

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607

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

Measures N and H –**College & Career Readiness Commission**

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File ID Number	23-0769
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Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Oakland High School

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Oakland High School as “Fully Approved” in an amount not to exceed \$1,297,950.00.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET*Effective July 1, 2023 - June 30, 2024*

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$1,297,950.00	\$1,297,950.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (1,527) multiplied by the per pupil amount of \$850.

School: OAKLAND HIGH SCHOOL**Site #: 304**

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
304-1	Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits cost)	\$100,063.47	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	.50 FTE	Whole School - all pathways
304-2	Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE) The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work. PCN 4148 - Saqib Hashim, at .125 FTE, \$15,611.88 PCN 7756 - Suzanne LeBaron, at .125 FTE, \$20,278.91 PCN 7757 - Emily Macy, at .125 FTE, \$21,941.92 PCN 7758 - David Mangiante, at .125 FTE, \$16,430.25 PCN 7760 - Susanna Schoff, at .125 FTE, \$19,366.35 PCN 7573 - Robert Smith, at .125 FTE, \$16,004.09 (Salary & Benefit Costs Included)	\$109,633.40	1119	Teacher on Special Assignment School	TSA Class 11	.75 FTE	Rigorous Academics, Student Supports, Work-Based Learning, CTE

304-3	Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 2 CM at 1.0 FTE each, and 1 CM at .80 FTE, for a total of 2.80 FTE. At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline. PCN 1897 - Percy Foster, at .80 FTE, \$100,746.33 PCN 1762 - Gabrielle Chanel, at 1.0 FTE, \$115,257.71 PCN 7258 Elizabeth Ramos, at 1.0 FTE, \$124,732.16 (Salary and Benefit Costs Included)	\$340,736.20	2405	Clerical Salaries	Case Manager	2.8 FTE	Whole School - all pathways
304-4	Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection, and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships. PCN 4183 - Vacant (Salary & Benefit costs included)	\$137,721.19	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways
304-5	Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning. PCN 7391 - Rita Skyers (Salary & Benefit Costs Included)	\$173,877.30	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways

304-6	Clerical Salaries: Hire an Administrative Assistant 1 Bilingual, at .40 FTE. The administrative assistant will make sure we are compliant with the vast amount of Measure N/H paperwork and the compliance measures. This role enters, completes, and processes every Measure N/H -funded expenditure in our Measure N/H plan, along with all proper Measure N/H justifications and budget modifications. In order to do so, other responsibilities include staying informed and up-to-date on all the Measure N/H rules and policies, and collaborating with pathway directors and other roles on sites to run budget reports. PCN 7252 - Mayra Lopez (Salary & Benefit Costs Included)	\$44,568.08	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Whole School - all pathways
304-7	Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .50 FTE for a total of 1.50 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies. PCN 7185 - Faith Onwusa, at 1.0 FTE, \$121,973.52 PCN 6572 - Brenda Law, at .50 FTE, \$64,764.77 (Salary and Benefit costs included)	\$186,738.29	1205	Pupil Support Salaries / Counselor	Counselor	1.5 FTE	Whole School - all pathways
304-8	Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 6187- Ervin Dinwiddie (Salary & Benefits Costs included)	\$104,074.12	1105	Teacher Salaries	TCHR STRENGIM	1.0 FTE	Recent Immigrant Support and Engagement - RISE
304-9	Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule. In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives. PCN 4756 - Matthew Fields (Salary & Benefits Costs included)	\$74,859.54	1105	Teacher Salaries	TCHR STRENGIM	.70 FTE	Environmental Science Academy
304-10	Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. (\$12,839.21)	\$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA
304-11	Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. (\$12,839.20)	\$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE

304-12	Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 5 months total (approximately 10 hours/semester). (Salary and Benefit Costs Included)	\$5,663.57	1120	Teacher Salaries Stipends			Recent Immigrant Support & Engagement (RISE)
304-13	Transportation Costs: for charter bus rentals for students to attend the RISE Business Course for Work Based Learning. This expenditure is to cover the cost of transportation for career and college exploration trips for students in the CTE business courses, as well as transportation costs to public exhibition events for project-based learning culminating experiences. Charter bus rentals are usually about \$2,000.00 per day. These funds would allow for about 2 trips with approximately 50 students and 5 teachers/chaperones each trip. This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning while building out the scope and sequence of WBL events for the CTE business courses. This will improve student engagement by connecting students to mentors in the business profession as they learn more about the industry and what it is like to work in it. All CTE business students will have the opportunity to participate (about 70 students).	\$4,000.00	5826	Transportation Costs			Recent Immigrant Support & Engagement (RISE)
304-14	Admission Fees: Admission fees for the students who attend field trips that connect to the RISE pathway projects and curriculum. Various admissions fees for field trips related to the RISE pathway projects that will take the curriculum beyond the walls of the classroom. These trips include work based learning experiences, but also experiences related to integrated projects and career-technical education themed curriculum. This expenditure is aligned to the goal of increasing project-based learning components into pathway curricula and extending classroom work beyond the physical classroom. Engagement will increase through students being able to apply their classroom learnings and understandings to other contexts and transferring skills to different environments. This expenditure addresses the need for newcomer students to have access to trips and experiences that they otherwise would not be able to participate in on their own. This supports all (about 115) RISE students.	\$1,000.00	5829	Admission Fees			Recent Immigrant Support & Engagement (RISE)

