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

|  | **Measure N - College & Career Readiness - Commission** | **Katy Nuñez-Adler**, Secretary katynunez.adler@gmail.com |
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| Board Office Use: **Legislative File Info.** | |
|---|---|
| File ID Number | 25-0800 |
| Introduction Date | 4/23/2025 |
| Enactment Number | |
| Enactment Date | |

# Memo

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

**From**          Vanessa Sifuentes
                  High School Network Superintendent

**Board Meeting Date**

**Subject**        Services For: Castlemont 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 Castlemont High School as "Approved," with a base allocation of $598,400.00 and a strategic carryover 2024-2025 plan and budget of $13,031.03, for a total amount not to exceed $611,431.03.

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

**Competitively Bid** : Was this contract competitively bid? No

If no, exception: N/A

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

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

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

## Castlemont

**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<br><br>**Evidence of Progress toward Pathway Program(s)' _2023-26 College and Career for All and Linked Learning Quality Standards_** | Comprehensive Analysis<br><br>4 | Developing Analysis<br><br>3 | Emergent Analysis<br><br>2 | Unclear Analysis<br>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 | | | | |
| **Score: _____4____**<br>**Rationale:** The EIP contains reflections that capture the current state of pathways at the school. | **Suggestions for 25-26 Continued Progress Monitoring:** Ensure that all reflections are clear and specific. Pairing narratives with data may elevate the quality of the reflections that are included in the EIP. | | | |

| 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<br>  ☐ Integrated Program of Study<br>  ☐ Work-Based Learning<br>  ☐ Integrated Student Support | 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.<br><br>Continued progress towards instructional improvement and consistency of instructional quality across the school are necessary. | | | |
| ☐ 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_____<br>**Rationale:** See above. | **Suggestions for 25-26 Continued Progress Monitoring:**<br>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. | | | |

## 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 |
|---|---|---|---|---|

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|---|---|
| *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 must reflect strategic actions that are designed to establish pathways that are robust (as articulated by LL gold standards). |
| ☐ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning | The school must continue to focus on ensuring clear alignment between expenditures and the expressed purpose of Measure H. Justifications need to be stronger. |
| ☐ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) | Expenditures need to directly support the domains of LL. |
| **Score: ___3_____**<br>**Rationale:** See comments above. | **Suggestions for 25-26 Continued Progress Monitoring:**<br>Increase awareness of gold standard expectations and leverage Measure H funds to work towards standards. |

## 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:**
- ☐ The school has a wide range of community-based partnerships that can be leveraged to support WBL and student interventions.
- ☐ Students have access to a variety of experiences outside of the classroom throughout the year.

**Key Questions:**
- ☐ How can the school leverage the LL gold standards to inform pathway development?
- ☐ What structures and tools are needed to meaningfully monitor the impact of the many resources that are available to students?

**Budget Feedback:**
- ☐ Expenditure justifications must always tie directly to pathway development.

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

| What | Suggested Lead | Deliverable | Date |
|------|----------------|-------------|------|
|      |                |             |      |

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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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## 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.*

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|---|---|
| ☐ Program of Study | What is different in core academics as a result of being pathway aligned? In what ways do teachers and specialists (school counselors, WBLL, etc.) of these classes design, coordinate, and progress monitor student support and intervention and plan, implement and progress monitor curricular and instructional integration? Consider how "academic excellence" and deep familiarity with a-g can be supported by pathway teachers with common planning who teach CTE and core academics.<br>Please specify the days and times grade-level teams meet for common planning for pathways. Include, at minimum, Grades 10, 11, and 12.<br>Please specify on the PoS how the Build 1-2 sequence aligns with and supports the SUDA and CHEA pathway course sequences. |
| ☐ Work-Based Learning Plan | What work-based learning are (or could be) designed and offered for African American males?<br>C3 Experience Map represents a solid set of experiences for *all* Castlemont students. Kudos!<br>Continue to build out: career awareness and exploration experiences; guest speakers and industry partner collaboration *in core academics* to bring regular, classroom-rooted work-based learning |
| ☐ Master Schedule | |
| ☐ EIP Presentation | Continue to design the program of study and master schedule to enable 100% of students to participate in CTE (current data point shared was 60% in '22-23). |

| School Name: | **Castlemont High School** | | | Site #: | **301** |
|---|---|---|---|---|---|
| Pathway Name(s): | **Community Health and Equity Academy (CHEA) & Sustainable Urban Design Academy (SUDA)** | | | | |

**School Description**

Castlemont High School will produce a cadre of leaders prepared to bring about social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community. Castlemont is rooted in the core values of Compassion, Ambition, Support, Trust, and Engagement and we partner with community-based organizations and families to support our students in graduating and becoming college, career, and community ready. We provide English language support, including a strong Newcomer program, in addition to a rich variety of elective courses in the following fields: visual and performing arts, digital media arts, leadership, cultural studies, public health, and sustainable urban design. At Castlemont, students have a sense of belonging because they are surrounded by a community of teachers, staff and peers invested in student success. As a full service community school, Castlemont ensures that all students are safe, healthy and engaged in learning.

**School Mission and Vision**

Our vision is that Castlemont High School will produce a cadre of leaders prepared to lead social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community.

Castlemont High School's mission is to create a safe, healthy, inclusive, and engaging learning experience that prepares all of our students for college, career and community. Our Sustainable Urban Design and Public Health pathways make education relevant through authentic, community-centered action research, interdisciplinary projects and work-based learning. Partnering with the community provides our students with opportunities to positively transform their surroundings and increase their social awareness and civic responsibility as they develop into critical thinkers, problem solvers and community leaders.

