and personalized support.
- Implement structured peer mentoring, leveraging current pilot students to support new cohorts and reinforce a culture of academic excellence.
- Provide professional development for math faculty to align instruction across courses and foster consistency in high expectations.

By refining student selection, reinforcing foundational skills, and strategically expanding access, we aim to scale this model while maintaining the high expectations and academic success that have defined the pilot program. These efforts will continue positioning students for advanced STEM coursework and increased competitiveness for the engineering pathway.

Budget Expenditures

Effective July 1, 2025-June 30, 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.*

Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE.

The teacher will serve as the point person for the pathway (Pathway Director) and will facilitate the Engineering Pathway PLC. The Pathway Director's teaching line will focus on Engineering Design and Development with an emphasis on the Senior Capstone project. They will also have preps built in the day to support the other Engineering CTE teacher and core subject teachers incorporating Design thinking pedagogy.

As the Pathway Lead, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year.

PCN 4006 - Clayton Evans
(Salary and Benefit costs included)

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally 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 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)
\$124,453.96	1105	Teacher Salaries	TCHR STR ENG	1.00	Engineering	Approved	

<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 0.8 FTE. The teacher will serve as the CTE teacher for the Engineering Pathway, will participate on the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provides exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry.</p> <p>PCN 10916 - TBD (Salary and Benefit costs included)</p>	\$74,672.38	1105	Teacher Salaries	TCHR STR ENG	0.60	Engineering	Approved	
<p>Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends.</p> <p>Budget: 143 hours at \$47.50 hourly rate + 25% Benefit Costs = \$8,273.66 (Salary and Benefit Costs Included)</p>	\$8,273.66	1120	Teacher Salaries Stipends			Engineering	Approved	

Pathway Name:	McClymonds-Engineering			Program #:	
Mission and Vision	Vision: McClymonds High School Engineering Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Through engaging and rigorous engineering courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.				
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		The Engineering pathway has an equitable, open admissions policy based on student interest and personalization that provides all students access to rigorous academics to best prepare for college and careers. During Pathway Month, in March, students are exposed to an abundant amount of career and college related events to support their CTE choices for the following year. The events include speaker series, internship fair, and pathway information sessions. For rising 10th graders, it is also the opportunity for students to choose a pathway. While we are a small school and can not cohort the pathways in their entirety, we do cohort by pathway by periods during the day. This includes academic courses. The Engineering CTE classes in collaboration with the math classes have developed a common standards based mastery assessment. We are also offering 5 dual enrollment courses that any and all 10 - 12 graders can take. The Engineering Pathway director engages with the Advisory board regularly	While our CTE classes have harbored very specific industry opportunities, we have lots of room for growth by creating these same opportunities within core and elective subject areas that will allow students to authentically engage in engineering-related projects. We could also strengthen the rigor of our academic program if we had more deeply rooted collaborations with industry partners.	A priority for our three year goal is to develop 10th and 11th grade integrated projects that culminate in a spring showcase. This will support the foundation skills needed to create and develop a rigorous industry standard capstone project in 12th grade. We will prioritize our partnerships with 2 industry partners and build in goals for project based learning.	

