MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION
1016 Union Street, #940
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: MetWest High School

Action Requested and Recommendation Adoption by the Measures N and H - College and Career Readiness Commission of the 2025-2026 Education Improvement Plan and Assessment for MetWest High School as “Approved,” for a total amount not to exceed $167,450.00.

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

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

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

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

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

Metwest High School

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

Category **Evidence of Progress toward Pathway Program(s)' *2023-26 College and Career for All and Linked Learning Quality Standards***	**Comprehensive Analysis** **4**	**Developing Analysis** **3**	**Emergent Analysis** **2**	**Unclear Analysis** **1**
***Instructions: Review 2024-2025** whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:*	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ Meaningful reflection about progress toward strategic goals (whole school and pathway) ☐ Clear articulation of connections between these reflections and new or adapted strategic actions ☐ Evidence of progress toward pathway programs' quality standards	• Goals and strategic actions are aligned • Reflection on strategic actions identifies specific strategies that are not being implemented. • Mid-year data shows the site is on track to meet two of its three goals for the year • Strategic actions remain consistent from 24-25 to 25-26 • While not an identified goal area in the 3-year plan, staff asks that the site team develop Pathway Student Learning Outcomes (PSLOs) that align with Entrepreneurship standards to drive coherence across the instructional program. • Staff also asks that Metwest establish a concrete goal for '25-26 related to the integration of PSLO's and CTE industry standards with aligned benchmarks to measure progress of integration into classes.			
Score: _____3_____ **Rationale:** • Goals and strategic actions demonstrate alignment • While there is no explicit mention of work-based learning, opportunities exist for integration of WBL continuum content into Advisory or the academic core, given the school's long-standing Internship program.	**Suggestions for 25-26 Continued Progress Monitoring:** • Identify mid-year benchmarks to measure progress toward year-end strategic actions			

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Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**
Strategic Actions	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning ☐ Integrated Program of Study ☐ Work-Based Learning ☐ Integrated Student Support	• Identified strategies and actions are aligned to the 3-year goal areas • Two of the three goals focus on enabling conditions required for students to access a rigorous and integrated academic program (Goal 3) and post-secondary readiness (Goal 1) • Goals and strategic actions are reflective of systems and structures related to Integrated Student Supports			
☐ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☐ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: ____3_____ **Rationale:** • Strategies focus on the enabling conditions for overall student and pathway success and integrated student supports	**Suggestions for 25-26 Continued Progress Monitoring:** • See Criterion 1 • Clarify when and how the pathway team(s)/site staff engage in cycles of inquiry around their identified goals. • Staff recommends prioritizing teacher collaboration for teachers in content areas where students demonstrate challenges to ensure coordinated support and alignment to create coherent learning environments for students in those specific content areas.			

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Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	**Strategic & Aligned** **4**	**Partially Strategic & Aligned** **3**	**Unclear Strategy & Alignment** **2**	**Missing or Non-Compliant** **1**
Instructions: *Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026*	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan ☐ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning ☐ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)	• Should additional Measure H funding become available, consider allocating those resources toward permissible expenses that align with your 25-26 strategic actions, including but not limited to extended contracts for teacher collaboration around CTE curriculum integration into the academic core or the Advisory class.			
Score: ___3_____ **Rationale:** • Based on the school's enrollment, the Measure H allocation only allows for funding a limited number of the school's priorities. Expenditures are aligned, but Measure H funding is insufficient to cover the costs associated with the implementation of all strategic actions.	**Suggestions for 25-26 Continued Progress Monitoring:** • N/A			

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Final Recommendation

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

Rating[1]: Approved

Strengths:

- ☐ Goals and strategic actions are aligned
- ☐ Clear connection between goal areas and structures to enhance Integrated Student Supports

Key Questions:

- ☐ When and how will the pathway team and/or site staff engage in cycles of inquiry around identified goals? Staff recommends prioritizing teacher collaboration for teachers in content areas where students demonstrate challenges to ensure coordinated support and alignment to create coherent learning environments for students in those specific content areas.
- ☐ How will the site team continue their work around developing teacher knowledge about Entrepreneurship CTE Industry standards, and their integration into existing core and/or Advisory classes?
- ☐ How will the site/pathway team collaborate to design, implement, and progress-monitor learning experiences grounded in shared PSLOs and Entrepreneurship standards, with a core group of dedicated industry professionals who engage with students across the work-based learning continuum?