All students will graduate from Castlemont High School:
•       On the path to college and career
•       Proficient in reading, writing, communication and math
•       Able to use technology and other means to locate, evaluate, organize and apply new learning
•       Engaged, active and self-directed learners
•       Designers and leaders of solutions for community transformation

**School Demographics**

| 2023-2024 Total Enrollment Grades 9-12 | | 706 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Special Populations** | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe |
| | 53.3% | 46.6% | 98.0% | 99.0% | 46.9% | 14.0% | 28.9% | 17.3% | 1.1% |
| **Student Population by Race/Ethnicity** | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| | 28.8% | 0.3% | 1.6% | 61.2% | 0.6% | 2.3% | 1.3% | 3.1% | 1.0% |
| **Focal Student Population** | Which student population will you focus on in order to reduce disparities? | | | | African American - Male | | | | |

**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 | 49.6% | 61.3% | 65.0% | 68.1% | TBD | 75.0% | | | 85.0% |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| Four-Year Cohort Dropout Rate | 46.5% | 30.4% | 40.0% | 21.3% | TBD | 30.0% | | | 20.0% |
| A-G Completion Rate (12th Grade Graduates) | 33.0% | 32.5% | 50.0% | 40.0% | TBD | 60.0% | | | 75.0% |
| Course Completion Rate (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| On Track to Graduate - 9th Graders | 34.4% | 32.0% | 60.0% | 46.3% | 60.1% | 70.0% | | | 80.0% |
| 9th Graders meeting A-G requirements | 21.6% | 21.9% | 60.0% | 30.7% | 58.5% | 70.0% | | | 80.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 13.5% | 22.7% | 5.0% | 46.4% | 37.0% | 15.0% | | | 25.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 8.1% | 21.0% | 10.0% | 25.5% | 21.1% | 20.0% | | | 30.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 92.0% | 94.2% | 95.0% | 93.6% | 94.3% | 95.0% | | | 95.0% |

| 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) |
|---|---|---|---|---|---|---|---|---|---|
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 60.0% | | | 70.0% |
| CTE Participation (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 25.6% | 31.6% | 30.0% | TBD | TBD | 40.0% | | | 55.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 8.3% | 17.6% | 15.0% | TBD | TBD | 20.0% | | | 25.0% |
| **Four-Year Cohort Graduation Rate** | 76.9% | 76.9% | 83.0% | 75.0% | TBD | 86.0% | | | 90.0% |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| Four-Year Cohort Dropout Rate | 19.2% | 7.7% | 17.0% | 14.3% | TBD | 14.0% | | | 10.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 40.0% | 10.0% | 45.0% | 23.8% | TBD | 55.0% | | | 65.0% |
| Course Completion Rate (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| On Track to Graduate - 9th Graders | 44.4% | 30.0% | 40.0% | 58.3% | 55.3% | 50.0% | | | 60.0% |
| 9th Graders meeting A-G requirements | 27.8% | 25.0% | 50.0% | 41.7% | 60.6% | 60.0% | | | 70.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 10.5% | 28.6% | 5.0% | 34.5% | 50.0% | 15.0% | | | 25.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 10.5% | 21.4% | 10.0% | 10.3% | 14.3% | 20.0% | | | 30.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 83.8% | 84.5% | 90.0% | 84.6% | 86.1% | 95.0% | | | 95.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 60.0% | | | 70.0% |
| CTE Participation (Continualtion)* | N/A | N/A | | N/A | N/A | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 36.4% | 25.0% | 40.0% | TBD | TBD | 50.0% | | | 65.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 9.1% | 25.0% | 15.0% | TBD | TBD | 20.0% | | | 25.0% |

## 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<br>*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<br>*What is our site doing well that's leading to improvements in this indicator?* | Challenges<br>*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)* | - Solidified SLCs for grade level, pathways and programs<br>- SLC teams meet in collaborative groups weekly and during PD to address students academic and social needs.<br>- Teachers conduct Student Needs Protocols 1-2x/each marking period to identify students who are off-track academically, behaviorally, or attendance-wise to determine the most appropriate support. | - About half of students graduate after 4 years, and the other half dropout. This could speak to engagement in school, impacts of the pandemic, or a wealth of challenges. One barrier is the perceived lack of value of school and especially higher education<br>- In addition to students who choose to leave school for work upon turning 18, on campus truancy and student disengagement with coursework and teachers lead to high fail rates of core courses, thereby impacting students' graduation eligibility. |
| **A-G Completion - 12th Grade** | - For 12th grade students that received a D or F in an A-G course they are being prioritized to either retake the needed course or enroll in our credit recovery classes with CAR<br>- The 8 period block schedule allows for students that failed classes to retake them senior year and still take all required 12th grade classes | - The pandemic and remote learning was very difficult to keep this cohort of students engaged and on track academically.<br>- In addition attendance issues and obstacles this and last year continued to make getting credits difficult.<br>- Some lack of knowledge for students and staff around what A-G means |
| **On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements** *(Analyze these two indicators together)* | - 9th on track to graduate rose by 10 percentage points and 9th graders that meet A-G rose by about 25 percentage points<br>- 9th grade team has implemented Knight Initiation (a 9th grade bridge program for the first 2 weeks of school), as well as whole grade parent conferences while engaging the youth in extracurricular activities with campus and community partners | - Some lack of knowledge for 9th grade students and staff around what A-G and graduation requirements, and how important the foundational classes are in long-term high school success<br>- On-campus truancy and disengagement starting to settle in with younger students earlier on |