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>The Engineering pathway provides an abundance of WBL experiences that provide career awareness and exploration in the Engineering industry. These experiences include a partnership with Youth Spirit Artworks and Schnitzer Steel of Oakland. Based on student passion and empathy for easing the homeless situation in Oakland, especially among youth, the Engineering CTE teacher leads the students through a design process to identify solutions to safe housing. Schnitzer provides consultancy and guidance on floor plans and human expertise on projects. Youth Spirit Artworks is an organization that specializes in building tiny houses for unhoused youth. These partnerships have championed relevant projects with industry level skill sets and behaviors. We are also continuing our formidable partnership with the Crucible. All students have the opportunity 3 times a year to attend a full day experience of glass blowing, leather making, bike building and mechanics, jewelry making and other industrial arts. We also have linked programming to our Wood Shop with opportunities during the day and afterschool.</p>	<p>The Engineering Pathway does a great job of exposing students to a wide range of Engineering related careers through career event visits, job shadowing and speaker events. However, we need to grow our program to include a more personalized sequence of experiences for the 11th and 12th grade year in career preparation and career training especially now given the world arena post COVID.</p>	<p>Collaborating with specifically identified partners with potentially 2 to 3 determined goals for the year would allow for students to engage in work that is more relevant to them and applicable to the Engineering industry.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly, monitors student caseload, data and manages specific needs with community partners. The College Career Readiness Director and team meet weekly and support students in identifying career goals, aspirations outlined in an individualized 10 year college and career plan. This support also includes the Graduate team which meets weekly to ensure students are on track to graduate college competitive and UC/CSU qualified. They also make sure students meet their college, scholarship and internship deadlines.</p>	<p>As a growth point, we are still growing in terms of coordinating our COST team and our Engineering Team as well as our grade level teams in terms of identifying key early indicators.</p>	<p>Our 3 year goal is to develop a coordination of teams to check in once a month in order to support the case management of all students. We want to ensure that students who are receiving services from community partners are also accessing WBL opportunities. In many cases, community partners are unaware of the Pathway opportunities because of the lack of coordination. We want to make sure all support systems have access to all the experiences that can potentially uplift our scholars.</p>
<p>2023-2024: YEAR ONE ANALYSIS</p>			
<p>Pathway Strategic Goals</p>			
<p>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.</p>			

Goal #1: By 2026	By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.
Goal #2: By 2026	By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.
Goal #3: By 2026	By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.

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	We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams.
	The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year.
	The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.
Strategic Actions for Goal #2	Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.
	Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project.
	Individual student supports will be realized by the systems and structures in place.
Strategic Actions for Goal #3	The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.
	Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.
	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.

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?