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[1]Fully Approved

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

Approved

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

Conditionally Approved

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

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Budget Feedback:

- ☐ Should additional Measure H funding become available, consider allocating those resources toward permissible expenses that align with your 25-26 strategic actions, including but not limited to extended contracts for teacher collaboration around CTE curriculum integration into the academic core or Advisory class.

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

What	Suggested Lead	Deliverable	Date

Criterion 4 Evidence of Progress and Linked Learning Implementation	
Category to be completed by High School Linked Learning Office	
Instructions: *Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.*	
☐ Program of Study	The current course descriptions do not reflect the integration of Entrepreneurship standards or other career-readiness standards. Pathway student learning outcomes are not yet reflective of Entrepreneurship skills and standards.
☐ Work-Based Learning Plan	Strong representation of the continuum of work-based learning, from career awareness and exploration to preparation. To what extent are industry and community partners integrating with core academic classes through work-based learning?
☐ Master Schedule	Courses taught by teachers with common planning time who design, coordinate, and progress-monitor student support and integration of Entrepreneurship standards are not color-coded, so it is unclear who comprises the pathway team.
☐ EIP Presentation	Note on “Implementation of standards” in presentation: Anchor standards are the CA Department of Education’s CTE standards. These are not known as “Linked Learning” standards. The “Linked Learning” standards are held by the Linked Learning Alliance and have been adopted by OUSD and the Measures N and H commission; those standards can be found here.

School Name:	MetWest	Site #:	338
Pathway Name(s):	Social Entrepreneurship ('23-24, '24-25); Entrepreneurship ('25-26)		

School Description

MetWest is a small, public high school in Oakland Unified School District, located in the heart of Oakland near the downtown area. As the first Big Picture Learning School established on the West Coast, our students have the unique opportunity to learn through their interest. Two days a week, our students are actively engaged in internships at local businesses and organization throughout their four years in high school. Upon graduation, our students have designed numerous real-world projects, learned project management skills, built social capital, and gained professional communication habits.

School Mission and Vision

Our school's vision is MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the wellbeing of their communities. Our graduates will have the skills, habits, knowledge, and networks to overcome obstacles to their success, access four-year colleges, engage in fulfilling work, and contribute positively to our world.

School Demographics

2023-2024 Total Enrollment Grades 9-12	239							
	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Special Populations	50.6%	49.4%	99.2%	91.5%	18.4%	18.4%		20.9%	
	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
Student Population by Race/Ethnicity	23.8%	0.4%	7.5%	52.7%	0.4%		9.2%	5.0%	0.8%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)			

SCHOOL PERFORMANCE GOALS AND INDICATORS

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

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	*2023-24 Benchmark*	2023-24 Data	2024-25 Mid-Year Data	*2024-25 Benchmark*	2024-25 Data	2025-26 Mid-Year Data	*2025-26 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	95.2%	82.8%	98.0%	87.5%	TBD	100.0%			100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	4.8%	9.4%	3.0%	10.9%	TBD	2.0%			2.0%
A-G Completion Rate (12th Grade Graduates)	95.0%	75.5%	95.0%	82.1%	TBD	96.0%			97.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	76.6%	38.6%	80.0%	27.5%	6.7%	90.0%			95.0%
9th Graders meeting A-G requirements	76.6%	38.6%	85.0%	23.5%	7.0%	90.0%			95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	92.9%	84.1%	85.0%	81.4%	71.4%	90.0%			95.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	69.0%	68.1%	50.0%	77.1%	82.5%	55.0%			60.0%
Percentage of 10th-12th grade students in Linked Learning pathways	51.8%	98.0%	100.0%	52.9%	94.8%	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	88.1%	59.6%	89.0%	80.6%	0.0%	90.0%			95.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	26.2%	10.9%	25.0%	TBD	TBD	28.0%			30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	52.4%	60.0%	60.0%	TBD	TBD	65.0%			68.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	*2023-24 Benchmark*	2023-24 Data	2024-25 Mid-Year Data	*2024-25 Benchmark*	2024-25 Data	2025-26 Mid-Year Data	*2025-26 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	83.3%	100.0%	85.0%	90.9%	TBD	90.0%			95.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	16.7%	0.0%	11.0%	9.1%	TBD	10.0%			5.0%
A-G Completion - 12th Grade (12th Grade Graduates)	66.7%	50.0%	68.0%	83.3%	TBD	70.0%			75.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	80.0%	18.8%	83.0%	9.1%	20.0%	90.0%			95.0%