| | | |
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| **College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation** (*Analyze these two indicators together*) | - Hired a transition specialist to work alongside College and Career Readiness Specialist and College team to support the likelyhood of enrollment in postsecondary opportunities. Supports with making the process less intimidating | -Understanding of enrollment process and college-bound goals to be established early in high school career |
| 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 | - Our site is increasing our focus on seniors with free periods to get them enrolled in dual enrollment courses<br>- Site has 2 pathway aligned dual enrollment sets of courses that lead to industry-aligned certifications that can allow students to get into entry level careers upon completion. | - For Black boys at Castlemont, sports can sometimes be a barrier to engaging in anything more extra than their required course load.<br>- Marketing and promotion don't always reach all students or intended audience |
| Percentage of 10th-12th grade students in Linked Learning pathways | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | | |

| **2023-2024: YEAR ONE ANALYSIS** |
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| **Whole School Strategic Actions (to address enabling conditions for high quality pathway development)** |
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| *2023-24 Strategic Actions*<br>*Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?* |
| Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes. |
| Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities. Continue that work and Summer HAcK |
| Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring. Continue using online platforms through iReady, iXL, and other digital resources. |

| **Budget Expenditures** |
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| **2023-2024 Budget: Enabling Conditions Whole School** |
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| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>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.**<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
|---|---|---|---|---|---|---|
| **Supervisor & Administrative Salaries: Hire a Pathway Coach, at .50 FTE.**<br>The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development.<br>PCN 1584 - Marvin Boomer<br>(Salary and Benefit costs included) | $86,848.84 | 2305 | Supervisor & Administrative Salaries | Pathway Coach | .50 FTE | Whole School |

| Description | Amount | Object Code | Object Code Name | Position Title | FTE | Site |
|---|---|---|---|---|---|---|
| **Classified Support Salaries: Hire a College & Career Readiness Specialist at 1.0 FTE.** The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes. PCN 6450 - Berenice Vega (Salary and Benefit costs included) | $126,715.55 | 2205 | Classified Support Salaries | College & Career Readiness Specialist | 1.0 FTE | Whole School |
| **Classified Support Salaries: Hire a Work Based Learning Liaison, at .50 FTE.** The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both 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, ECCO summer internships and Dual Enrollment. PCN 1795 - Angelica Rubi-Munoz (Salary and Benefit costs included) | $72,522.87 | 2205 | Classified Support Salaries | Work Based Learning Liaison | .50 FTE | Whole School |
| **Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE.** The teacher will teach an additional pathway capstone course for seniors. This teacher is distinct from the graduate writing seminar in which students write their senior thesis; it is action oriented and project-based. This course will guide students through an applied pathway project that will be grounded in work-based learning, career exploration, and service to their school and local community. Pathway Capstone teacher will connect with the Work-Based Learning Liaison to ensure that every 12th grade student is engaged with a community-based organization, enrolled in a college course, or participating in an internship that is aligned with their senior thesis project. Pathway Capstone Teacher will serve as a project manager for student's projects, and work very closely with their community mentors and instructors. Pathway Capstone Teacher will support students in obtaining soft-skills, technological skills, and other 21st century skills necessary to see a project from conception to completion, all while building their transition portfolio. PCN 9119 - Adedayo Adebiyi (Salary and Benefit costs included) | $80,261.03 | 1105 | Teacher Salaries | Pathway Teacher | .70 FTE | Whole School |
| **Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads** to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action. ($38.50 per hour x 50 hours total + 25% benefit costs = $2,406.25 x 3 Teacher Leads = $7,218.75) | $7,218.75 | 1120 | Teacher Salaries Stipends | | | CHEA/SUDA |
| **Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes for credit recovery.** As we recover from the pandemic, we are seeing more gaps in students' mastery related to our pathway and core academic classes. This after school intervention would pay for three teachers so that 100 students can be supported in passing their classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. We will also offer an additional science course that is not on our master schedule. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion. ($38.50 per hour x 60 hours total + 25% benefit costs = $2,887.50 x 3 teachers = $8,662.50) | $8,662.50 | 1120 | Teacher Salaries Stipends | | | Whole School |

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| **Teacher Salaries Stipends: Extended Contracts for 2 pathway leads** to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway.<br>This expenditure will impact all 745 students in the school, as all students are/will be in pathways.<br>($38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = $4,158.00 + 25% (benefit costs) = $5,197.50 x 2 teachers = $10,395.00) | $10,395.00 | 1120 | Teacher Salaries Stipends | | | Whole School |

### 2024-2025: YEAR TWO

**Strategic Actions**

| **2023-2024 Strategic Actions** | **Reflection on 2023-2024 Strategic Actions**<br>*For the Year 1 Strategic Actions, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
|---|---|
| Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes. | We conduct grade checks every marking period for students to reflect on grades/attendance and inform families. Each pathway SLC conducts a D/F grade mark analysis once per semester and develops action plans to increase on track measures. Family Conferences are also held once/semester to inform families of status and increase family engagement around A-G/on track to graduate measures and supports.<br>For A-G training we hold SLC leads meeting to review our grade analysis work and then leads facilitate the process in pathway teams/SLCs. There is some discussion with counselors about the need to students to get Cs or better. As well as some conversation during staff meetings on this topic |
| Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities. Continue that work and Summer HAcK | We have students recovering credits in with the CAR team, retaking classes at counselor urging (D or below), completing independent studies with teachers, and enrolling students in summer school or CBO opportunities. We have many students who are staying on track, but need to continue to support attendance efforts, even with recovery options.<br><br>Student success rate depends on a few things as we see some students do great and others continue to struggle, largely with attendance. (this sheet outlines outcomes), the pass rate ranges for 47% to 91% |
| Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring. Continue using online platforms through iReady, iXL, and other digital resources. | Office hours with teachers weekly have supported students who take advantage of this opportunity. Some of our student athletes benefit from mandatory study halls through MOB/S and OK program facilitation. Some ELD classes are using FEV tutoring to have live online supports in class or after school. In addition Math and Social studies classes use i-Ready on Wednesdays to support with foundational knowledge in math and reading skills. We are also using Wayfinder activities, though students don't interact with the platform as much |