By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.		We continue to grow and nurture our Robotics team. This year marks a significant milestone as we commemorate our collaborative endeavor with Saratoga High School. This partnership represents a concerted effort towards community engagement, fostering both a sense of belonging and providing students with invaluable exposure to robotics through inter-team interactions. Our institution had the privilege of hosting the First Tech Challenge regional qualifier, marking a historic occasion as the inaugural instance within the Oakland locale. This event not only facilitated heightened community awareness but also served as a platform for the cultivation of academic rigor and the honing of engineering skills among participants.	
By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.		Furthermore, we have forged a partnership with Youth Spirit Artwork, a collaboration aimed at conceptualizing and constructing The Tiny House Project. Generous support from Economy Lumber in Piedmont has bolstered our efforts in this initiative. The envisioned outcome entails collaborative teamwork as students engage in the construction of a tiny house tailored for homeless youth residing in Richmond, thereby contributing tangibly to addressing pressing societal needs.	
		We take pride in our initiatives encompassing job shadowing and mentoring programs, which entail collaborations with esteemed industry professionals from entities such as the Golden State Warriors and Pixar, as well as graduate students from the UC Berkeley Engineering program. Over the course of the academic year, we observed a notable uptick in internship opportunities afforded to our students. Additionally, comprehensive career inventories and skills assessments were administered to the entire ninth-grade cohort.	
		Moreover, our commitment to fostering real-world connections was further evidenced through numerous industry visits, including excursions to Radius Recycling, 2K, the Chase Center, Microsoft, Tesla, and participation in Skills Trades Fairs and engagements with organizations such as the Hidden Genius Project and Pixar.	
		While our efforts did not culminate in a Fall showcase project in direct alignment with these events, proactive measures are underway to address this discrepancy. Specifically, plans are in motion to organize one student project showcase per semester throughout the academic year 2024-2025, thus ensuring sustained alignment with and responsiveness to industry engagement opportunities.	
By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.		The ILT, Pathway Planning Team, COST, Admin Team, and Graduation Team operate autonomously yet in parallel fashion. These entities undertake the analysis of student data and academic work, while also orchestrating professional development initiatives geared towards addressing the needs of both students and educators, all within the framework of the Single Plan for Student Achievement (SPSA). This concerted effort serves to bolster the realization of our pathway student outcomes. Looking ahead, we envisage the establishment of grade-level planning teams convening after school on a weekly basis over the course of the next three years. This initiative aims to fortify parental involvement and integrate engineering principles into core academic subjects.	
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	We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams.	Regrettably, our institution did not dispatch grade level teams to the PBL Leadership event due to logistical constraints. Specifically, the central administrative office was unable to facilitate the engagement of a travel agent to defray the expenses associated with travel and accommodation. Consequently, our educators were unable to personally finance these costs upfront and await subsequent reimbursement.	
	The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year.	Nevertheless, notwithstanding this setback, our pathway team convened outside of their regular schedule to strategize for the Engineering pathway's advancement. Commencing in June, members of this team will participate in the PBL institute, marking the initiation of their collaborative efforts to design interdisciplinary projects that adhere to vertically aligned rubrics. In order to bolster these endeavors, grade level teams will convene on a weekly basis, supplementing their professional development activities with a focus on enhancing parental communication, alignment with engineering Program Learning Outcomes (PLOs), and targeted student support measures.	
	The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.		
23-24 Strategic Actions for Goal #2	Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.	The implementation of student interest surveys alongside post-exposure feedback serves as a foundational mechanism for tailoring work-based learning events to the unique preferences and aspirations of students. Affirmatively, we maintain our commitment to conducting interest profilers with students, thereby facilitating the customization of their work-based learning encounters encompassing activities such as career event visits, mentorships, job shadowing, and interactions with guest speakers. The strategic initiatives pursued during the current academic year included the convening of both Engineering and Entrepreneurship Advisory Boards, aimed at facilitating the alignment of academic curricula with practical skill sets requisite in real-world scenarios. A pivotal aspect of this endeavor entailed the facilitation of student projects spanning grades 10 through 12, alongside dedicated collaborative planning sessions to formulate assessment rubrics and backward mapping the objectives of Capstone Projects, as a result, fostering vertical articulation across grades 9 through 11. While the Engineering Advisory Board convened as scheduled, regrettably, the Entrepreneurship Advisory Board failed to materialize due to the absence of a lead CTE teacher in Entrepreneurship, rendering the pathway weak and impeding the management of the advisory board. Compounding this challenge were constraints ingrained in the master schedule, which precluded teachers from accessing collaborative planning time requisite for project planning. Furthermore, the limited duration of Wednesday professional development sessions, totaling one hour, proved inadequate for comprehensive grade-level project planning. Additionally, the integration of four new teachers into the faculty, coupled with the departure of the 9th grade English teacher, further strained resources and undermined the realization of our pathway goals. Despite these impediments, concerted efforts have been initiated through the establishment of a Pathway Planning Team comprising key stakeholders from the Engineering team and core teachers, aimed at devising systemic frameworks and structures to facilitate teacher planning endeavors in	
	Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for each student.		

	Individual student supports will be realized by the systems and structures in place.	the forthcoming academic year. Central to the objectives of this team is the consolidation of our school's focus into a singular pathway, Engineering, with the overarching aim of cultivating a robust, student-centric culture imbued with engineering experiences. Consequently, the emphasis will be placed on orchestrating one grade-level student project and an instant challenge per semester. Crucially, teacher-grade level teams will collaboratively develop project rubrics and foster cross-disciplinary understanding of engineering concepts among non-Engineering faculty to facilitate seamless integration into core subject matter instruction.						
23-24 Strategic Actions for Goal #3	The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.	The inclusion of a pathway coach within the COST team framework will ensure ongoing provision of pathway student data and facilitate coordination with other wrap-around teams and collaborative partners. Specifically, comprehensive data pertaining to African American females will be furnished to relevant teams, encompassing details on work-based learning (WBL) experiences, graduation progress, internship prospects, and opportunities for dual enrollment. This data will feature prominently on the agenda of every COST team meeting, affirming our commitment to ensuring equitable access to all pathway opportunities for this demographic cohort. Should any disparities be identified, concerted efforts will be made to discern underlying factors and implement necessary interventions to address them.						
	Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.							
	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.							
Pathway Strategic Actions 2024-2025								
2024-2025 Strategic Actions								
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?								
Goal #1: By 2026	By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.	New or Revised Strategic Actions for Goal #1	1. Implement weekly grade-level planning sessions to develop common rubrics and deepen understanding of Engineering standards					
			2. Implementation of two pathway events per semester for students to demonstrate mastery of Engineering content based on					
			3. Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening					
			4. Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening					
Goal #2: By 2026	By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.	New or Revised Strategic Actions for Goal #2	The same strategic actions for this goal will apply as indicated in our 23-24 Strategic Actions					
Goal #3: By 2026	By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.	New or Revised Strategic Actions for Goal #3	The same strategic actions for this goal will apply as indicated in our 23-24 Strategic Actions					
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. <i>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.</i>								
<i>**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.</i>								
	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)

