

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Madison Park

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 Madison Park as “Approved,” with a base allocation of \$340,850.00 and a strategic carryover 2024-2025 plan and budget of \$69,860.04, for a total amount not to exceed \$410,710.04.

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

N/A

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

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

Attachments

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

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

Madison Park Academy

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards				
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)				
<input type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
Score: <u> 4 </u> Rationale: Reflections are thorough, they are specific, and they accurately reflect the current state of MPA's pathway implementation.	Suggestions for 25-26 Continued Progress Monitoring: Ensure that the school is utilizing structures and tools designed to support consistent progress monitoring over the course of the school year.			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Program of Study <input type="checkbox"/> Work-Based Learning <input type="checkbox"/> Integrated Student Support 	<p>The school may benefit from continued focus on integrated student support. Establishing a robust system by which teachers employ specific shared practices to support and monitor progress of students is important.</p> <p>What does student support currently entail and look like? Does it meet the needs of MPA's most struggling students?</p>			
<input type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: <u> 3 </u> Rationale: See above.	Suggestions for 25-26 Continued Progress Monitoring: MPA may consider developing structures, tools, and protocols for collecting and reviewing quantitative data that is representative of the outcomes resulting from their efforts.			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026</p>	<p>FEEDBACK: Provide feedback only if the site receives a score of 3 or below.</p>			
<p><input type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</p>				
<p><input type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning</p>				
<p><input type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</p>				
<p>Score: <u> 4 </u> Rationale: The school leverages Measure H funds to advance pathway development and meaningful student access to experiences articulated in the LL domains.</p>	<p>Suggestions for 25-26 Continued Progress Monitoring: Establishing structures, tools, and protocols that may allow the school to monitor the effectiveness of the strategies is recommended. The school offers a wide variety of services for students; mapping out supports and monitoring their level of effectiveness may inform strategic resource allocation.</p>			

Final Recommendation

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

Rating¹: Approved

Strengths:

- ☐ The school has a stable admin team, pathway coach, and teaching staff. Continuity has been key to producing high quality experiences in the high school setting.
- ☐ Teachers collaborate on a regular basis.

Key Questions:

- ☐ To what degree does the pathway theme drive instructional planning and how do students experience the pathway theme in the classroom?
- ☐ Do all students have the same access to WBL? If not, how does the school plan to generalize these experiences across the student population?

Budget Feedback:

- ☐ Measure H funds are utilized appropriately and expenditures are clearly justified.

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

What	Suggested Lead	Deliverable	Date

¹Fully Approved

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

Conditionally Approved

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

Criterion 4 Evidence of Progress and Linked Learning Implementation

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.

<input type="checkbox"/> Program of Study	<p>To what extent are post-secondary goal-setting and planning embedded in classes that all students take to ensure that all students have those experiences? The Future Center is Tier 2 or 3. What is Tier 1?</p> <p>Program of study does not indicate when common planning time by grade level happens (this is on the updated Program of Study template). Pathway student learning outcomes appear to be specific, on-track data points, rather than learning outcomes that reflect the Graduate Profile, ESLRs, and CTE focus.</p> <p>What types of integration are happening in core academics? Integration might be of CTE standards, work-based learning, college and career readiness, and routines/expectations across classes.</p>
<input type="checkbox"/> Work-Based Learning Plan	<p>What opportunities exist for students to gain career awareness and participate in exploration?</p>
<input type="checkbox"/> Master Schedule	<p>For students needing credit recovery, what can be put in place to ensure they participate in the full program of study? Are students in credit recovery not participating in CTE or the entire pathway (cohort and integrated core academics)?</p> <p>Pathway classes (those taught by teachers with common planning time who design, coordinate, and progress monitor student intervention and integration with CTE and college and career readiness) are not color-coded. Please identify these courses by color-coding them according to their grade level.</p>
<input type="checkbox"/> EIP Presentation	