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

*2024-2025 Strategic Actions*
In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.
*Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 **new or revised**, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?*

**Increase college and career readiness through a few focal factors and aligned actions:**
- Number of Dual Enrollment classes passed/taken
- On track to graduate (D/Fs) at semester mark. Pathway teams conduct family conferences, grade checks, grade analysis protocols, common teaching practices,
- Completion of internships, job shadowing, career fairs, and college campus visits
- Completion of significant projects (some integrated) with a presentation and research component

**Increase student literacy and reaching comprehension:**
- Common literacy strategies among pathway and department teams
- Assessed three times/year of i-Ready in ELA/Social Studies classes
- i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes)

**Increase student period attendance outcomes:**
- Pathway competitions and incentives
- Student need protocols and alignment with attendance and care teams
- Common classroom culture routines and strategies focused on welcoming and engaging classroom environments
- Family call log and engagement strategies

**Increase in student school satisfaction factors:**
- Increase in student belonging and connectedness (CHKS categories) - some aligned actions are school wide events to celebrate, Honor Roll/Knight Heros, and more intentional care management for at needs students
- Increase in students participating in school (and after school) activities and programs
- Increase in student safety and respect factors as measured by our student experience survey - The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator. For example, student bathroom environments are big issues so we are working with Real Hard to keep them cleaner and have student posters up to encourage students to take care of the space.
- Teacher trainings around classroom engagement and Restorative/Trauma informed practices
- Honor roll celebrations every marking period
- Field trips and experiential learning projects for students to engage in

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

**2024-2025 Budget: Enabling Conditions Whole School**

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the **Measures N and H Permissible Expenses document** when developing the justification.<br>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**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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.*<br><br>*\*\*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)<br><br>*(protected cells below to be completed by MN/H staff only)* | **Conditionally Approved** (Justification Form is required)<br><br>*(protected cells below to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|
| **Supervisor & Administrative Salaries: Hire a Pathway Coach, at .36 FTE.**<br>The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development.<br>PCN 1584 - Marvin Boomer<br>(Salary and Benefit costs included) | $63,377.74 | 2305 | Supervisor & Administrative Salaries | Pathway Coach | .36 FTE | Whole School | Approved | |
| **Classified Support Salaries: Hire a College & Career Readiness Specialist at 1.0 FTE.**<br>The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes.<br>PCN 6450 - Berenice Vega<br>(Salary and Benefit costs included) | $131,822.04 | 2205 | Classified Support Salaries | College & Career Readiness Specialist | 1.0 FTE | Whole School | Approved | |
| **Classified Support Salaries: Hire a Work Based Learning Liaison, at .60 FTE.**<br>The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both 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, ECCO summer internships and Dual Enrollment.<br>PCN 1795 - Sheree West<br>(Salary and Benefit costs included) | $94,916.42 | 2205 | Classified Support Salaries | Work Based Learning Liaison | .60 FTE | Whole School | Approved | |

| Description | Amount | Object Code | Category | Position | FTE | Scope | Status | Status 2 |
|---|---|---|---|---|---|---|---|---|
| **Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads** to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action. ($38.50 per hour x 50 hours total + 25% benefit costs = $2,406.25 x 3 Teacher Leads = $7,218.75) | $7,218.75 | 1120 | Teacher Salaries Stipends | | | Whole School | Approved | |
| **Teacher Salaries Stipends: Extended Contracts for 3 teachers to provide student academic intervention.** As we recover from the pandemic, student performance data from pathway classes indicate that students have significant learning gaps. We propose to offer direct support to approximately 100 students who are not achieving mastery in their required pathway classes. Intervention support will be provided after school." ($38.50 per hour x 60 hours total + 25% benefit costs = $2,887.50 x 3 teachers = $8,662.50) | $8,662.50 | 1120 | Teacher Salaries Stipends | | | Whole School | | Conditionally Appr... |
| **Teacher Salaries Stipends: Extended Contracts for 2 pathway leads** to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway. This expenditure will impact all 745 students in the school, as all students are/will be in pathways. ($38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = $4,158.00 + 25% (benefit costs) = $5,197.50 x 4 teachers = $20,790.00) | $20,790.00 | 1120 | Teacher Salaries Stipends | | | Whole School | Approved | |
| **Conferences Expenses: Conference and travel expenses for the Pathway teachers to attend Professional Development opportunities to build capacity in project-based learning and standards-based practices.** Potential conferences include UnboundED Standards Institute, Educating for Careers, The PBL Leadership Academy, and Linked Learning Alliance.  As teachers are better able to prepare high quality projects, our belief is that by integrating curriculum between academic classes and CTE students will be more engaged, projects and tasks will be more clear, and student work in classrooms will become more relevant and aligned to the pathway theme. | $20,000.00 | 5220 | Conference Expenses | | | Whole School | | Conditionally Appr... |
| **Materials and supplies (4310):** Materials and supplies for pathway projects, assignments, tasks, and various activities | $130,750.57 | 4310 | Materials and supplies | | | CHEA/SUDA/International | | Conditionally Appr... |
| **Classified Support Salaries: Hire a Administrative Asst Bilingual 2, at .3 FTE.** Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways  PCN 9500 - Miguel Rodriguez (Salary and benefits included) | $33,023.03 | 2205 | Classified Support Salaries | Administrative Assistant Bilingual 2 | 0.3 FTE | Whole School | Approved | |
| **Travel for Student Field Trips** Field trip busses for SUDA and CHEA pathway experiences in and around the Bay Area to support college visits, project based learning, and setting up internship and job opportunities for students | $64,138.95 | 5826 | Transportation Costs | | | SUDA/CHEA/International | | Conditionally Appr... |
| **2025-2026: YEAR THREE** |