9th Graders meeting A-G requirements	80.0%	18.8%	85.0%	TBD	20.0%	90.0%			95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	100.0%	71.4%	88.0%	75.0%	72.7%	90.0%			95.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	57.1%	80.0%	62.5%	81.8%	85.0%			88.0%
Percentage of 10th-12th grade students in Linked Learning pathways	41.7%	93.9%	100.0%	46.2%	96.2%	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	66.7%	68.0%	83.3%	0.0%	70.0%			75.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	66.7%	TBD	65.0%	TBD	TBD	63.0%			60.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	33.3%	50.0%	35.0%	TBD	TBD	37.0%			40.0%

ROOT CAUSE ANALYSIS

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

Indicator *Instructions: Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.*	***Strengths*** *What is our site doing well that's leading to improvements in this indicator?*	***Challenges*** *What 1-2 challenges are the most significant barriers to improvements in this indicator?*
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*	We are doing transcript audits more than once a year and we discuss student graduation readiness at families meetings. In addition make sure students and families are aware of their progression toward graduating but we have added course recovery classes into our master schedule.	Our master schedule has been a big challenge as the grades split between two campuses because we have to share staff between both campuses. Staff who teach at both campuses have to have transition time. This means we have to build in the master schedule an extra planning period for them which in turns reduces the amount of sections that teacher could offer. This has an overall impact on how many courses we can offer, the type of courses we can offer, and students accessibility to courses.
A-G Completion - 12th Grade	We have made improvement in this area to ensure our seniors have a higher rate of A-G completion by building in recovery courses into our master schedule. We also do transcript audits throughout the year and communicate to seniors how they are progressing toward A-G completion.	Advisors and the school counselors working collaboratively to ensure seniors are on track with A-G completion has been a challenge due to the past structure of the school as well as the culture and climate. In the past, the school did not have a school counselor and it was the advisor's responsibility to complete transcript audits. However, not all of them had the necessary knowledge to ensure students were taking required courses in sequence and this presented multiple issues for students being on track to graduate. Last year was the first year the school was given a school counselor and through transcript audits we realized that several of our students were not on track with A-G completion and we need to adjust the master schedule to ensure students would have course recovery options. Advisors still review student transcript during family meetings, however, both the counselor and advisors need to work together to ensure the students is being set up for success and is on track with all A-G courses; like a checks and balance system.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	We are completing transcript audits on frequent basis and communicating to the 9th graders and their families their progression toward graduation and A-G completion. These conversations are had at families meetings that take place through the year.	We used to allow freshman to opt out of taking required electives their freshman year. This is any issue for us because of the limited space we in PE because we don't not have a gym or proper space for PE and we share elective teachers between both campuses. Sharing staff between two campuses reducing the amount of sections we can offer which limits the accessibility of these classes to students. This in turns created a trickle down effect of students not being on track to meet A-G requirements. However, with the introduction of our Freshman Academy, we will be able to stop sharing staff. The Freshman Academy will have their own dedicated group of teachers and advisors to ensure they are all on track to meet their A-G requirements.