School Name:	Madison Park Academy	Site #:	215						
Pathway Name(s):	Media Academy								
School Description									
<p>Madison Park Media Academy is the upper campus serving 6-12 students. Our school campus located in the Sobrante Park neighborhood of East Oakland. MPA serves students in grades 6-12. Our academy model is designed to support all 6-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.</p> <p>At MPA Secondary, we focus on student success in the classroom and beyond. In addition, MPA students are guided by a college and career center to stay on-track for high school graduation and to complete an individualized post-secondary plan for continuing education (trade-school, community college, apprenticeship or university). MPA has a over a 90% graduation rate with a large number of our students going on to college. MPA students are connected to a wide variety of resources, including summer programs and internships. Balancing out our academic program, our school offers electives, activities and sports programs. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.</p>									
School Mission and Vision									
<p>Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.</p> <p>MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.</p>									
School Demographics									
2023-2024 Total Enrollment Grades 9-12			424						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	51.4%	48.6%	98.3%	98.5%	36.6%	19.6%	10.4%	15.6%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	9.9%		0.7%	85.1%		1.7%	0.9%	0.2%	1.4%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Special Education			
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	97.6%	87.2%	98.0%	88.5%	TBD	99.0%			100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	2.4%	7.4%	2.0%	8.0%	TBD	1.0%			0.0%
A-G Completion Rate (12th Grade Graduates)	43.2%	32.1%	80.0%	70.1%	TBD	85.0%			90.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	71.8%	72.3%	85.0%	66.3%	59.5%	90.0%			95.0%
9th Graders meeting A-G requirements	54.5%	60.7%	75.0%	49.5%	45.2%	85.0%			95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	45.0%	43.2%	15.0%	53.1%	44.8%	25.0%			50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	67.0%	69.5%	60.0%	75.0%	70.5%	50.0%			80.0%
Percentage of 10th-12th grade students in Linked Learning pathways	35.4%	90.4%	95.0%	100.0%	92.7%	97.0%			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	27.7%	14.0%	80.0%	31.8%	0.0%	90.0%			100.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	28.6%	16.0%	22.0%	TBD	TBD	33.0%			40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	17.9%	33.3%	20.0%	TBD	TBD	30.0%			40.0%

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	100.0%	76.9%	100.0%	76.9%	TBD	100.0%			100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	0.0%	7.7%	0.0%	15.4%	TBD	0.0%			0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	16.7%	0.0%	30.0%	50.0%	TBD	40.0%			50.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	27.3%	50.0%	75.0%	44.4%	41.7%	85.0%			100.0%
9th Graders meeting A-G requirements	18.2%	37.5%	60.0%	22.2%	16.7%	70.0%			80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	53.8%	26.7%	30.0%	35.7%	30.0%	45.0%			60.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	38.5%	33.3%	30.0%	42.9%	33.3%	45.0%			60.0%
Percentage of 10th-12th grade students in Linked Learning pathways	28.9%	73.9%	80.0%	100.0%	94.2%	90.0%			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	7.7%	8.3%	20.0%	0.0%	0.0%	40.0%			50.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	33.3%	10.0%	50.0%	TBD	TBD	60.0%			70.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	20.0%	20.0%	TBD	TBD	30.0%			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	Strengths	Challenges
Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<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)	Our graduation rate has improved since the year before and we have larger classes (54 students our first year and 90 students last year). Our dropout rate has decreased even as our class size has increased.	One challenge is figuring out how to effectively serve the 2% of students as we have usually exhausted all of our interventions to increase the likelihood of graduation. We are impacted with budget cuts and cutting case managers at our school site.
A-G Completion - 12th Grade	Majority of are students are graduating and entering post-secondary plans with skills and knowledge of what career they want to pursue	Our data looks poor due to the fact we test many of our students out of language through the AVANT test and we have students taking dual enrollment language class. We have had major struggles finding an effective Language teacher, but we have been able to still ensure that students graduate A-G eligible.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	The past five years we have been offering double block algebra, which has contributed to students being on track to graduate in their 9th grade year.	Due to budget cuts, we will have to cut our double block algebra and we will move back to single block algebra. These cuts may impact students' on track status.
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 an increased number of students who are pursuing post-secondary plans and the culture of alumni coming back to students has increased. The support that our alumni network has offered current students has positively impacted students' attitudes about post-secondary plans and allows students to see themselves in college institutions.	COVID and distance learning has still had negative impacts on students' entering a two or four year program right after high school. Many students are still opting for a gap year or heading straight to work to help support their families financially.
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		