**Whole School Strategic Actions Reflection**

| *2024-2025 Strategic Actions* | **Reflection on 2024-2025 Strategic Actions** *For the Year 2 Strategic Actions, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
|---|---|

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|---|---|
| Increase college and career readiness through a few focal factors and aligned actions:<br>- Number of Dual Enrollment classes passed/taken<br>- On track to graduate (D/Fs) at semester mark. Pathway teams conduct family conferences, grade checks, grade analysis protocols, common teaching practices.<br>- Completion of internships, job shadowing, career fairs, and college campus visits<br>- Completion of significant projects (some integrated) with a presentation and research component | Are you on track? Yes.<br>What has been done?<br>Tightened Dual Enrollment (DE) processes, including securing teachers for support, tutoring, and regular grade checks.<br>Connected DE classes with Work-Based Learning (WBL), internship opportunities, career fairs, and college trips.<br>Reflection:<br>The focus on direct support (teachers, tutoring) and real-world connections (WBL, internships) is a strong strategy. Continued monitoring of DE pass rates and student participation in WBL is essential. |
| Increase student literacy and reaching comprehension:<br>- Common literacy strategies among pathway and department teams<br>- Assessed three times/year of i-Ready in ELA/Social Studies classes<br>- i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes) | Are you on track? Yes, with strong supports in place.<br>What has been done?<br>Increased Teacher Support Assistants (TSAs) and literacy coaches.<br>Implemented small group reading interventions and special reading intervention classes.<br>Regular administration of i-Ready assessments.<br>Reflection:<br>The addition of TSAs and literacy coaches demonstrates a commitment to targeted interventions. Ensure that i-Ready data is used to inform instruction and that interventions are consistently implemented. |
| Increase student period attendance outcomes:<br>- Pathway competitions and incentives<br>- Student need protocols and alignment with attendance and care teams<br>- Common classroom culture routines and strategies focused on welcoming and engaging classroom environments<br>- Family call log and engagement strategies | Are you on track? Progress is being made, but there's room for improvement.<br>What has been done?<br>Increased family communication through teacher and staff calls.<br>Implemented new campus sweep procedures and student accountability measures.<br>Areas for improvement:<br>Enhance teacher classroom engagement strategies.<br>Maintain high standards for students who leave class.<br>Reflection:<br>The increased accountability measures are valuable. Focus on proactive strategies to keep students engaged in the classroom. Teacher training on classroom management and engagement could be very beneficial. |
| Increase in student school satisfaction factors:<br>- Increase in student belonging and connectedness (CHKS categories) - some aligned actions are school wide events to celebrate, Honor Roll/Knight Heros, and more intentional care management for at needs students<br>- Increase in students participating in school (and after school) activities and programs<br>- Increase in student safety and respect factors as measured by our student experience survey - The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator. For example, student bathroom environments are big issues so we are working with Real Hard to keep them cleaner and have student posters up to encourage students to take care of the space.<br>- Teacher trainings around classroom engagement and Restorative/Trauma informed practices<br>- Honor roll celebrations every marking period<br>- Field trips and experiential learning projects for students to engage in | Are you on track? Progress is evident in engagement, but data is limited.<br>What has been done?<br>Organized "Fresh Fridays" and assemblies to increase student engagement.<br>Implemented "Knight Heroes" and monthly honor roll celebrations.<br>Increased student participation in after-school programs.<br>Areas for improvement:<br>Increase the amount of student experience survey data collected.<br>Reflection:<br>The increased engagement activities are positive. Prioritize consistent administration of the student experience survey to gather more comprehensive data. Use the data to refine strategies and address specific student concerns.<br>It is very good that after school program numbers increased. |

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

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

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| Enhance College and Career Readiness Through Targeted Support and Real-World Connections:<br><br>Revised Strategic Action:<br>Maintain: Tighten Dual Enrollment (DE) processes, including securing teachers for support, tutoring, and regular grade checks.<br>Maintain: Connect DE classes with Work-Based Learning (WBL), internship opportunities, career fairs, and college trips.<br>Addition: Implement a system for tracking student participation and success in WBL activities, using data to identify barriers and improve access, especially for International Program students and focal student populations.<br>Addition: Ensure that all Pathways have a clear system for tracking student completion of significant projects (some integrated) with a presentation and research component, and that they use the data to improve project design and implementation. |
| Strengthen Student Literacy and Reaching Comprehension Through Focused Intervention and Collaborative Practices:<br><br>Revised Strategic Action:<br>Maintain: Develop common literacy strategies among pathway and department teams.<br>Maintain: Assess three times/year of i-Ready in ELA/Social Studies classes.<br>Maintain: Provide i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes).<br>Addition: Implement pathway-specific literacy intervention plans, using i-Ready data to target support for struggling students, particularly in the International Program and focal student populations. Ensure that these plans are reviewed and adjusted regularly.<br>Addition: Create more consistent collaboration time for teachers to share successful literacy strategies, and to review i-Ready data. |

Improve Student Period Attendance Outcomes Through Proactive Engagement and Support:

Revised Strategic Action:
Maintain: Institute pathway competitions and incentives.
Maintain: Implement student need protocols and alignment with attendance and care teams.
Maintain: Implement common classroom culture routines and strategies focused on welcoming and engaging classroom environments.
Maintain: Implement family call log and engagement strategies.
Addition: Enhance teacher training on proactive classroom engagement strategies, including culturally responsive teaching and trauma-informed practices, to create more welcoming and engaging learning environments.
Addition: Develop a better/tighter system for tracking and addressing chronic absenteeism, with a focus on early intervention and personalized support plans.