304-15	Meeting Refreshments for the RISE Teacher Team Retreat. Meeting refreshments for the teachers who attend the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern in the RISE pathway. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan, something this team has never been able to do. With two new co-directors and several new teachers on the team, it is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All RISE students will benefit, around 115 students. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings). (Meals for retreats are not to exceed \$40 per person per day)	\$500.00	4311	Meeting Refreshments			Recent Immigrant Support & Engagement (RISE)
304-16	Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.	\$1,675.63	1150	Teacher Substitutes			Recent Immigrant Support & Engagement (RISE)
304-17	Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings. These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 23-24 pathway goals and strategic actions get discussed their implementation gets planned. There are 11 teachers who get paid for about 2 hours/month at the hourly rate of \$38.50 for 5 months (just first semester of 23-24). (Salary and Benefit Costs)	\$5,269.58	1120	Teacher Salaries Stipends			Innovative Design & Engineering Academy (IDEA)
304-18	Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events. This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about \$2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.	\$4,500.00	5826	Transportation Costs			Innovative Design & Engineering Academy (IDEA)
304-19	Admission Fees: admission fees for students who participate in IDEA field trips (approved grade level events and activities) to reinforce learning and practicing of pathway student learning outcomes and development. Each grade level is in the process of developing annual meaningful events and trips that connect to pathway theme and bring students together with teachers and each other. With the highest percentage of female students who did not choose this pathway as #1, these events are important to help students feel connected and excited. It supports the pathway goals and strategic actions related to pathway student retention.	\$1,069.63	5829	Admission Fees			Innovative Design & Engineering Academy (IDEA)

304-20	Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.	\$2,000.00	1150	Teacher Substitutes			Innovative Design & Engineering Academy (IDEA)
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School Name:	Oakland High School							Site #:	304
Pathway Name(s):	Environmental Science Academy (ESA) Innovative Design and Engineering Academy (IDEA) Law and Social Justice (LSJ) Public Health Academy (PHA) Visual Arts & Academics Magnet Program (VAAMP) Recent Immigrant Support & Engagement (RISE)								
School Description									
Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.									
School Mission and Vision									
The mission of Oakland High school is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement.									
School Demographics									% Current Newcomers
2022-23 Total Enrollment Grades 9-12				1540					7.2%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	54.0%	46.0%	99.1%	89.2%	24.2%	12.2%	9.2%	2.6%	1.3%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	22.4%	0.5%	28.2%	40.1%	1.1%	0.6%	2.1%	4.2%	0.9%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Latino			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	87.0%	TBD	85%		87.00%		90.00%		
Four-Year Cohort Dropout Rate	9.5%	TBD	8.50%		8.00%		7.50%		
A-G Completion Rate (12th Grade Graduates)	61.5%	TBD	65.00%		67.00%		69.00%		
On Track to Graduate - 9th Graders	68.0%	62.8%	71.00%		73.00%		75.00%		
9th Graders meeting A-G requirements	57.8%	57.8%	62.00%		65.00%		67.00%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	6.1%	TBD	8.00%		9.00%		10.00%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.9%	14.2%	16.00%		18.00%		19.00%		
Percentage of 10th-12th grade students in Linked Learning pathways	96.5%	90.4%	97.00%		97.50%		98.00%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	64.3%	TBD	85.00%		87.00%		89.00%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	23.7%	TBD	25.00%		28.00%		30.00%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	36.5%	TBD	40.00%		42.00%		44.00%		

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	80.0%	TBD	83.00%		85.00%		87.00%
Four-Year Cohort Dropout Rate	16.8%	TBD	13.00%		11.00%		9.00%
A-G Completion - 12th Grade (12th Grade Graduates)	46.6%	TBD	51.00%		53.00%		54.00%
On Track to Graduate - 9th Graders	58.3%	60.1%	62.00%		64.00%		66.00%
9th Graders meeting A-G requirements	45.2%	53.7%	55.00%		57.00%		59.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.3%	TBD	4.00%		6.00%		8.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.5%	10.8%	12.00%		14.00%		16.00%
Percentage of 10th-12th grade students in Linked Learning pathways	95.0%	85.0%	87.00%		89.00%		91.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	52.2%	TBD	85.00%		87.00%		89.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	28.3%	TBD	30.00%		32.00%		34.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	21.7%	TBD	30.00%		32.00%		34.00%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator <i>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.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Outside of a slight drop during the pandemic years, we've seen a consistent increase in graduation rate since 15-16. We think this stems from relationships with the admin trios of assistant principal, counselor, case manager and the pathway teachers and students. These strong relationships lead to higher student retention and engagement. Our cohort pathway/family model and pathway integrated curriculum and intentional community building also play a role.	We need to investigate who the students are who are dropping out so we can better address or fix/update the data accurately. Our attendance office might not be accurately coding students who transfer from Oakland High. The students for 2021 dropout rate was mostly made up of Newcomer students.
A-G Completion - 12th Grade	Our 8-period block schedule allows for students to take remedial classes and get ahead through dual enrollment elective courses. We've been doing more specific teaching about A-G requirements with students (like through regular review of transcripts) and one of our case managers started a special program, called I Deserve A-G.	Parents and teachers need more education about A-G requirements so we can all be supporting students in completion. We have a high SDC special ed population and though those students are on different graduation track, they still get counted in the A-G completion rates.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	Our 9th graders might be doing better in non-math classes where they can focus on understanding concepts, rather than specific rules and formulas in math classes.	Our current 9th graders missed out on 7th grade math due to distance learning and are not yet caught up. Math classes tend to be more "mastery-based" in terms of grading. Some teachers are explicitly using mastery-based grading, which may result in higher failure rates, as students adjust to higher standards and the rhythm of "retakes."
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	We have plans to rollout postsecondary plans for all students that are supported by various resources and people on campus and tracked/reflected on by students.	We are still recovering from pandemic-related issues that impact college enrollment. This includes shifts in student/family values around continued education and cost.