2025-2026: YEAR THREE									
Pathway Demographics									
2024-25 Total Enrollment Grades 9-12			50						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	64.0%	36.0%	90.0%		2.0%	2.0%			
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	78.0%		2.0%	4.00%	2.0%	2.0%	4.0%	8.0%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Female			
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	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate			96.0%	90.63%	96.0%	TBD			
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate			4.0%	3.13%	4.0%	TBD			
A-G Completion Rate (12th Grade Graduates)			66.7%	68.97%	62.5%	TBD			
Course Completion Rate (Continuation)*			N/A	N/A	N/A	N/A			
On Track to Graduate - 10th Graders			37.5%	39.29%	33.3%	47.2%			
10th Graders meeting A-G requirements			30.0%	39.29%	83.3%	34.7%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			24.1%	18.18%	14.3%	15.4%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			62.1%	66.67%	75.0%	74.1%			
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	100.00%	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			48.0%	70.97%	40.0%	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			25.0%	34.48%	TBD	TBD			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			41.7%	34.48%	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	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate			100.0%	100.00%	100.0%	TBD			
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate			0.0%	0.00%	0.0%	TBD			
A-G Completion - 12th Grade (12th Grade Graduates)			50.0%	63.64%	75.0%	TBD			
Course Completion Rate (Continuation)*			N/A	N/A	N/A	N/A			
On Track to Graduate - 9th Graders			37.5%	30.00%	100.0%	55.0%			
9th Graders meeting A-G requirements			25.0%	20.00%	100.0%	50.0%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			27.3%	18.18%	20.0%	11.1%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			54.5%	81.82%	60.0%	66.7%			
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	100.00%	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			40.0%	72.73%	25.0%	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			20.0%	18.18%	TBD	TBD			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			20.0%	27.27%	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
10th graders taking dual enrollment - good for them to do early (useful system) Freshman are taking lots of classes, so well on track for A-G 10th graders are more willing to makeup work that they've missed and try to catch up; less so with frosh ELLs relying on each other for support Hands-on emphasis supporting at-risk student populations (ELLs)	Algebra/Geometry combo isn't yielding visible results (engineering teacher perspective) Technological competency limits grade level and content-specific learning (not typing, m 9th graders less likely to work independently Supporting english language learners as our population grows
What might be some root causes to help you understand those student data?	
Our student data reveal several key strengths among our learners. Freshmen are enrolling in a full course load, keeping them well on track for meeting A-G requirements. Sophomores, in particular, are demonstrating resilience by actively making up missed assignments—an effort less commonly seen among freshmen, who may need additional support in developing these habits. English Language Learners (ELLs) are leveraging peer support networks, which reinforces collaborative learning and helps them navigate coursework more effectively. Additionally, hands-on instructional approaches are proving beneficial for at-risk students, particularly ELLs, by providing engagement beyond traditional lecture-based instruction. Despite these strengths, several challenges persist. The Algebra/Geometry combination course is not yielding the expected outcomes, particularly from an engineering perspective, suggesting the need for adjustments in instructional methods or curriculum pacing. Technological competency remains a barrier to grade-level and content-specific learning, with students struggling not with typing but with effectively using digital tools such as Google applications. Ninth graders are also showing lower levels of independent work, indicating a need for structured support to build self-directed learning skills. As our ELL population continues to grow, additional resources and strategies will be necessary to ensure these students receive the language and academic support required for success. For our focal student population, African American girls, the data indicate that while they are benefiting from access to rigorous coursework, they may require more targeted interventions to support their academic persistence and confidence in STEM-related subjects. Ensuring that they have access to mentorship, culturally relevant curriculum, and structured academic supports will be key in addressing any gaps and fostering long-term success.	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.	The pathway is progressing toward a more rigorous academic program with a strong and growing curriculum. Hands-on learning and industry-aligned instruction support student readiness, while the planned showcases provide tangible evidence of progress. However, losing a CTE teacher is a major setback, as it limits expertise, mentorship, and industry connections. This could disrupt continuity and reduce specialized learning opportunities. To stay on track, we must focus on recruitment, industry partnerships, and professional development. Prioritizing staff stability, strengthening industry ties, and aligning curriculum with workforce needs will be key to sustaining progress and ensuring students gain real-world skills.
By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.	The pathway has made notable progress in integrating work-based learning (WBL) opportunities for 11th and 12th-grade students, with events such as the Apple event and other industry-related experiences providing valuable exposure. However, a key challenge remains in ensuring that these events are intentionally aligned with curriculum and connected across grade levels to create a cohesive, scaffolded experience for students. While WBL opportunities are occurring, they are often operating in isolation rather than as part of a structured, sequential learning experience that builds toward student showcases in the fall and spring. One of the major hurdles has been organizing and planning field trips that directly align with units of study. Teachers are often developing curriculum in real time, making it difficult to schedule industry connections in advance. The logistical demands of coordinating transportation, securing approvals, and ensuring student participation further complicate the process. Despite these challenges, an increasing number of field trips are being integrated into instructional plans, demonstrating a growing commitment to real-world application of classroom learning. However, without a more systematic approach to planning and calendaring, the full potential of these experiences may not be realized. Additionally, the frequency of planning meetings and collaboration around WBL integration has decreased compared to previous years. This decline in structured planning time has likely hindered the alignment of industry experiences with classroom projects. Moving forward, a more deliberate calendaring system, combined with dedicated time for teacher collaboration, will be essential to fully realizing the goal of a vertically articulated, personalized WBL sequence that optimizes student industry experience. Ensuring that WBL is not just an add-on but a fully integrated component of grade-level projects and showcases will be critical in achieving this 2026 goal.