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 ensure our students have exposure to colleges and universities to increase their awareness what opportunities are available to them. We partner with EBC and they work with us to coordinate workshops and college events for our seniors. These activities help to increase the percentages of students enrolling into 2 or 4 year colleges.	Exposing the underclassman to college and universities earlier in their high school tenure. EBC has limited capacity to work with other grades outside of seniors.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	The basis of our program is learning through interest-internship. Thus, majority of all of seniors have employer-evaluated internships.	One of challenges is building our mentor network. We want to be able to increase that number of mentors willing and available to host our students. There are several other high schools now offering an internship opportunity and this sometimes limits options available to our students.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	A little less than half of our students are passing dual enrollment courses with a C or better. We feel that this is a good place to grow from.	The overall culture of learning (the attitude and expectations around learning) has been a challenge. As we shift our school culture and climate, we are still seeing some challenges around universal high expectations are learning. This in turns impacts students attitudes towards learning, effort put forth in classes, and overall student outcomes.
Percentage of 10th-12th grade students in Linked Learning pathways	We are a small school so everyone participates in the pathway.	We don't have challenges around this because it is the expectation that everyone participates. There are no other alternatives.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	We are encouraging more students to seek industry certifications and we have check in system for capstone completion.	The school's culture and climate significantly impacted the overall culture of learning (the attitude and expectations around learning) has been a challenge. The toxic culture did not make space for collaboration or having a student center focus. As we shift our school culture and climate, we are still seeing some challenges around universal high expectations of learning. This in turns impacts students attitudes towards learning, effort put forth in classes, and overall student outcomes.

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Learning Through Interest lives in our advisories and there students tackle real world problems that impact our society and our environment which is one of the core focuses of our pathway. Learning Through Interest provides opportunities to each student to experience elements of CTE in an authentic setting; the internship.	Creating an integrated program of study.	1. Identify an integrated program of study. 2. Develop the integrated program of study. At this moment our students are not taking CTE class aligned with social entrepreneurship. We need to build out our integrated program of study and add the courses to our master schedule for the following 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	We have a strong learning through interest program. Majority of all of our students have confirmed internships going into the Spring semester. Majority of all of our students leave MetWest with workplace readiness. Mentors assess students progress and provides feedback during targeted check-ins. The advisors do set-up meeting to ensure both the mentor and mentee are clear about expectations and the quality of the learning experience at the Learning Through Interest site.	We already do some goal setting for our internships but the we could be more intentional about how students self-assess themselves. The advisor and the mentors assess the student but have a clear rubric for the student to self-assessment periodically throughout their process would help to ensure their experience is what it needs to be. Universally, we are not yet intentionally identifying and aligning the College Technical Education standards in Learning Through Interest work.	Build teacher knowledge of CTE standards and how to align them to our learning through interest activities/tasks. All teachers do not yet identify CTE standards and align them to the LTI activities/tasks which in turns means not all teachers are teaching with the standard in focus.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Seniors receive a great deal of college and career preparation and support, individual students receive support for concurrent enrollment classes and such, and we take each grade level out to see a college or university at least once during the school year.	We need to start College and Career preparation much earlier and consistently. We are not as intentional as we could be in students' social-emotional skill development. The is a need for more student input and validation around their learning experiences and overall school experiences.	Early exposure to college and career opportunities, grade level planned college and career exploration, tracking and monitoring student progress, including student and families more into the instructional experience, being more intentional around SEL direct instruction.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.
Goal #2: By 2026	We will increase the number of freshman on track to graduate by 10% by May 2026.
Goal #3: By 2026	We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.

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	All students will complete an Individual Learning Plan.
	All students will review and revise their learning plans during families meetings.
	Dual Enrollment teachers will provide progress reports to each student and discuss their progress.
Strategic Actions for Goal #2	All freshman will complete an Individual learning plan at the start of their Freshmen year.
	Advisors will actively track and monitor each advisee academic progress along with the student.
	Transcript audit will done at the end of the Fall semester and before the last family meeting to ensure students are on track.
	Freshman will receive targeted intervention to accelerate academic growth.
Strategic Actions for Goal #3	Students who receive ELL services will have a focus goal included on their individual learning plans to ensure they are setting goals and monitoring their progress toward academic growth.
	Students who receive ELL services will have received targeted intervention around their identified growth areas specific to ELD content.
	Advisors and student will track and monitor their progress.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** (if applicable)
Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	$5,000.00	5820	Bus Passes			Social Entrepreneurship