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	We have consistently offered around 5-7 dual enrollment courses each semester. We use dual enrollment courses to fill gaps in types of courses we can offer on our own (e.g. we don't offer psychology anymore but we do it through dual enrollment) and also to align with pathway topics so students can further their skill in those areas or take a class of interest to them outside of their pathway theme. We have a strong dual enrollment coordinator and experienced counselors to help promote and register students for these classes.	For some courses, it has been difficult to find a high quality instructor who is consistently available to teach a course. There have been various degrees of college level expectations and curriculum in some courses. We could benefit from more tutoring or support for some students when they take dual enrollment courses.
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

2023-2024: YEAR ONE ANALYSIS

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

2023-24 Strategic Actions

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

Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.

Continued staffing required to support the 8 period day. These additional teachers allow us to offer career technical education courses for all of our students, more dual enrollment courses, and remediation and elective courses that meet A-G requirements. This should bring our A-G completion rate higher, increases the numbers of students who can take dual enrollment courses, increases grade point average, and allows for more students to be college, career and community ready upon graduation.

Continued additional staff to support our admin trio pathway support system allows us to ensure each pathway and family has an assistant principal, counselor, and case manager to support our scholars academic and social emotional needs. This also supports families as they navigate a large school to be able to connect with the school and help coordinate meetings of support or connections with teachers. Additionally this trio supports teachers as they teach and support students.

Having a pathway coach and work based learning liaison to support the development and certification growth of our pathways has been imperative in supporting the growth and development of our pathways. The work of the work based learning liaison builds on the work done in pathways and connects the real world experiences to our classrooms.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <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)	

Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits cost)	\$100,063.47	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	.50 FTE	Whole School - all pathways
Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE) The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work. PCN 4148 - Saqib Hashim, at .125 FTE, \$15,611.88 PCN 7756 - Suzanne LeBaron, at .125 FTE, \$20,278.91 PCN 7757 - Emily Macy, at .125 FTE, \$21,941.92 PCN 7758 - David Mangiante, at .125 FTE, \$16,430.25 PCN 7760 - Susanna Schoff, at .125 FTE, \$19,366.35 PCN 7573 - Robert Smith, at .125 FTE, \$16,004.09 (Salary & Benefit Costs Included)	\$109,633.40	1119	Teacher on Special Assignment School	TSA Class 11	.75 FTE	Rigorous Academics, Student Supports, Work-Based Learning, CTE
Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 2 CM at 1.0 FTE each, and 1 CM at .80 FTE, for a total of 2.80 FTE. At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline. PCN 1897 - Percy Foster, at .80 FTE, \$100,746.33 PCN 1762 - Gabrielle Chanel, at 1.0 FTE, \$115,257.71 PCN 7258 Elizabeth Ramos, at 1.0 FTE, \$124,732.16 (Salary and Benefit Costs Included)	\$340,736.20	2405	Clerical Salaries	Case Manager	2.8 FTE	Whole School - all pathways

Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE. The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection, and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships. PCN 4183 - Vacant (Salary & Benefit costs included)	\$137,721.19	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways
Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning. PCN 7391 - Rita Skyers (Salary & Benefit Costs Included)	\$173,877.30	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways
Clerical Salaries: Hire an Administrative Assistant 1 Bilingual, at .40 FTE. The administrative assistant will make sure we are compliant with the vast amount of Measure N/H paperwork and the compliance measures. This role enters, completes, and processes every Measure N/H -funded expenditure in our Measure N/H plan, along with all proper Measure N/H justifications and budget modifications. In order to do so, other responsibilities include staying informed and up-to-date on all the Measure N/H rules and policies, and collaborating with pathway directors and other roles on sites to run budget reports. PCN 7252 - Mayra Lopez (Salary & Benefit Costs Included)	\$44,568.08	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Whole School - all pathways
Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .50 FTE for a total of 1.50 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies. PCN 7185 - Faith Onwusa, at 1.0 FTE, \$121,973.52 PCN 6572 - Brenda Law, at .50 FTE, \$64,764.77 (Salary and Benefit costs included)	\$186,738.29	1205	Pupil Support Salaries / Counselor	Counselor	1.5 FTE	Whole School - all pathways

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

Pathway Name:	Environmental Science Academy			Program #:	3919
Mission and Vision	Environmental Science Academy is dedicated to helping students become environmental activists. ESA develops students' deep love for Oakland and for the natural world by bringing them outdoors whenever possible, including trips to local parks, beaches, and environmental action movements. Through scientific analysis, inquiry and service, ESA offers a rigorous, inclusive, and engaging curriculum to prepare students for college and career.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. The newly developed senior capstone class facilitates multidisciplinary growth for students while providing a framework for partner input through expert interviews. In addition, the capstone project is built on a robust assessment model that all pathway classes build towards.	As new curriculum is developed, cross curricular planning as well as partner input and validation is necessary to enhance the integrated program of study. Novel assessments and demonstrations of knowledge are needed to fully implement new curriculum design.	Our priority categories for growth are partner input and validation and synchronized assessment at all grade levels.	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness		Assessment of projects at all grade levels is done in concert with industry professionals from relevant environmental fields. Professionals either view projects on campus or students travel to workplaces to present their work. Experts are present at all phases of the project design process to support student learning. Students attend mock interview sessions, internship fairs, and resume writing workshops to give them the skills and exposure to secure extracurricular opportunities.	Currently students do not have access to environmental science specific certifications.	Our goal is to offer skills, certificates, and opportunities that enable workplace readiness.	