By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.		Our goal of establishing a fully coordinated system to identify and allocate student resources by 2026 is making some progress but remains a work in progress due to structural and logistical challenges. While we have systems in place, such as COST (Coordination of Services Team) and pathway teams, there is a critical need for greater alignment between them. Currently, these groups operate somewhat independently, making it difficult to ensure that all students receive the full range of supports they need in a timely manner. Strengthening communication and collaboration between COST and pathway teams will be essential to achieving this goal. One of the biggest barriers to progress has been the limited time allocated for pathway collaboration. Without dedicated time for interdisciplinary teams to meet regularly, discuss student needs, and coordinate interventions, it becomes challenging to develop a truly integrated support system. Teachers, counselors, and support staff are stretched thin with existing responsibilities, making it difficult to prioritize deep collaboration outside of the required meetings. In order to move forward, we need structured time within the school schedule for meaningful coordination, as well as clear protocols for how COST and pathways share student data, intervention plans, and resource allocation. Despite these challenges, there are opportunities to accelerate progress. Streamlining communication between COST and pathway teams, possibly through shared digital tracking systems or designated liaisons, could improve coordination. Additionally, leveraging professional development days or other schoolwide collaboration time to refine intervention processes could help bridge the gaps. With intentional focus, clearer structures, and administrative support for more dedicated collaboration time, we can move closer to our goal of ensuring that every student receives the necessary resources for success.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -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	1. Implement weekly grade-level planning sessions to develop common rubrics and deepen understanding of Engineering standards for non-Engineering pathway teachers.	We are making steady progress toward our goals of increasing interdisciplinary collaboration, strengthening student pathways, and improving math readiness for engineering careers, but structural barriers remain. The 9th-grade PLC's biweekly meetings have fostered a collaborative culture focused on equitable grading and assessments, yet logistical challenges, such as insufficient stipends and shifting leadership priorities, have hindered the expansion of dedicated planning time for integrating engineering principles across disciplines. Similarly, while pathway events like the cardboard boat and rocket challenges have engaged students, inconsistent staffing and limited cross-departmental collaboration have made it difficult to institutionalize these experiences. To ensure long-term success, we need to strengthen connections between pathways, COST, and other academic programs while advocating for structured planning time. Another area of focus is improving grade-level meetings to foster student goal setting and community building. Currently, these meetings remain procedural rather than student-centered, largely due to the shift in professional development priorities, which has reduced time for intentional planning by grade-level teams. Moving forward, we must reframe these meetings with student voice at the center, incorporating reflection and interactive goal-setting strategies. Finally, our Algebra/Geometry pilot is showing promising results, with students demonstrating high levels of discipline and academic success, reinforcing the idea that high expectations lead to high performance. However, expanding this model to all freshmen requires careful consideration of readiness, mindset, and foundational skills to ensure long-term success. With targeted professional development, strategic resource allocation, and stronger interdisciplinary coordination, we can continue advancing these initiatives to create a more cohesive and effective learning environment for our students.
	2. Implementation of two pathway events per semester for students to demonstrate mastery of Engineering content based on established rubrics	
	3. Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening mastery of pathway learning outcomes, particularly those related to exposure to career speakers, mock interviews, resume workshops, student presentations, and more.	
	4. Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening mastery of engineering pathway outcomes for high school students.	
24-25 Strategic Actions for Goal #2	Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.	We have made progress toward accomplishing this goal by adjusting our approach based on instructional walk-through data. Initially, PLCs aimed to focus on interdisciplinary projects; however, after two instructional walk-throughs, it became evident that many teachers were struggling to effectively deliver high-quality instruction within the 90-minute block. As a result, we pivoted our PLC goals to prioritize strengthening instructional strategies for extended periods, ensuring that teachers are better equipped to maintain rigor and engagement. While we have made strides in refining our professional development focus, full implementation of the engineering teacher's additional preparation periods has not yet been realized. This aspect of the goal is set to take effect next school year, allowing the engineering teacher to provide instructional coaching and lead pathway planning efforts. Moving forward, ensuring that this structural adjustment is in place will be critical to sustaining the progress we have made in PLC development and further integrating pathway initiatives into the curriculum.
	Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for each student.	
	Individual student supports will be realized by the systems and structures in place.	
24-25 Strategic Actions for Goal #3	The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.	We are not fully on track to accomplish this goal as initially envisioned. While the pathway coach has joined the COST team, the coordination of teams has been limited due to our small staff size, making it difficult to establish the level of collaboration we had hoped for. Although data is being reviewed on how African American girls are accessing resources, the lack of structured coordination has hindered deeper analysis and targeted interventions. However, progress has been made in identifying alternative strategies to improve cross-team collaboration. Moving into next year, we are exploring a model of cross-pollination by designating ambassadors from different teams to facilitate communication and alignment across initiatives. This approach aims to enhance coordination despite staffing limitations.
	Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.	