Enhance Student School Satisfaction Factors Through Consistent Data Collection and Actionable Feedback:

Revised Strategic Action:
Maintain: Coordinate school wide events to celebrate students and increase belonging and connectedness.
Maintain: Increase communication and recruitment efforts to promote in student participation in school (and after school) activities and programs.
Maintain: Implement student survey to measure student safety. The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator.
Maintain/strengthen: Implement a consistent and reliable system for collecting student experience survey data, ensuring high participation rates and disaggregating data by pathway and focal student populations.
Addition: Establish a process for regularly sharing survey results with pathway teams and student leadership, and for developing and implementing action plans based on student feedback.

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

**2025-2026 Budget: Enabling Conditions Whole School**

| BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved | Conditionally Approved |
|---|---|---|---|---|---|---|---|---|
| For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.**  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)  We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*  *\*\*If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.* | | | | | | | (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval)  *(protected cells below are to be completed by MN/H staff only)* | (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval)  *(protected cells below are to be completed by MN/H staff only)* |
| **Supervisor & Administrative Salaries:** **Hire a Pathway Coach, at .50 FTE.** The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development. **PCN 1584 - Marvin Boomer** (Salary and Benefit costs included) | $92,601.02 | 2305 | Supervisor & Administrative Salaries | Pathway Coach | .50 FTE | Whole School | Approved | |

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| **Classified Support Salaries:**<br>**Hire a College & Career Readiness Specialist at .70 FTE.**<br>The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications.  CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress.  CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes.<br>**PCN 6450 - Berenice Vega**<br>(Salary and Benefit costs included) | $91,928.03 | 2205 | Classified Support Salaries | College & Career Readiness Specialist | .70 FTE | Whole School | Approved | |
| **Classified Support Salaries:**<br>**Hire a Work Based Learning Liaison, at 1.0 FTE.**<br>The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both 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, ECCO summer internships and Dual Enrollment.<br>**PCN 1795 - Sheree West**<br>(Salary and Benefit costs included) | $124,413.62 | 2205 | Classified Support Salaries | Work Based Learning Liaison | 1.0 FTE | Whole School | Approved | |
| **Classified Support Salaries:**<br>**Hire a Administrative Asst Bilingual 2, at .3 FTE.**<br>Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways<br>**PCN 9500 - Miguel Rodriguez**<br>(Salary and benefits included) | $35,322.23 | 2205 | Classified Support Salaries | Administrative Assistant Bilingual 2 | 0.3 FTE | Whole School | Approved | |
| **Meeting Refreshments:**<br>For industry partners who donate their time for college, career, and community events (summer fair).  This is alignment with our C3 Experiences and Work-based Learning Plan.  Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and supporting.  Light breakfast refreshments will be provided. | $1,914.37 | 4311 | Meeting Refreshments | | | Whole School | | Conditionally Ap… |

| Pathway Name: | Sustainable Urban Design Academy (SUDA) | | Program #: | N/A |
|---|---|---|---|---|

| Mission and Vision | VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice means equality for all communities. Students will work towards sustaining and improving their community by building skills that will help them become leaders for a just and sustainable future.<br><br>Mission: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.<br><br>SUDA Outcomes<br> - Sustainable Design Thinking and Social Innovation<br> - Research and Analysis for Action<br> - Interpersonal and Critical Thinking Skills |
|---|---|

## 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<br>Will any of these categories be a priority for your 3-year goals? If yes, which ones? |
|---|---|---|---|
| **Integrated Program of Study**<br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | - A school related integrated project: the Food + Culture and more action oriented and manageable with culinary collaboration.<br> - Multiple design projects connected to outdoor classroom spaces and other spaces on campus outside of the classroom.<br> - Coliseum Design project<br> - 10th grade integrated project field trip launch to visit farm to school models<br> - 10th/11th grade project event to showcase food and culture project and Resilience Hubs<br> - Pathway Showcase<br> - Increase of SUDA themes into content classes<br> - SUDA Swag distribution - building sense of identity.<br> - Dual Enrolment CTE course: Bay Area Food Systems and Urban Agroecology | - Final Project Exhibitions can be more intentional, rigorous and engage students and community more.<br> - Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.<br> - Follow up with proposed solutions to problems identified through projects; taking action based on project proposals<br> - More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.<br> - Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection<br> - Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students) | **Curriculum and Instructional Design and Delivery**<br> - deeper connections with core classes to CTE<br> - incorporating partners with core classes, not only CTE<br> - build teacher capacity to plan and implement rigorous learning aligned with CA state standards, and postsecondary realities<br><br>**Assessment of Learning**<br> - continue to refine mastery based grading<br> - more consistent and higher quality exhibitions and/or demonstrations of mastery<br><br>**Early College Credit Opportunities**<br> - getting more intentional about DE offerings and pathways into specific careers and college programs |
| **Work Based Learning**<br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness | - Students presentations to industry/ community, industry and community stakeholders directly involved in project creation and implementation.<br> - Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software.<br> - Field trips to manufacturing day, skills trades fair, and site visits with partners during project-based learning | - Increase WBL experiences in all classes to expose students to industry knowledge and skills used within each discipline, and transferrable within and across the sector(s)<br> - Increase connection with Peralta resources<br> - Integrate CTE curriculum into other core classes.<br> - More connection/application of content from CTE courses; identified food inequity as a topic that could help bridge SUDA and CHEA and would lead to higher student engagement. | **Student work based learning experiences and self assessments**<br> - continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.<br> - incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade) |

| **Integrated Student Supports**<br>College and Career Preparation and Support<br>Social-Emotional Skill Development<br>Individual Student Supports<br>Student Input and Validation | - Worked to support students through weekly meetings, student success protocol and alignment with all school PD<br>- Celebrate students through SUDA SOUL awards<br>- Advisory Tournaments | - Communication and follow through on student needs protocol,<br>- communication with COST and other support services on campus.<br>- Using tools students already use to do this, such as social media.<br>- Collect, then incorporate student and family input into student support interventions (focus groups, student leadership, Knight ambassadors, creation of SUDA leadership council?)<br>- Work to engage more families/guardians, including them in the school community to support with school climate and wraparound supports | **College and Career Preparation and Support**<br>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options<br>- increase number of college and career trips<br><br>**Student Input and Validation**<br>- garnering feedback and input from students more regularly<br><br>- Continue to develop common support systems within the team and implement more tier 1 and 2 interventions across pathway |