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Students are graded using a skills rubric that is based in individual growth. Students are empowered to showcase their 21st century skills through project work that emphasizes student choice and gives a context for self expression. Students are supported by teachers within classrooms through check ins and reflections as well as through collaborative conversations between pathway teachers. Curriculum is designed across all grade levels to prepare students for industry and college relevant projects throughout high school, but specifically during the senior capstone action project.	The pathway could be improved by showcasing more direct links between class content and experience with post secondary options of college and career.	Our focus areas for growth are in college and career preparation and support.
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

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

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

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	Bring more industry professionals into classrooms.
	Create a vertically aligned academic skills rubric.
	Dedicate time and space for students to showcase their creative designs.
Strategic Actions for Goal #2	Establish connections with organizations that can provide Wilderness First Aid training
	Select pilot group of students for certification
	Bring relevant internships into the classroom as guest presenters
Strategic Actions for Goal #3	Design a career workshop to be implemented in the 11th grade
	Give students more access to industry professionals through in-class and out of class visits
	Start a Google Classroom for 10th graders for postsecondary planning, where they can store activities and materials and where teachers and other staff and track progress.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <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
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Pathway Name:	Innovative Design & Engineering Academy (IDEA)			Program #:	3922
Mission and Vision	Innovative Design & Engineering Academy (IDEA) educates students in the principles of Universal Design so they can create inclusive, accessible products and designs that are relevant to their lives. Using engineering skills and industry standard technology, students create solutions for real world problems. Students collaborate with professional engineers and present to authentic audiences. Striving to build a workforce in STEM careers that includes more underrepresented groups, IDEA students will be prepared to continue education or seek employment in a variety of engineering fields with an appreciation for inclusivity and ethical responsibility.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. The sequence of CTE classes offered in IDEA center around local organizations, where students apply industry skills taught in class (i.e. computer-aided design (CAD), digital manufacturing) to the organization's' unique needs presented to students.	As we continue to develop an "action project" for our senior graduate capstone, we will apply lessons learned from our first year of implementation. Specifically, students choosing topics and action plans that require meaningful application of pathway skills, appropriate supports for students (including those who transfer to our pathway junior and senior years), and developing better rubrics. Many students take AP and Dual Enrollment courses, but we need to be more equitable and intentional as a pathway team about who is enrolling (getting data and acting on it).	Building, refining, and expanding our first year implementation of the senior action project will be major focus for our next 3 years. We will use student exemplars created this year to provide a concrete example for incoming seniors as well as creating more scaffolding documents and project management documents to address the confusion and lack of organizations experienced by some of the seniors this year.	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness		IDEA has several field trips around engineering career paths in coordination with the OUSD Linked Learning Office, like the Cypress Mandela Skilled Trades Fair. IDEA coordinates with onsite WBL liaison to rollout in-class resume workshops at all grade levels, as well as prep students for interviewing through mock and informational interviews with volunteer career professionals. IDEA has several WBL experiences that directly intersect with curricular projects at every grade level in both the CTE and non CTE classes where local clients are matched with students with the goal of students addressing some relevant problem for that local client. (i.e. juniors servicing participants at local disability center, seniors creating toys for local elementary schoolers, juniors creating emergency preparedness plans for local senior citizens)	We need to create a work based learning plan that utilizes all three years, where student are introduced to resumes in the sophomore year and then create a running log of all work based learning experiences that include collecting contacts of all related industry work professionals We need to create more opportunities for career shadowing that will give a more narrative understanding of industry logistics and skills that industry professionals use that can be tied back to skills covered in CTE classes. We need to integrate informational interviews into CTE industry client projects where: 1) interview skills can be further practiced 2) career shadowing and career demonstration can be built into in student work based learning experience and retention. We need to create more explicit cohesion between industry partners in CTE classes to directly influence and demonstrate skills and industry practices being taught in class directly reinforced by these industry partners.	Creating more cohesive and explicit overlap between the industry clients and the CTE curriculum will be a major goal for the upcoming years. From the first year implementation of our newly develop CTE course, we've identified two industry clients that serve as the local clients for students to address/solve a relevant problem for them. In the next year, we will look to plan with these industry clients to emphasize what skills, language, techniques should be scaffolded heavily before the client visits and how the clients can be directly involved in that instruction. We will use an existing project in the 11th grade English class as a model of how exemplary industry partner curricular collaboration can happen.	

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

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

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

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

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	For 11th grade, incorporate CTE and/or physics in the YPLAN project
	For 12th grade, build out action project as part of the graduate capstone
	For 10th, review CTE standards and new CTE course outlines to find points of connection and opportunity for an integrated project.
	Finish the skills alignment work started in 22-23
	Utilize the summer PBL Institute as a time to work on above tasks
Strategic Actions for Goal #2	Participate in the development of a school wide post secondary planning template and implement it with 10th graders
	Admin trio supports the tracking of student participation in work based learning
	Incorporate input from students around types of internships and other opportunities they want to engage in
Strategic Actions for Goal #3	Use pathway meeting time in the fall to finalize the skill alignment work
	Create a schedule for teachers to regularly observe other pathway teachers to better understand how the shared policies are being implemented
	IDEA teachers will develop a common syllabus template with core instructional and SEL strategies to deepen consistency.

Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <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
Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings. These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 23-24 pathway goals and strategic actions get discussed their implementation gets planned. There are 11 teachers who get paid for about 2 hours/month at the hourly rate of \$38.50 for 5 months (just first semester of 23-24). (Salary and Benefit Costs)	\$5,269.58	1120	Teacher Salaries Stipends			Innovative Design & Engineering Academy (IDEA)
Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events. This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about \$2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.	\$4,500.00	5826	Transportation Costs			Innovative Design & Engineering Academy (IDEA)
Admission Fees: admission fees for students who participate in IDEA field trips (approved grade level events and activities) to reinforce learning and practicing of pathway student learning outcomes and development. Each grade level is in the process of developing annual meaningful events and trips that connect to pathway theme and bring students together with teachers and each other. With the highest percentage of female students who did not choose this pathway as #1, these events are important to help students feel connected and excited. It supports the pathway goals and strategic actions related to pathway student retention.	\$1,069.63	5829	Admission Fees			Innovative Design & Engineering Academy (IDEA)
Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.	\$2,000.00	1150	Teacher Substitutes			Innovative Design & Engineering Academy (IDEA)

Pathway Name:	Law & Social Justice Pathway			Program #:	3918
Mission and Vision	The Law & Social Justice pathway informs and prepares students for careers in law, social work, community organizations and education with a focus on social justice and current events. Through experiential learning opportunities, exposure to a variety of careers, and structured academic support, students become active participants in advocating for positive social change in their communities.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. We have a strong vertical alignment of capstone skills and public performance at each grade level, leading up to senior graduate capstone project.	We would like to proactively identify students to take part in dual enrollment program offerings that align with our career pathway themes. We have an advisory board in place, but need to implement more effective structures for ongoing feedback on student learning and projects.	We will work as a team to promote students for Dual Enrollment and Internship opportunities.	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness		We have strong relationships with industry partners, and repeat guest speakers within our classrooms, adding real world expertise to our curriculum and students' experiences. Every student has teacher, peer, and outside help while working on their resume and informational interviews. We actively engage in work based learning and strongly integrate it into the career technical education curriculum and project-based learning. Through this, students experience field trips and other events that span the work-based learning continuum from awareness through training. Pathway students are regularly involved in district wide leadership programs, like All City Council and are student directors on the school board.	We plan to more effectively monitor student participation in work-based learning opportunities to ensure all students are accessing experiences equitably. We need to include more opportunities for students to reflect on work-based learning experiences in relation to future career goals and relevance to classroom content. Opportunities are provided for all students, but "opt-in" activities do not have 100% participation.	Portfolio piece - students will identify work-based learning opportunities that align with their future goals.	

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We have strong systems in place for monitoring student needs. Some of our pathway teachers have academic and social check-in structures in place at multiple times in the semester to support student self-reflection and identifying areas of growth. We are consistently connecting students to post-secondary options, such as developing job application skills through resume building, informational interviews, and 1-1 supports.	We need to develop improved structures for consistently supporting students with ongoing academic and social needs, utilizing the multiple resources on site.	Connecting students and advisory board members for mentorship and internship opportunities.
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

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

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

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	Utilize pathway professional development time for cohort teams to plan pathway-aligned projects
	Pathway teachers will attend any project-based learning professional development offerings from the district.
	Existing pathway projects will use previous year examples as foundational learning for improvement.
Strategic Actions for Goal #2	At the beginning of sophomore year, students will be taught how to create a google folder where all final products and work will be placed to aid in the creation of a portfolio
	Students will analyze and reflect on completed work at the end of each year to articulate student's growth
	Students will analyze and reflect on completed work to choose a project or piece to exhibit to all Law & Social Justice students and advisors at an end of year exhibition
	Teachers will work to create an end of year exhibit to showcase student work and build community within the pathway.
Strategic Actions for Goal #3	Convene twice annual advisory board meetings to share student pathway work and receive input
	Prior to start of each semester, Pathway directors will send out an email to all advisory board members with units teachers will cover and needs of the group to solicit feedback
	Increase advisory board member opportunities for classroom visits and project consultation and reflection
	Establish a mentorship program utilizing advisory board resources.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <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
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Pathway Name:	Public Health Academy		Program #:	3923
Mission and Vision	The Public Health Academy educates and prepares students to promote health equity in the communities they will serve.			
PATHWAY QUALITY ASSESSMENT				
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category				
	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.	The pathway instructional design incorporates University of California Curriculum Integration curricula. However, it may be time for a review of course outlines and materials to make sure they are current with public health trends. While this happens on an on-going basis, there is not a formal time or procedure for curriculum review.	Curriculum and Instructional Design and Delivery: We need to create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials.	
	Project-based Learning in Public Health humanities courses focuses on skill-building in the following areas: Academic research, high order literacy, collaboration, script genre writing, multi-media production, and exhibition. Through cross-curricular projects, Public Health Academy students annually engage in two public demonstrations of knowledge to a public audience of industry partners in all three years, including the senior project.	Additionally, it may be beneficial for the pathway to create alternative assessment methods for students that are deficient in auditory/visual processing, as well as with other educational needs.		
	Postsecondary and industry partners participate in delivering modules in the classroom. We provide opportunities for students to visit universities and specific industry partners.	New teachers are not offered any training in the overarching themes/ concepts/ teaching points yet. A relatively low turnover rate in the pathway (<1 position per year, on average) has contributed to this issue.		
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Public Health Academy benefits from the school's Work-based Learning Liaison and rich internship programs. Because health care and public health are one of the biggest employment fields in Oakland, many of the internships and after-school programs available to our students mesh well with our program of study.	The richness of the O-high environment regarding after-school programs (including sports, arts, academic support, and service programs) etc. means that students have many choices and do NOT always follow the pathway sequence of WBL opportunities outside of class time. So, while we have a solid WBL sequence, and while students have exposure to a lot of beneficial programming, these two things are sometimes concurrent and also at odds.	Workplace Readiness: We need to make sure that all of our curricula remains relevant to current public health issues and WBL needs.	