Percentage of 10th-12th grade students in Linked Learning pathways	The majority of our students have now been placed in a pathway and our academic counselor has done a lot of intentional coding and scheduling to ensure that our students are in pathways.	We are shifting to a one pathway school and there will be shifts in students' schedules and ability to enroll in a pathway class next year. We may see a dip in our pathway enrollment as we navigate the new model.	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course			
PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	- Dual enrollment - CTE expo - College field trips	- Media pathway development - Common preps for teachers to co-design curriculum	Yes, we will work on our media pathway development with the support of the pathway coach, work-based learning liaison, and pathway director stipend. The transition to our one pathway school will require professional development and organization across the whole school site. The professional development team and administrative team will work together to begin the cohorting process and cross curricular efforts.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	- WBL - Internship programming - College and career day - Mock interviews - College and internship fair	- Increase in career assessments - Job shadowing opportunities	No. Our goals includes increasing the number of students who engage in work-based learning and complete career assessments.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	- EBC partnership - Capstone class - Advisory - Family nights	- Increase access in 9th and 10th grade - Increase alumni panels	No. Our goals include increasing student supports in 9th and 10th grade and alumni panels for all grades.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.		
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.		
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.		
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	- Weekly meetings for pathway development team		
	- Collaborative professional development time for teachers to learn about pathway integration in their classes		
	- Annual pathway assessments to see areas of growth and strengths		
	- Hiring of pathway coach, media teacher		
	- Pathway director stipend		
Strategic Actions for Goal #2	- Developing and implementing post-secondary planning curriculum that is unique to students with IEPs		
	- Building partnerships with Disability Services at Peralta Community College to increase enrollment and engagement with community college		
	- Increase the number of students with IEPs in summer ECCCO program		
	- Hiring of pathway coach		

Strategic Actions for Goal #3	- Hiring of WBLL					
	- Summer ECCCO internships					
	- Hiring of Work Based Learning Liaison					
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>						
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Bianca Lorenz (Salary & Benefit Costs included)	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
Teacher Salaries: Hire a Media Pathway Teacher, at 1.0 FTE. The teacher will lead, design, and further the mission of the Design pathway. Manage graphic design pathway sequencing for the high school. Develop and maintain gold standard curriculum aligned with Linked Learning and standards. Prepare and expose students to career pathways in graphic design. PCN 9582 - Syd Barnett (Salary & Benefit Costs included)	\$126,723.44	1105	Teacher Salaries	TCHR STRENG	1.0 FTE	Media Academy
Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Brianna Wilkinson (Salary & Benefit Costs included)	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy
Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work.	\$10,163.38	5826	Transportation Costs			Media Academy

Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Budget Calculation: \$38.50 x 104 hours x 25% benefits = \$5005.00 Media Pathway Director: Syd Barnett PCN 9582	\$5,005.00	1120	Teacher Salaries Stipends		Media Academy
Supplies and Materials: to purchase supplies & materials for the Media Academy including Dual Enrollment Courses. The supplies and materials will support projects for our Media Academy pathway. Dual enrollment expenses include materials required by professors. This will allow students to fully engage in dual enrollment classes and be successful through the class.	\$2,990.00	4310	Supplies & Materials		Media Academy
Equipment: to purchase equipment for projects for our Media Academy pathway. This equipment allows students to gain hands on technical experience.	\$2,005.00	4410	Equipment		Media Academy

2024-2025: YEAR TWO**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohort model.	This year we are transitioned to have 90% of our students in our one media pathway. We also solidified three positions to allow for a CTE teacher for each grade level. In year 2024 -2025 we will have 3 teachers and all students 10 - 12th in the pathway. We are on track to accomplish this goal by 2026. Our progress was hindered momentarily by teacher retention but we hope to be fully staffed at the start of 2024 -2025 school year.
By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	Currently we have 29.4% on track to graduate 9th graders as well as 17.6% of 9th graders with IEPs completing A-G requirements. However, we have 42.9% of our 12th graders with IEPs have passed at least 1 dual enrollment. An area of growth is to increase our clarity and coordination with SPED department to support A-G requirement completion. This year our pathway coach coordinated with Peralta counseling department to support students with IEPs transition to community college with a field trip to Laney and making appointments for their educational plan. Additionally, our IEP internship program began to build our relationship with the SPED department.
By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	This year, in collaboration with the SPED Department and the Transition Partnership Program we provided career readiness training and utilized measure N/H funds to support and stipend a spring internship specifically for students with IEPs. We hope these efforts will reflect in our 23-24 internship data after the summer internships are completed and the data is complete.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1 - Weekly meetings for pathway development team - Collaborative professional development time for teachers to learn about pathway integration in their - Annual pathway assessments to see areas of growth and strengths - Hiring of pathway coach, media teacher - Pathway director stipend	Through hiring our pathway coach, an additional media teacher and providing a stipend for our media teacher we had more buy-in and time to support pathway discussions. We saw a growth of media projects sprouting up from different teachers as media became a common language on campus. Providing the KQED PD at buy back day as well as the KQED 4 session workshop series extended contract for teachers impacted teachers seeing themselves as capable and with the right tools to integrate media into their learning. Our Pathway development team met weekly to discuss building out the new pathway, supporting teachers with media project integration, planning our MAD Art Show final exposition and working to hire a full team.