## 2023-2024: YEAR ONE ANALYSIS

### Pathway Strategic Goals

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

| **Goal #1:**<br>By 2026 | By 2026, **100%** of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format. |
| --- | --- |
| **Goal #2:**<br>By 2026 | By 2026 SUDA will **deepen industry and community partnerships** on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path. |
| **Goal #3:**<br>By 2026 | By 2026 all students in the Sustainable Urban Design Academy will have **electronic portfolios** that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their **Transition Action Plan** which will serve as a major artifact in their graduate capstone. |

### 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** | Teachers adopt the TIDE writing scaffold horizontally across the pathway |
| --- | --- |
| | Students will write using evidence in each class, and structure paragraphs in a similar fashion |
| | |
| | |
| | |
| **Strategic Actions for Goal #2** | Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships |
| | Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming |
| | Strategically engage advisory board and core partners to reach out to new and potential partners |
| | |
| **Strategic Actions for Goal #3** | Begin portfolios in in sophomore year, CTE and English class |
| | Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan |
| | Set yearly goals to accomplish |
| | |

### Pathway Budget Expenditures

**2023-2024 Pathway Budget**

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>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**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
|---|---|---|---|---|---|---|

| **2024-2025: YEAR TWO** | | |
|---|---|---|
| **Pathway Strategic Goals** | | |
| ***Pathway Quality Strategic 3 Year Goal*** | **Check in on 3-Year Goals**<br>*For each 3-year goal, answer:*<br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year? | |
| By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format. | - Students are growing in their writing. The extent that the pathway is on track is not known, because there has not been a clear tracking system.<br>- Teachers have not yet been collaborating using the TIDE writing scaffold this school year | |
| By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path. | - Industry and community partnerships are growing and going deeper in the SUDA pathway. On track to accomplishing this goal by 2026.<br>- Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Human Made | |
| By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | - Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026.<br>- The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their trasition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year. | |
| **Pathway Strategic Actions Reflection** | | |
| ***2023-2024 Strategic Actions*** | **Reflection on 2023-2024 Strategic Actions**<br>*For the Strategic Action sets for each goal, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-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** | Teachers adopt the TIDE writing scaffold horizontally across the pathway | - We are not on track for accomplishing the actions for this goal this year. Students are not writing with evidence in each class, however it is happening in CTE and in English.<br>- New leadership on the pathway team, and two teachers being out on parternal leave hindered making progress toward this goal because there was little capacity to take it on as planned |
| | Students will write using evidence in each class, and structure paragraphs in a similar fashion | |
| **23-24 Strategic Actions for Goal #2** | Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and | - We are on track for accomlishing the actions for this goal this year<br>- Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Humanmade; Are actively working on updating the Program of Study<br>- Digital Fabrication is a part of our CastleWorks program support by the Crucible<br>- Civic Design Studio is supporting in connecting additional partners, such as the Lawrence Hall of Science, The Crucible, and PROPA. Continuing to introduce new partners and opportunities |
| | Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming | |
| | Strategically engage advisory board and core partners to reach out to new and potential partners | |
| **23-24 Strategic Actions for Goal #3** | Begin portfolios in sophomore year, CTE and English class | - Begin portfolios in sophomore year: We are not on track to accomplsih this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with teh 12th grade (graduate profile). Will move backwards to 11th, and then 10th in the coming years. It is hard to focus on so many things at once.<br>- We are on track for accomplishing all other actions for this goal this year<br>- We unexpectedly went without our Work-based Learnng Liaison for most of this year, which hindered the development of portfolios in 10th grade<br>- However, our College, Career, and Communtiy (C3) team began developing the requirements for the transition action plan in alignment with the graduate |
| | Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan | |
| | Set yearly goals to accomplish | |
| **Pathway Strategic Actions 2024-2025** | | |
| ***2024-2025 Strategic Actions***<br>*Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?* | | |
| **Goal #1:** By 2026, 100% of SUDA students will be able to write clear arguments and support it | **New or Revised** | Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same) |

| Goal #1: By 2026 | with evidence, using in text citations and proper APA format. | Strategic Actions for Goal #1 | Students will write using evidence in each class, and structure paragraphs in a similar fashion (same) |
|---|---|---|---|
| Goal #2: By 2026 | By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path. | New or Revised Strategic Actions for Goal #2 | Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised) |
| | | | Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming (same) |
| | | | Strategically engage advisory board and core partners to reach out to new and potential partners (same) |
| Goal #3: By 2026 | By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | New or Revised Strategic Actions for Goal #3 | Begin portfolios in in junior year, CTE and English class (revised) |
| | | | Pathway team, capstone teacher, C3 team will develop requirements and expectations for Transition Action Plan (revised) |

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

### 2024-2025 Pathway Budget

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the **Measures N and H Permissible Expenses document** when developing the justification.<br>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**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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.*<br><br>*\*\*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)<br><br>*(protected cells below to be completed by MN/H staff only)* | Conditionally Approved (Justification Form is required)<br><br>*(protected cells below to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|

### 2025-2026: YEAR THREE

### Pathway Demographics

| 2024-25 Total Enrollment Grades 9-12 | #N/A | | | | | | | |
|---|---|---|---|---|---|---|---|---|