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Public Health Academy has a particular commitment to social and emotional learning, evidenced in team-building activities and the pathway-wide mindfulness practice, which has existed for a decade. Although it has been hard to fill our Assistant Principal position, we benefit from having a Principal who was previously the AP advising Public Health Academy. We also have extremely strong, proactive case management, and a counselor who has been assigned to Public Health Academy for 5 years.	We need to develop an onboarding program for new teachers that includes pathway expectations and specific instruction in leading mindfulness practice. We need to hire an Assistant Principal that meets the needs of the school's Principal, understands the field of Public Health, and can work with an existing, well-bonded team.	Social-emotional skill development: We need to make sure all new teachers receive training in mindfulness and how to lead it in a classroom.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals <i>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.</i>			
Goal #1: By 2026	We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.		
Goal #2: By 2026	We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.		
Goal #3: By 2026	We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).		
Pathway Strategic Actions			
Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>			
Strategic Actions for Goal #1	Gather and document all the different ways teachers use mindfulness in class		
	New Public Health Academy teachers will observe how mindfulness is used in other classes		
	Explore current mindfulness practices in education to see if best practices have changed.		
Strategic Actions for Goal #2	Review existing frameworks/protocols (like from Adaptive Schools or National School Reform) that could be adapted for this purpose		
	Share elements of curricula with industry partners for input and validation		
	Create a format for annually reviewing curricula at the beginning of the school year to make sure it is in alignment with current public health issues.		
Strategic Actions for Goal #3	Create a shared drive where pathway curricula can be stored and easily accessed (this is not about sharing, but rather documenting and warehousing).		
	Use pathway team retreat time to share current syllabi, course skills, and unit themes		
	Create simple checklists for each curricula that can be reviewed at strategic points during the year.		
Pathway Budget Expenditures			
2023-2024 Pathway Budget			

BUDGET JUSTIFICATION 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
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Pathway Name:	Rigor, Inclusion, Socio-emotional, English Language Development (RISE)			Program #:	3920
Mission and Vision	When students leave RISE, they will be equipped with the necessary confidence and capabilities in English for academic, occupation, and social settings. Through an authentic business curriculum that incorporates partnerships with local businesses and community organizations, work ready skills development, and use of current technologies, students will have a solid foundation of skills to become active contributors in their communities. In order to support newcomers' unique set of needs, RISE offers wrap-around and personalized services, and a dedicated and experienced teaching and support staff that leverages the linguistic and cultural assets of their students.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		RISE uses instructional practices that are student-centered, collaborative, and project-based. Teachers offer many opportunities for students to reflect on their learning experiences. Teachers also focus on equitable access to instruction through scaffolding, attention to building academic mindsets, and developing socio-emotional learning competencies that are so important for the newcomer population. The pathway relies on a couple of partnerships like the district's ELLMA office and the newcomer social worker through our on-campus wellness center for instructional guidelines and student supports and intervention.	Several teachers have participated in professional development for project-based learning but we'd like to see even more incorporated into curriculum design, particularly for more cross-content and/or business theme integration. Related to that would be developing a graduate capstone project that more closely aligns with pathway business theme. We would also like to develop more standardized assessments for various subjects, grades, and/or English Language Development (ELD) levels. While we haven't had a dual enrollment course offered to students in recent years, we hopeful we can return that program in 23-24.	Creating cross-subject project-based learning; more standardized course assessments	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness		Business courses guide students in development of resume-writing and interview/presentation skills, as well as some financial literacy. Students in business classes also receive feedback from industry partners. ELD classes, especially at higher levels, incorporate career/post-secondary education exploration into curricula, including online self-assessments, research, and interviews with professionals.	Develop a substantial work-based learning plan that includes career exploration (both general and related to the business theme) and also college exploration and enrollment support as well.	Work-based learning plans for all students that most teachers (Business/ELD/content) incorporate into curricula	
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation		RISE students have access and are encouraged to use our school's future center for college interest exploration. RISE students also have a social worker that provides social, emotional, and legal support for students. Teachers have begun training in Restorative Justice to deal with conflict/ issues with students.	Find more ways to support our social worker and case manager with their large caseload of students. Working with students to map out individual plans for post-graduation.	College visits/ registration support; dual-enrollment course; build out student mentorship program	
2023-2024: YEAR ONE ANALYSIS					
Pathway Strategic Goals					

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

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

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

2023-2024 Pathway Budget

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
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Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 5 months total (approximately 10 hours/semester). (Salary and Benefit Costs Included)	\$5,663.57	1120	Teacher Salaries Stipends			Recent Immigrant Support & Engagement (RISE)
Transportation Costs: for charter bus rentals for students to attend the RISE Business Course for Work Based Learning. This expenditure is to cover the cost of transportation for career and college exploration trips for students in the CTE business courses, as well as transportation costs to public exhibition events for project-based learning culminating experiences. Charter bus rentals are usually about \$2,000.00 per day. These funds would allow for about 2 trips with approximately 50 students and 5 teachers/chaperones each trip. This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning while building out the scope and sequence of WBL events for the CTE business courses. This will improve student engagement by connecting students to mentors in the business profession as they learn more about the industry and what it is like to work in it. All CTE business students will have the opportunity to participate (about 70 students).	\$4,000.00	5826	Transportation Costs			Recent Immigrant Support & Engagement (RISE)
Admission Fees: Admission fees for the students who attend field trips that connect to the RISE pathway projects and curriculum. Various admissions fees for field trips related to the RISE pathway projects that will take the curriculum beyond the walls of the classroom. These trips include work based learning experiences, but also experiences related to integrated projects and career-technical education themed curriculum. This expenditure is aligned to the goal of increasing project-based learning components into pathway curricula and extending classroom work beyond the physical classroom. Engagement will increase through students being able to apply their classroom learnings and understandings to other contexts and transferring skills to different environments. This expenditure addresses the need for newcomer students to have access to trips and experiences that they otherwise would not be able to participate in on their own. This supports all (about 115) RISE students.	\$1,000.00	5829	Admission Fees			Recent Immigrant Support & Engagement (RISE)
Meeting Refreshments for the RISE Teacher Team Retreat. Meeting refreshments for the teachers who attend the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern in the RISE pathway. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan, something this team has never been able to do. With two new co-directors and several new teachers on the team, it is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All RISE students will benefit, around 115 students. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings). (Meals for retreats are not to exceed \$40 per person per day)	\$500.00	4311	Meeting Refreshments			Recent Immigrant Support & Engagement (RISE)