23-24 Strategic Actions for Goal #2	- Developing and implementing post-secondary planning curriculum that is unique to students with IEPs	Our Pathway Coach coordinated with Transitions Partnership Program to run career readiness workshops in an afterschool spring internship program as well as all study skills classrooms. This successful pilot program allowed students to build their job readiness skills and then practice them at school based stipended internships. Additionally, our pathway coach built a partnership with Peralta and organized a field trip to include meetings with counselors to complete students educational plans. We plan to increase our number of students with IEPs in the summer ECCCO program as well.
	- Building partnerships with Disability Services at Peralta Community College to increase enrollment and engagement with community college	
	- Increase the number of students with IEPs in summer ECCCO program	
	- Hiring of pathway coach, media teacher	
23-24 Strategic Actions for Goal #3	- Hiring of WBLL	Our work based learning liaison diligently supports students with IEPs and the ECCCO Summer internship application season has just begun. The individualized relationships and support our WBLL provides increases our students comfortability with applying and successfully completing summer internships.
	- Summer ECCCO internships	
	- Hiring of Work Based Learning Liaison	

Pathway Strategic Actions 2024-2025**2024-2025 Strategic Actions**

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

Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	New or Revised Strategic Actions for Goal #1	Weekly meetings with pathway development team
			Hire 3 full time media positions to teach each level of pathway, 1 funded partially by Measure N
			Continue collaborative professional development time for teachers to learn about pathway integration in their classes
			Continue to fund Pathway Director Stipend
			continue to fund pathway coach
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	New or Revised Strategic Actions for Goal #2	Increase the number of students with EIPs in summer ECCCO program
			Enhance partnership with Disability Services at Peralta Community College to increase enrollment and engagement with community college
			Continue to implement post-secondary planning curriculum that is unique to students with IEPs organized by WBLL and Pathway Coach
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	New or Revised Strategic Actions for Goal #3	continue to fund WBLL
			Provide funds for internship stipends during the school year
			increase the number of students with IEPs in summer ECCCO Internships

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy	Approved	
Teacher Salaries: Hire a Media Pathway Teacher, at .61 FTE. The teacher will lead, design, and teach Beginner Media to all of our 10th grades. Support and advise pathway sequencing and prepare and expose students to career pathways in media art and design. PCN 9961 (Salary & Benefit Costs included)	\$76,056.47	1105	Teacher Salaries	TCHR STRENG	.61 FTE	Media Academy	Approved	
Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy	Approved	
Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. This will fund up to 5 field trips, one grade level college field trip for 9th - 12th grade as well as one media pathway specific career exploration field trip open to grades 10th - 12th.	\$11,000.00	5826	Transportation Costs			Media Academy	Approved	

<p>Consultant Contracts: Contract with The Oakland Public Ed Fund (OPEF) to process and pay-out the 2024-25 School year-round Internship Stipends, through June 30, 2025.</p> <p>Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning. Students are even more excited and engaged to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year.</p> <p>This opportunity will be open to all 9-12th grade with a specific focus on students with IEPs. The will serve up to 22 students with \$500 stipends, or 11 students with \$1000 stipends. This will directly support students college and career readiness to make informed decisions and postsecondary plans based on internship experiences. Opportunities for paid work internships to help students increase their college and career readiness.</p> <p>Budget: approximately \$500.00-\$1,000.00 per student stipend. (Includes Administrative Fees)</p>	\$11,000.00	5825	Consultant Contracts		Media Academy	Approved	
<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director.</p> <p>The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students.</p> <p>Budget Calculation: \$38.50 x 208 hours x 25% benefits = \$10,010.00 Media Pathway Director: Syd Barnett PCN 9582</p>	\$10,010.00	1120	Teacher Salaries Stipends		Media Academy	Approved	
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2025 Summer ECCCO Internship Stipends, through June 30, 2025.</p> <p>9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready.</p> <p>Budget: approximately \$300 - \$1,000 per student stipend dependent on length of internship (Administrative Fees Included)</p>	\$46,470.35	5825	Consultant Contracts		Media Academy	Approved	
2025-2026: YEAR THREE							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal	<p>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?</p>						
By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	We are successfully very close to our goal of 100% enrolled in the media pathway. Currently, we have 92.7% enrolled. The only hindrance to complete progress is prioritizing students credit recovery. If students need to make up classes to graduate on time as a senior, we prioritize their A-G and graduation requirements.						
By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	Our A-G completion rate for students with IEPs increased 50% last year, to support this goal we review each transcript for students with IEPs regularly and include credit recovery when necessary. We also provided training over the summer for our case managers and SPED department. To provide more post-secondary engagement we provide individualized support and outreach by our WBL to ensure interest and application support for internships and programs. Additionally, the SPED department has once a week college and career readiness workshops.						