Teacher Salaries Stipends: Extended Contracts to pay Teachers who assist with Learning Through Interest work; advisor tasks that happen outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 36 hours @ $38.50 per hour + 25% benefit costs = $1,732.50 x 6 Teachers = $10,395.00.	$10,395.00	1120	Teacher Salaries Stipends			Social Entrepreneurship
Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities. The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	$15,000.00	5826	Transportation Costs			Social Entrepreneurship
Textbooks for the Dual Enrollment & Peralta courses. The textbooks to be purchased include textbooks required for DE Peralta courses. This expenditure supports students in the Pathway by ensuring they are prepared for their internship. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	$2,800.00	4100	Textbooks			Social Entrepreneurship
Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)	$112,642.35	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Social Entrepreneurship
Conference Expenses. These opportunities enable staff (teachers and administration) to grow professionally and build their capacity to effectively implement key components our learning model and Linked Learning. This expenditure supports students in the Pathway by ensuring all staff is can support students as they explore career and college programs and internships. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	$13,962.65	5220	Conference Expenses			Social Entrepreneurship

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.	We are on track to accomplish this goal. The number of students enrolled in DE courses in Fall of 2022 was 41 students, as compared to 25 who are currently taking DE courses. Our pass rate in the Fall of 76.8% (n=41) Fall 2023 pass rate 93.1% (n=29). The teacher of record help to support students and sent reminders of when assignments were due.
We will increase the number of freshman on track to graduate by 10% by May 2026.	We are on track to accomplish this goal. 2022-2023 9th grade on-track was 38.6% we currently 2023-2024 9th grade on track mid-year 32.6%. The teachers have been meeting with both students and families when there is a significant decrease in academic performance and we built credit recovery to help student recover credits they may not have earned their Fall semester. We are also providing targeted intervention for math, ELA, and reading. We currently use Exact Path for our ELA, Reading, and Math diagnostics which provides us baseline and comparative data as well as targeted intervention for all three subjects. The targeted intervention is personalized for each student on their diagnostic data.
We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.	We are on track to accomplish this goal. 2023 9th grade ELL on-track (mid-year): 18.2% We have ensure all 9th students who need ELD course are enrolled and have support in all classes. We are also providing targeted intervention for math, ELA, and reading via our Exact Path program that is intended to strengthened their mastery of skills in these areas. Exact Path again, is personalized for every learner based on their identified areas of growth to ensure student are learning and mastery necessary skills to be successful in the classes. All of our students who have been identified as needing ELL services are enrolled in ELD courses per their identified levels and they are have intervention courses built into their schedule 2 days weekly.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

23-24 Strategic Actions for Goal #1	All students will complete an Individual Learning Plan. All students will review and revise their learning plans during families meetings. Dual Enrollment teachers will provide progress reports to each student and discuss their progress.	We are mostly on track to accomplish the actions related to this strategic action. All students did complete the individual learning plans and they were revisited at family meetings. We do this with the intention of providing students with space to reflect on their academic progress and to do some goal setting to assist with fostering student ownership. The challenge we still face is referring to their ILP consistently so it becomes a living document that students are really taking seriously and use more frequently on their own for their own self-monitoring. We did not provide progress reports to each student in our Dual Enrollment course. There were some other challenges in the course that did not allow this intended action to come to fruition. We are experiencing that often the professor for the course practices and/or expectations does not align with the expectation or practices of the school. We will be making some changes based on our observations to help ensure this isn't a continued issue. For example, we are going to meet with students and families who desire to take the course to communicate the overview of the course, expected outcomes, and expectations to ensure they are aware and understand this is a college level course. We also plan to meet with the course instructor to discuss their expectations and expected outcomes and our expectations and expected outcomes to ensure we are all on the same page and expectations will be met.
23-24 Strategic Actions for Goal #2	All freshman will complete an Individual learning plan at the start of their Freshmen year. Advisors will actively track and monitor each advisee academic progress along with the student. Transcript audit will done at the end of the Fall semester and before the last family meeting to ensure students are on track. Freshman will receive targeted intervention to accelerate academic growth.	We are on track to accomplish this goal despite us being slightly behind where we were last year. Our 9th graders are receiving target intervention to help accelerate academic growth in reading, ELA, and math, completed ILPs which were revisited at family meetings, and amended at the start of the Spring Semester, a transcript audit was completed at the close of the Fall Semester. ILP's mainly live in Advisor but are relevant to all of their classes because they are reflecting and setting academic goals in addition to work based learning goals. Any students who were short of credits were identified and enrolled in credit recovery and both teachers and the counselor work together to identify these students and ensure they are enrolled. Academic progress monitoring, meaning teachers are tracking student progress at least bi-weekly and checking with students as needed regarding their progress. is being done but not universally so it is still an area of improvement. Our goal is for all teachers to actively monitor academic progress, however, we have a large number of 1st year and 2nd year teachers who seem to be overwhelmed with all of the responsibilities of teaching so some desired expectations sometimes fall victim to teachers trying to juggle all the things that come with being a teacher. We will continue to build their capacity and try to make things easier to manage by providing tools and resources to assist with lightening the load.
23-24 Strategic Actions for Goal #3	Students who receive ELL services will have a focus goal included on their individual learning plans to ensure they are setting goals and monitoring their progress toward academic growth. Students who receive ELL services will have received targeted intervention around their identified growth areas specific to ELD content. Advisors and student will track and monitor their progress.	This strategic goal is still attainable, however, the steps have not been set in motion yet. We are still trying to create a solid ELD program and consistently provide accommodations and support for our students in ELL all classes. We have taken the following steps towards this goal: Last year we built ELD classes into the master schedule and enrolled identified students who require ELL services into those courses. Some students were missed when creating schedules so this year we reviewed ELL data and worked to ensure every student was enrolled in these courses. Each ELD teacher is using the district's ELD curriculum. The TSA informally observed these classes and provided feedback and coaching to support teachers. Prior to ELPAC testing, the TSA shared resources with teachers for them to use as test prep for our students to ensure they were prepared. Teachers were also encouraged to share with students, especially the ones who expressed their dislike for being in the class, the importance of language development and how it impacts their academic success as an attempt to foster some buy-in. One (9th grade ELD teacher) of the 3 teachers actively monitored student progress and conferred with her students consistently regarding their progress. The overall impact of our efforts is our increased proficiency rate (increase of 27.2%) on the ELPAC last year. Our reclassification rate continues to go up and is above the district's average. Despite our growth on the ELPAC, we are still going to make it our goal to make having students create a focus goal for their ELD progress will be a priority next year. This will send a message that language development is important across curriculum and not just in ELD courses.