Teacher Substitutes Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.	\$1,675.63	1150	Teacher Substitutes			Recent Immigrant Support & Engagement (RISE)
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Pathway Name:	Visual Arts & Academy Magnet Program (VAAMP)			Program #:	3921
Mission and Vision	Visual Arts & Academics Magnet Program fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and art concept integration in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists, and become art advocates. Students produce work for authentic audiences and build a portfolio that demonstrates their personal style and expression.				
PATHWAY QUALITY ASSESSMENT					
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students. Career Technical Education art classes include projects assigned by actual designers where students visit the business, collaborate with designers throughout the project, and then present to them as a culminating assessment. Cross-collaboration between studio photography and graphic design CTE classes where multi-step projects have components in both classes and students work together. Some classes offer students opportunity to demonstrate mastery on final assessments in different ways. Student complete Graduate Capstone project that includes a paper and art piece that showcases their learning.	We'd like to consider other options outside of a research paper for the culminating senior project that allows students to demonstrate and/or defend their learning in different ways. Though it happened this year, community partners interacting with students through hands on projects and follow up with feedback on student work occurs inconsistently.	This will not be something emphasized in our goals below but something we continue to think about and consider while working on other priorities.	

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	All VAAMP 12th grade students will participate in a design challenge in partnership with International Interior Design Association. Students visit the site to meet with industry professionals and photograph products sold by the company. After the field trip, students create digital advertisements and marketing materials for the products they photographed. The industry professionals visit Oakland High one month later to give students feedback and assess the final digital deliverables. All 10th Grade VAAAMP student engage in hands-on workshops with UC Berkeley Architecture students. Field trips to design firms. Students tour San Francisco design firms to see what the day-to-day life is like for a working graphic designer. Students engage the professionals in questions about their use of art and technology in their job. Students enquire about next steps they can take after graduation to continue down a path in creative digital design careers.	VAAMP students build skills through career readiness events including mock interviews and resume development. While many of our students participated in ECCO last summer many were not participating in internships that were related to Visual Arts or a career in that field.	Focus on integrating work-based learning more into student projects. Focus on creating more opportunities for student art work to be publicly displayed throughout the city.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	VAAMP has implemented a No D policy so students are UC and CSU eligible upon graduation. VAAMP takes students on field trips to UCs, CSUs and Art colleges. VAAMP students participate in mock job interviews and write cover letters/resumes. Many VAAMP teachers utilize a form of mastery-based grading that allows students to show mastery of a skill/topic over time (opportunities for growth/revision). The VAAMP team works through case management and intervention plans by grade level groups during pathway collaboration times.	VAAMP has several integrated student supports. The team is working to coordinated this consistently across teachers/classes throughout the pathway. The VAAMP team is starting to monitor student academics and postsecondary planning and reflection, supporting and organizing it through a centralized Google Classroom. (Starting the 2022/2023 school year with 10th grade students.) The team is working to solve the problem of scheduling conflicts due to classes within the program of study interfering with dual enrollment classes that students want to take.	Focus on postsecondary planning in our goals.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.		
Goal #2: By 2026	VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.		

Goal #3: By 2026	VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.					
Pathway Strategic Actions						
Strategic Actions for 2023-24						
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>						
Strategic Actions for Goal #1	A central Google Classroom is created and all students and teachers are added.					
	Students gain access to next steps in building an art portfolio and a postsecondary plan of action.					
	Teachers meet to check in on student progress.					
	Teachers and support staff agree on which activities should be required for students to complete at each grade level and determine which teacher or class holds that work.					
Strategic Actions for Goal #2	Digital Art classes participate in WBL projects sponsored by industry partners to create deliverables in real-life scenarios.					
	Industry professionals return to the school site to follow up on student achievement and offer critique and feedback.					
	Students are tasked with a large group project where they will work together to create an art installation for public display.					
Strategic Actions for Goal #3	VAAMP teachers will contact community organizations until they identify two who are willing to work with them and the students.					
	Teachers will work in small groups to plan student projects that are relevant and of interest to the community partners.					
	Artwork will be created and arranged for display by teachers and students on-site at the designated locations.					
Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
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	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Measure N/H 2023-2024 Education Improvement Plan Assessment

Oakland High School

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards) Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of: - Integrated Program of Study - Work Based Learning - Integrated Students Supports	Score: 4 Rationale: Oakland High School's Linked Learning pathways reflect a clear CTE sequence, increasingly intentional work-based learning, and strong and consistent interdisciplinary projects. Strong awareness of areas for growth, including strategic outreach to and support for students in dual enrollment and increased attention to participation in non-required work-based learning.			
	Feedback for continued progress monitoring: - Strategically leverage the Linked Learning Quality Standards at key points in the year to ground in continuous improvement, to enable celebration, and to maintain focus on goals - Leverage the community of practice to strategically examine participation and success, especially for the focal population, in work-based learning and dual enrollment. In this collaborative space, develop strategy and share progress to ensure capacity building of teachers and staff to do this complex and highly collaborative work.			