By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.		In 2023 -2024 we increased students with an EIP who completed an internship by 9%, through weekly career readiness workshops and individualized outreach and communication we've been able to increase the number of students participating in an employer-evaluated internship or similar experience. One hindrance to this goal is finding supportive and relevant internships for students that may need different support due to their IEP. Additional challenges include transportation and students choosing to work a job that pays more than a stipend through ECCCO.	
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	Weekly meetings with pathway development team	We meet weekly as a pathway team to discuss curriculum alignment, students, equipment and how to be a successful pathway. We successfully hired 3 full time media positions with 1 partially funded by Measure H funds. We provide PD by KQED and offered extended contracts for teachers to plan media projects. Our pathway director planned, advised and supported the weekly meetings, curriculum alignment, and advising core teachers on media projects, as well as purchasing needed supplies. Continuing to fund the pathway coach has allowed us to build partnerships and support with continued learning and curriculum alignment and coaching for the pathway director.	
	Hire 3 full time media positions to teach each level of pathway, 1 funded partially by Measure N		
	Continue collaborative professional development time for teachers to learn about pathway integration in their classes		
	Continue to fund Pathway Director Stipend		
	continue to fund pathway coach		
24-25 Strategic Actions for Goal #2	Increase the number of students with EIPs in summer ECCCO program	We increased the number of students with IEPs who participated in ECCCO by 5 students, a 9% increase for our 75 students at the school with IEPs. To accomplish the goal of increase the number of students again this year, we plan to work more closely with case managers, discussing options for individual students and providing materials to engage families. Additionally, we outreach through a summer opportunity fair and advisory slides. Our WBLL will also be going to each of our 25 advisories to discuss options with students. This individualized approach for students with the support of case managers we hope will increase students in ECCCO who have an IEP. Through our connect with counselors at Peralta we will connect our students to have full academic plans before they graduate high school. Through the whole school year we partnered with Transition Partnership Program to provide post secondary planning curriculum in study skills classes.	
	Enhance partnership with Disability Services at Peralta Community College to increase enrollment and engagement with community college		
	Continue to implement post-secondary planning curriculum that is unique to students with IEPs organized by WBLL and Pathway Coach		
24-25 Strategic Actions for Goal #3	continue to fund WBLL	We funded a WBLL and provided funds for students to do internships during the school year and summer which lead to an overall increase in the number of students who did internships from 138 to 164, out of those students 17 had IEPs in the 2023-2024 school year, which was an increase of 5 from the year prior. With 75 students currently with IEPs, 9% of students with IEPs were in an internships in 2023-2024. A main challenge was capacity to work with case managers and individually with students as well as build relationships with internship sites that support learning differences. By hiring both a WBL and a CCRS we will be able to collaborate more, build effective systems and provide individualized support to more students.	
	Provide funds for internship stipends during the school year		
	increase the number of students with IEPs in summer ECCCO Internships		
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?			
Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	New or Revised Strategic Actions for Goal #1	Weekly meetings with pathway development team
			Provide professional development time for teachers to integrate media into their classes
			Fund Pathway Director Stipend
			Fund Pathway Coach
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	New or Revised Strategic Actions for Goal #2	WBLL collaborate with SPED case managers to support ECCCO internship application process
			Fund CCRS and WBLL to increase capacity for internship case management
			Provide training for SPED department in career readiness and post secondary planning
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	New or Revised Strategic Actions for Goal #3	Fund CCRS and WBLL to increase capacity for post secondary planning and our WBL Plan
			Provide Funds for internship stipends
			WBLL collaborate with SPED case managers to support ECCCO internship application process
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. <i>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.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)	\$90,288.71	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy	Approved	
Classified Support Salaries: Hire a Work Based Learning Liaison at 1.0 FTE. The Worked Based Learning Liaison will implement our work based learning plan including internships and career readiness activities in the classroom and through industry experiences. The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with Future Center Team, SPED Department and Grade Level Teams. This will develop our pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCCO summer internships and Dual Enrollment. New Position: PCN 10725 (Salary & Benefit Costs included)	\$139,935.46	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Media Academy	Approved	
Clerical Salaries: Hire an Administrative Assistant 1 Bilingual at .40 FTE. This position will support with administrative duties for the pathway including purchasing, budget monitoring, processing orders, extended contracts and payments. This will allow students to receive materials for projects and teachers to receive professional development within an appropriate time frame. Processing items quickly will allow the pathway to plan and implement more projects and exhibitions in a timely manner. Vacancy: PCN 10525 (Salary and Benefit Costs Included)	\$54,126.18	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Media Academy	Approved	

Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Media Pathway Director: Sydney Colmenarez PCN 9582 Budget Calculation: \$47.50 x 262 hours x 25% benefits = \$15,556.25.	\$15,556.25	1120	Teacher Salaries Stipends			Media Academy	Approved	
Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2026 Summer ECCCO Internship Stipends, through June 30, 2026. 9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready. Budget calculation: approximately \$300 - \$1,000 per student stipend dependent on length of internship. (Administrative Fees Included)	\$40,943.40	5825	Consultant Contracts			Media Academy	Approved	

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$340,850.00	\$340,850.00	\$0.00
*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (401) multiplied by the per pupil amount of \$850.			

School: MADISON PARK ACADEMY

Site #: 215

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
215-1	Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)	\$90,288.71	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
215-2	Classified Support Salaries: Hire a Work Based Learning Liaison at 1.0 FTE. The Worked Based Learning Liaison will implement our work based learning plan including internships and career readiness activities in the classroom and through industry experiences. The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with Future Center Team, SPED Department and Grade Level Teams. This will develop our pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCCO summer internships and Dual Enrollment. New Position: PCN 10725 (Salary & Benefit Costs included)	\$139,935.46	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Media Academy
215-3	Clerical Salaries: Hire an Administrative Assistant 1 Bilingual at .40 FTE. This position will support with administrative duties for the pathway including purchasing, budget monitoring, processing orders, extended contracts and payments. This will allow students to receive materials for projects and teachers to receive professional development within an appropriate time frame. Processing items quickly will allow the pathway to plan and implement more projects and exhibitions in a timely manner. Vacancy: PCN 10525 (Salary and Benefit Costs Included)	\$54,126.18	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Media Academy

215-4	<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Media Pathway Director: Sydney Colmenarez PCN 9582 Budget Calculation: \$47.50 x 262 hours x 25% benefits = \$15,556.25.</p>	\$15,556.25	1120	Teacher Salaries Stipends			Media Academy
215-5	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2026 Summer ECCCO Internship Stipends, through June 30, 2026. 9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready. Budget calculation: approximately \$300 - \$1,000 per student stipend dependent on length of internship. (Administrative Fees Included)</p>	\$40,943.40	5825	Consultant Contracts			Media Academy

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site							Site #	215	
Approved Strategic Carryover <small>(from prior years - Carryover Plan)</small>		\$69,860.04	In the box below, please indicate why you decided to allocate Strategic Carryover.						
Total Budgeted Amount		\$69,860.04							
Remaining Amount to Budget		\$0.00							
NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.									
Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.									
Resources: Measures N and H 2025-2026 Permissible Expenses Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development									
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825, and all FTE, please also respond to the additional Budget Justification questions outlined in the Measure H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Classified Support Salaries: Hire a College and Career Readiness Specialist, at 0.3 FTE. The College and Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)	\$34,349.10	2205	Classified Support Salaries	College and Career Readiness Specialist	.3 FTE	Media Academy	Work-Based Learning	Approved	

<p>Consultant Contracts: Contract with The Oakland Public Ed Fund (OPEF) to process and pay out the 2025-26 School year-round Internship Stipends through June 30, 2026. Students pursue opportunities based on their summer internship experiences, and we would like to contribute to and enrich academic learning during the school year through school-year internships. This opportunity will be open to all 9-12th grade, specifically focusing on students with IEPs. They will serve up to 22 students with \$500 stipends or 11 with \$1,000 stipends. This will directly support students' college and career readiness, allowing them to make informed decisions and postsecondary plans based on internship experiences. Opportunities for paid work internships will help students increase their college and career readiness. Budget Calculation: approximately \$500-\$1,000.00 per student stipend. (Includes Administrative Fees) <i>OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the entire contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</i></p>	\$35,510.94	5825	Consultant Contracts			Media Academy	Work-Based Learning	Approved	
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