Actions for Goal #3	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.	Communication and alignment across initiatives. This approach aims to enhance coordination despite staffing limitations by ensuring that key insights and strategies are shared across teams. To fully realize this goal, we need to continue refining our approach to team coordination, ensuring that data review processes lead to actionable steps in supporting African American girls and other focal student populations. By strengthening these efforts, we can create a more cohesive support system that maximizes our available resources and staff capacity.
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Pathway Strategic Actions 2025-2026**2025-2026 Strategic Actions**

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

Goal #1: By 2026	By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.	New or Revised Strategic Actions for Goal #1	The high school improvement plan focuses on integrating rigorous, real-world STEM experiences across all grade levels. Each grade will develop a single project aligned with the Engineering Design and Development (EDD) capstone rubric, culminating in participation in the STEM fair. Professional Learning Communities (PLCs) and the Instructional Leadership Team (ILT) will prioritize backward mapping from content language objectives to ensure alignment with instructional goals. Collaborative learning will be emphasized through at least
Goal #2: By 2026	By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.	New or Revised Strategic Actions for Goal #2	The strategic action plan for high school improvement includes organizing an annual STEM Fair (Single Spring Showcase) to address current needs, particularly in response to teacher turnover, while building on the success of the 2025 event through backward mapping of project timelines and stakeholder engagements. Additionally, a comprehensive pathway calendar will be developed, regularly updated, and shared to guide program implementation and student progression. This calendar will be integrated as a standing agenda
Goal #3: By 2026	By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.	New or Revised Strategic Actions for Goal #3	We will reinstate regular pathway meetings to ensure consistent communication and alignment among stakeholders. Collaboration with the graduation team will be prioritized to support senior success, while joint efforts with the attendance team will focus on providing targeted support for sophomores and juniors. We will strengthen family engagement through more intentional outreach and connection strategies to improve attendance rates. Additionally, we will leverage partnerships with community-based organizations