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions

*Based on the reflection on this year's strategic actions, what are **3-5 new or revised** strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?*

Goal #1: By 2026	We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.	**New or Revised Strategic Actions for Goal #1**	We will continue to focus on implementation of our current strategic actions.
Goal #2: By 2026	We will increase the number of freshman on track to graduate by 10% by May 2026.	**New or Revised Strategic Actions for Goal #2**	We will continue to focus on implementation of our current strategic actions.
Goal #3: By 2026	We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.	**New or Revised Strategic Actions for Goal #3**	We will continue to focus on implementation of our current strategic actions.

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*
Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)	$115,536.46	1105	Teacher Salary	Teacher	1.0		Approved	
Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities. The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	$7,000.00	5826	Transportation				Approved	
Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	$1,685.41	5820	Transportation				Approved	
Conference Expenses: Travel expenses to support professional development for MetWest staff to continue their expansion of knowledge around Pathway Development & Linked Learning implementation. This expenditure supports students in the Pathway by ensuring all staff can support students as they explore the pathway, internships, and be college and career ready. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	$10,000.00	5220	Conference Expenses				Approved	

Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for Summer (July) 2025, through June 30, 2025. 34 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathway. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom. Budget: 34 full-time internships at $1000/per student. $34,000 + $5,100 (15%) = $39,100. (Admin Fees Included)"	$39,100.00	5825	Consultant Contracts				Approved	
Teacher Salaries Stipends: Extended Contracts to pay teachers who assist with learning through interest work; Extended Contracts to pay teachers who assist with Learning Through Interest (internship) work outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 13 hours @ 38.50 per hour=$500.5 x 5 teachers= $2,502.5 + 25%($625.63) for benefits=$3,128.13	$3,128.13	1120	Teacher Stipends/Extended Contracts				Approved	
Consultant Contracts: Contract with a college advising agency (TBD) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. The agency will provide College Advisors to assist students with college applications, FAFSA, and college and career exploration. This expenditure supports students in our pathway by ensuring all staff can support students as they explore career and college programs and internships by pushing into Advisory classes. It also supports the our goals to reduce academic outcome disaparties for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)	$25,000.00	5825	Consultant Contracts					Conditionally Ap…