Criteria 2: Quality of the Measure N/H Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following: Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i> - School has identified a Focal Student population that is not achieving key outcome indicators. - School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. - Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined - For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.	Score: 4 Rationale: - Clear focal population (Latino) and awareness of the challenge newcomer students are having. - Reflection is evident in Strengths and Challenges, though the role of pathways is less clear Feedback for continued progress monitoring: - For newcomers, examine the extent to which pathways are or could be leveraged to support greater success for students. - Identify and be explicit about the role of pathways in improving core indicators. Consider the role pathways will play in improve dual enrollment access and success, increasing supports for students' success in A-G classes - Given initial application of mastery-based grading, gauge teacher readiness and skill to determine if additional supports (via CoP or professional development or both) might benefit teachers and students through this relatively new practice - Consider the role of integration and student supports in improving students' success in A-G classes. If Math is an area where scholars are not successful, how might pathways help, via CTE integration and student intervention supports?			
Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i> - Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains - Next steps have been identified to support the continuous quality improvement of the pathway(s) - Self-assessment provides evidence, such as concrete examples or specific data	Score: 3 Rationale: - All pathways completed pathway quality assessments, including concrete examples of strengths, areas for growth, and next steps - Specific examples reflect a strong focus on projects, work-based learning, and dual enrollment with less clear focus specifically on career readiness			

	• Next steps are not consistently comprehensive to address identified challenges toward development of three-year goals Feedback for continued progress monitoring: - Leverage work-based learning to increase student success in core A-G classes - In VAAMP, examine viability of five CTE classes and impact on cohorting and integrated core academics - Develop and implement strategy to embed post-secondary planning supports in pathway classes - Develop and implement strategy to increase participation and success rates in dual enrollment classes, especially for focal group
Strategic Goals • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years • The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) • Alignment is evident between schoolwide goals and Measure N/H priorities • For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other • For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	Score: 3 Rationale: • Goals reflect new practice that builds on existing and align with the purpose of Measure N/H. • Instructional focus is not consistently evident in goals. • Goals reflect focus across pathways on projects, work-based learning, and dual enrollment. • VAAMP's goals are notably focused on CTE and WBL, not interdisciplinary work, per se • While goals of whole school and pathway may be aligned, it is not clearly evident. Feedback for continued progress monitoring: - Leverage the pathway leads and ILT collaboration spaces to develop a shared instructional vision that includes but is not limited to projects - Develop shared strategies to improve access and success to dual enrollment to support teachers' capacity to incorporate this into pathway communities of practice / team meetings - Leverage staff PD and ILT to increase staff understanding of the connection between pathway-level goals and school-wide goals. For example, how might projects improve A-G readiness rates for students in pathways? Tap into the data dashboard to identify data by pathway.

Strategic Actions

- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning
 - Integrated Program of Study
 - Work-Based Learning
 - Integrated Student Support
- Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:

- Strategic goals of pathways are specific and aligned with the three domains of Linked Learning
- Pathway and Whole School Actions are not consistently tied to a clear theory of action about how they will contribute to improving A-G, graduation, and other core metrics
- Strategies are not clearly embedded in inquiry design, though this is not requested on the EIP

Feedback for continued progress monitoring:

- Increase explicit connection between strategic actions and student outcomes (core metrics)
- Leverage strategic actions in pathway team meeting and ILT spaces to develop short-, medium-, and long-term actions toward three-year actions

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting Not Allowable 2	Missing 1
Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways. Budget - A through line is evident between expenditures and the needs identified in the Education Improvement Plan - Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning - Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H - Expenditures are necessary due to the existence of Linked Learning pathways at the school site	Score: 4 Rationale: - The budget supports Enabling Conditions, including the pod structure and cohorting in the master schedule - Expenditures have clear justification that aligns with Enabling Conditions and elements such as CTE and WBL - Expenditures do not reflect investment in improving access to or success in dual enrollment			

Final Recommendation

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

Rating: Fully Approved

- School has **fully implemented** Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program (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 is focused on the continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes

Strengths:

- The plan reflects a significant amount of collaborative work, reflecting the strong culture and focus at Oakland High School.
- Three-year goals as measured by core metrics are ambitious but realistic
- Each pathway tab reflects distinct but coherent reflections that are grounded in a solid understanding of and commitment to Linked Learning pathways

Key Questions:

- How might you leverage the pathway leadership structure and ILT to increase alignment between the whole-school goals and actions and those of pathways? In other words, how can pathways leverage pathway-level data to focus on student success and growth?
- How might the significant work-based learning occurring be leveraged to improve students' passage of A-G classes with a C or better?
- How might professional development and/or community of practice around mastery-based grading improve student learning and outcomes?
- How might the pathway team engage more intentionally in student access to and success in dual enrollment and internships?

Budget Feedback:

- Consider how to explicitly resource, either through another funding source or through job description/duties, access to and success in dual enrollment

Next Steps:

What	Suggested Lead	Deliverable	Date
Develop benchmarks that reflect short-, medium-, and long-term actions that will support teams and the school to meet three-year goals, both programmatic (increase internship participation) and student outcomes (student A-G rates).	Pathway coach, principal, pathway leadership teams		
Develop a clear plan with pathway leads and others to strategically increase the role of pathway teams in ensuring greater participation and success, especially for focal students, to dual enrollment and internships.	Pathway coach, principal, pathway leadership teams		
Identify areas where students are struggling to meet A-G and crosswalk with cohorting classes to ensure maximum leveraging of the pathway integration and intervention.	Pathway coach, principal, pathway leadership teams		