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) <i>(protected cells below are to be completed by MN/H staff only)</i>	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) <i>(protected cells below are to be completed by MN/H staff only)</i>

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$207,400.00	\$207,400.00	\$0.00
*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (244) multiplied by the per pupil amount of \$850.			

School: McClymonds High School

Site #: 303

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
303-1	<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director) and will facilitate the Engineering Pathway PLC. The Pathway Director's teaching line will focus on Engineering Design and Development with an emphasis on the Senior Capstone project. They will also have preps built in the day to support the other Engineering CTE teacher and core subject teachers incorporating Design thinking pedagogy. As the Pathway Lead, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year.</p> <p>PCN 4006 - Clayton Evans (Salary and Benefit costs included)</p>	\$124,453.96	1105	Teacher Salaries	TCHR STR ENG	1.00	Engineering
303-2	<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 0.8 FTE. The teacher will serve as the CTE teacher for the Engineering Pathway, will participate on the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provides exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry.</p> <p>PCN 10916 - TBD (Salary and Benefit costs included)</p>	\$74,672.38	1105	Teacher Salaries	TCHR STR ENG	0.60	Engineering

303-3	<p>Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025.</p> <p>Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends.</p> <p>Budget: 143 hours at \$47.50 hourly rate + 25% Benefit Costs = \$8,273.66</p> <p>(Salary and Benefit Costs Included)</p>	\$8,273.66	1120	Teacher Slaries Stipends			Engineering
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2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site						McClymonds High School		Site #	
Approved Strategic Carryover (from prior years - Carryover Plan)		\$73,165.07		In the box below, please indicate why you decided to allocate Strategic Carryover.					
Total Budgeted Amount		\$73,165.07		We made the decision to allocate strategic carryover funds to sustain and expand our comprehensive student support systems, with a particular focus on work-based learning and postsecondary readiness. These funds will allow us to continue providing meaningful opportunities such as internships, job shadowing, and industry mentorships that connect students with real-world career experiences. Additionally, we are investing in college access initiatives, including organized college visits, application workshops, and one-on-one counseling to support students throughout the college exploration and admissions process. By directing resources in this way, we aim to remove barriers and ensure that all students have equitable access to the knowledge, experiences, and guidance they need to successfully transition from high school to college and career.					
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 required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	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) <i>(protected cells below are to be completed by MN/H staff only)</i>
Professional Contracted Bus Services: Charter Bus rentals for students to attend College & Career Visits. These visits support students' exposure to success in College and Career. Specifically, provide exposure to Engineering industries in the Bay Area, specifically engineering and adjacent careers in order to ignite student interests and passions. # of students served: approximately 200 students will be able to benefit from these trips. Budget: 5 College Field Trips, 1 bus each trip at \$2,633.12 x 5 = \$13,165.56	\$13,165.56	5826	Professional Contracted Bus Service			Engineering	Enabling Conditions		Conditionally Approved

Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2026, through June 30, 2026. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 60 hours at \$47.50 hourly rate + 25% Benefit Costs = \$3562.50 (Salary and Benefit Costs Included)	\$3,562.50	1120	Teacher Salary Stipend			Engineering	Work-Based Learning	Approved	
STUDENT INTERNSHIP STIPENDS for the 2026 Summer ECCCO Internships Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2026 Summer ECCCO Internship Stipends, through June 30, 2026. 9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 20 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready. Budget: 12 full-time internships at \$1,000/per student. 12,000 + (15%) \$1,800 = \$13,800. (Admin Fees Included)"	\$13,800.00	5825	Consultant Contract			Engineering	Work-Based Learning	Approved	
Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2026. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)	\$42,637.01	5825	Consultant Contract			Engineering	Enabling Conditions	Approved	