2025-2026: YEAR THREE

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.	We met our goal this year. We had a 93.75% pass rate. The 2 teachers we had assisting with the class both worked hard to set up systems of support for students and held them accountable for their work. Their consistency and systems help to improve our pass rate and meet our goal.
We will increase the number of freshman on track to graduate by 10% by May 2026.	Per our mid-year data, it appears that we are not on track to increase our 9th graders on track rate by 10%. This group of 9th grade students came in with a higher skill set. However, we are working on 9th graders understanding they are earning credits unlike in middle school and initially teaching work habits. Over half of the 9th graders are not passing Algebra I. We have begun interventions to change the outcome.
We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.	Per our mid-year data, it appears that we are on track to increase our 9th graders on track rate by 10%. Nevertheless, we are working on all 9th graders understanding they are earning credits unlike in middle school and initially teaching work habits. We are also building the capacity of teachers to implement ELL strategies in all of their classes. Over half of the 9th graders are not passing Algebra I. We have begun interventions to change the outcome.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions		**Reflection on 2024-2025 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	All students will complete an Individual Learning Plan. All students will review and revise their learning plans during families meetings. Dual Enrollment teachers will provide progress reports to each student and discuss their progress.	We are doing all of our identified action plan steps and we have added: teachers completing marking period grades and failure analysis, intentional focus on student-to-student talk strategies, and supporting teachers with implementing literacy strategies in all classes. Students are being asked to be more reflective when reviewing and updating their learning plans. We are growing the practice of frequently reviewing and updating their individual learning plans thoughtfully to be a standard part of our culture.

24-25 Strategic Actions for Goal #2	All freshman will complete an Individual learning plan at the start of their Freshmen year.	We are doing all of our identified action plan steps except for teachers tracking and monitoring progress. Tracking and monitoring student progress and ensuring students are engaging in academic intervention are both areas of growth for us. We are currently building teachers capacity to track and monitor student progress across contents and getting all teachers to implement i-Ready literacy assessments with fidelity. We are also having teachers complete data analysis of failure rates at the end of each marking period to increase awareness of how many students are not passing and providing space for teachers to create a plan of action to address the failures. We are adding specific math intervention for algebra I, geometry, and algebra II, as well as seeking to obtain a math diagnostic. We will continue to implement this strategy next year.
	Advisors will actively track and monitor each advisee academic progress along with the student.	
	Transcript audit will done at the end of the Fall semester and before the last family meeting to ensure students are on track.	
	Freshman will receive targeted intervention to accelerate academic growth.	
24-25 Strategic Actions for Goal #3	Students who receive ELL services will have a focus goal included on their individual learning plans to ensure they are setting goals and monitoring their progress toward academic growth.	We are doing all of our identified action plan steps except for teachers tracking and monitoring progress. We are currently working on building teachers capacity to track and monitor student progress across contents. We also ensure students were placed in their appropriate ELD course by their identified levels. Additionally, our Literacy TSA has been coaching teachers around implementing ELL strategies in their content classrooms. We are going to continue all of these action strategies.
	Students who receive ELL services will have received targeted intervention around their identified growth areas specific to ELD content.	
	Advisors and student will track and monitor their progress.	

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

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

Goal #1: By 2026	We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.	**New or Revised Strategic Actions for Goal #1**	Again, we met our goal so we are going to maintain our goals and action steps.
			Students will continue to receive support (i..e check-ins and reminder when assignments are due, etc.) from the teacher of record working with the college professor.
Goal #2: By 2026	We will increase the number of freshman on track to graduate by 10% by May 2026.	**New or Revised Strategic Actions for Goal #2**	We are going to maintain our goals and action steps.
			Teachers will do course grade analysis and create a plan of action at the end of each marking period for Fresh Folk.
			Students will engage in regular scheduled reflections of their individual learning plans.
			Teachers will be provided teacher release days to allow them additional time for structured prep (i.e. unpacking curriculum lessons, data analysis, progress tracking and monitoring, etc.)
Goal #3: By 2026	We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.	**New or Revised Strategic Actions for Goal #3**	We are going to maintain our goals and action steps.
			Literacy TSA will continue to coach teachers around implementation of ELL strategies for all content courses.
			Teachers will do course grade analysis and create plans of action of support for ELL students.
			Students will engage in regular scheduled reflections of their individual learning plans.
			We are going to double block all ELD classes to increse the instructional time and spending more time increasing students awareness of how to grow their proficency in English fluency.

Budget Expenditures

Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
Pupil Support Salaries/Counselors: **Hire a Counselor at .30 FTE.** The Counselor advises students in career and college planning, develops programmatic support for A-G supports and college instruction, creates student support and intervention structures for all A-G courses, and creates academic intervention plans for students who need course recovery. The counselor also ensures that students have postsecondary plans upon graduation. The Counselor will also engage in additional Linked Learning anchor standards duties. Anticipated outcomes: Pathway enrollment - all pathways closely representing the population of the school All students will have internships Marking Period Grades - decrease of Ds/Fs in all related classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent iReady Scores - more than 40% of students at the school site show at least one year of growth On-Track - 75% or more of students are on track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students **PCN 8324 - Donald Gilmore** (Salary and benefits costs included)	$48,306.23	1205	Pupil Support Salaries/Counselors	Counselor	.30 FTE	Whole School	Approved	
TSA Salaries: **Hire a Teacher on Special Assignment at 1.0 FTE, to coordinate student internships.** The TSA ensures the schoolwide internship program operates efficiently and effectively and is responsible for seeking new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors for 100% of MetWest's students. The TSA supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning, learn about careers, and interact with professionals in different organizations aligned with our social entrepreneurship theme. Anticipated outcomes: Increase the number of students on track for A-G completion Increase the number of students who are career and college-ready All students will have completed the Career interest survey **PCN 10571 - Vacancy** (Salary and Benefit costs included)	$116,897.16	1119	Teacher on Special Assignment School	Teacher on Special Assignment 10 Months	1.0 FTE	Whole School	Approved	

Teacher Substitutes: Funds to hire teacher substitutes to provide our pathway teachers with additional prep time for A-G courses to allow for unpacking curriculum, planning, data analysis, student progress tracking and monitoring, etc. Substitutes will cover teachers classes to allow for them to engage structured work time.	$2,246.61	1150	Teacher Substitute			Whole School		Conditionally …

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	***Allocation****	***Total Expended***	***Total Remaining***
Measure H	$167,450.00	$167,450.00	$0.00
**Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (197) multiplied by the per pupil amount of $850.*			

School: MetWest High School

Site #: 338

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
338-1	Pupil Support Salaries/Counselors: Hire a Counselor at .30 FTE. The Counselor advises students in career and college planning, develops programmatic support for A-G supports and college instruction, creates student support and intervention structures for all A-G courses, and creates academic intervention plans for students who need course recovery. The counselor also ensures that students have postsecondary plans upon graduation. The Counselor will also engage in additional Linked Learning anchor standards duties. Anticipated outcomes: Pathway enrollment - all pathways closely representing the population of the school All students will have internships Marking Period Grades - decrease of Ds/Fs in all related classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent iReady Scores - more than 40% of students at the school site show at least one year of growth On-Track - 75% or more of students are on track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students PCN 8324 - Donald Gilmore (Salary and benefits costs included)	$48,306.23	1205	Pupil Support Salaries/Counselors	Counselor	.30 FTE	Whole School

338-2	TSA Salaries: Hire a Teacher on Special Assignment at 1.0 FTE, to coordinate student internships. The TSA ensures the schoolwide internship program operates efficiently and effectively and is responsible for seeking new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors for 100% of MetWest's students. The TSA supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning, learn about careers, and interact with professionals in different organizations aligned with our social entrepreneurship theme. Anticipated outcomes: Increase the number of students on track for A-G completion Increase the number of students who are career and college-ready All students will have completed the Career interest survey PCN 10571 - Vacancy (Salary and Benefit costs included)	$116,897.16	1119	Teacher on Special Assignment School	Teacher on Special Assignment 10 Months	1.0 FTE	Whole School
338-3	Teacher Substitutes: Funds to hire teacher substitutes to provide our pathway teachers with additional prep time for A-G courses to allow for unpacking curriculum, planning, data analysis, student progress tracking and monitoring, etc. Substitutes will cover teachers classes to allow for them to engage structured work time.	$2,246.61	1150	Teacher Substitute			Whole School