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| Student Population by Race/Ethnicity | African-American | Native American | Asian | Hispanic/Latino | Filipino | Pacific Islander | White | Multiple Ethnicity | Not Reported |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| Focal Student Population | Which student population will you focus on in order to reduce disparities? | Select Group |
|---|---|---|

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

| *Whole Pathway Indicator* | *2021-22 Data* | *2022-23 Data* | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Data | 2025-26 Mid-Year Data |
|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | 51.0% | 100.0% | 39.4% | TBD | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | | |
| Four-Year Cohort Dropout Rate | 31.5% | 100.0% | 29.7% | TBD | | |
| A-G Completion Rate (12th Grade Graduates) | 31.9% | 35.8% | 29.5% | TBD | | |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | | |
| On Track to Graduate - 10th Graders | TBD | 10.3% | 18.6% | 20.7% | | |
| 10th Graders meeting A-G requirements | TBD | 10.7% | 24.1% | 17.0% | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 10.4% | 9.4% | 10.9% | 8.9% | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 0.0% | 12.5% | 9.9% | 8.4% | | |

| | 2021-22 Data | 2022-23 Data | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Data | 2025-26 Mid-Year Data |
|---|---|---|---|---|---|---|
| Percentage of 10th-12th grade students in Linked Learning pathways | 44.4% | TBD | TBD | TBD | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 2.4% | 1.1% | 0.6% | 0.0% | | |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 22.5% | 19.0% | TBD | TBD | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 15.6% | 18.2% | TBD | TBD | | |

| *Focal Student Population Indicator* | *2021-22 Data* | *2022-23 Data* | *2023-24 Data* | *2024-25 Mid-Year Data* | *2024-25 Data* | *2025-26 Mid-Year Data* |
|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | TBD | TBD | TBD | TBD | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | | |
| Four-Year Cohort Dropout Rate | TBD | TBD | TBD | TBD | | |
| A-G Completion - 12th Grade (12th Grade Graduates) | TBD | TBD | TBD | TBD | | |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | | |
| On Track to Graduate - 9th Graders | TBD | TBD | TBD | TBD | | |
| 9th Graders meeting A-G requirements | TBD | TBD | TBD | TBD | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | TBD | TBD | TBD | TBD | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | TBD | TBD | TBD | TBD | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | TBD | TBD | TBD | TBD | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | TBD | TBD | TBD | TBD | | |
| 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 | TBD | TBD | TBD | TBD | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | TBD | TBD | TBD | TBD | | |

**Pathway Student Data Reflection**

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

| Assets | Challenges |
|---|---|
| Industry Partnerships:<br>SUDA has strong industry partnerships, particularly in architecture and design, leading to successful collaborations like the senior project with four community partners.<br>The Fab Lab is active and engaging students in industry-relevant projects.<br>WBL Opportunities:<br>SUDA is actively expanding WBL opportunities, including new partnerships in manufacturing and construction.<br>Portfolio Implementation:<br>The CTE teacher is successfully implementing portfolios, aligning with the C3 team's Transition Action Plan.<br>College and Career Preparation:<br>SUDA has strong connections with the C3 team and is actively working on college and career preparation. | Graduation Rates (Inconsistent):<br>The four-year cohort graduation rate is inconsistent, with significant fluctuations.<br>Dropout Rates (Inconsistent):<br>Dropout rates are also inconsistent and concerning.<br>A-G Completion (Low):<br>A-G completion rates are relatively low, indicating challenges in meeting college entrance requirements.<br>On Track to Graduate (Low):<br>The percentage of 10th graders on track to graduate is low.<br>Dual Enrollment (Low):<br>Participation and success in dual enrollment courses are low.<br>CTE Completion (Very Low):<br>CTE completion rates are very low, suggesting difficulties in completing CTE programs.<br>Data Gaps:<br>There are significant data gaps, particularly for the focal student population, making it difficult to assess their specific needs.<br>Writing Proficiency:<br>Students need more support in writing, particularly in using evidence and the TIDE framework.<br>Portfolio Timeline:<br>The timeline for portfolio implementation has been adjusted, with a focus on starting with seniors. |

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

| Academic Challenges: |
|---|
| Students may face academic challenges that impact graduation rates, A-G completion, and CTE completion.<br>Lack of Targeted Support:<br>Insufficient targeted support for students struggling academically, particularly in writing.<br>Inconsistent Program Implementation:<br>Fluctuations in data suggest inconsistencies in program implementation and support systems.<br>Data Tracking and Analysis:<br>Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.<br>Teacher Collaboration and Training:<br>Inconsistent teacher collaboration and insufficient training on effective instructional strategies, particularly in writing.<br>Shifting Priorities:<br>Shifting priorities, such as the focus on "brag sheets," may have impacted progress in other areas. |

### Pathway Strategic Goals

| Pathway Quality Strategic 3 Year Goal | Check in on 3-Year Goals<br>*For each 3-year goal, answer:*<br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year? |
|---|---|
| By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format. | Extent on track: Progress is still lagging. The goal remains not fully on track.<br>Supported: There is awareness of the need for improved writing skills, and some progress has been made in CTE and English classes.<br>Hindered: Lack of focused team-wide instructional work during pathway meetings on using evidence in writing. The TIDE framework is not consistently being used. |
| By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path. | Extent on track: The pathway is on track and making significant strides.<br>Supported: Strong collaboration between the pathway coach, WBL liaison, and transition specialist. Successful senior project collaboration with four community partners. Activation of the Fab Lab and engagement of Advisory Board partners in CastleWorks programming.<br>Hindered: No major hinderances are apparent. |
| By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | Extent on track: The pathway is on track, with adjustments to the timeline.<br>Supported: The CTE teacher is successfully implementing portfolios, aligning with the C3 team's Transition Action Plan. Demonstrates strong collaborative effort.<br>Hindered: Shift in focus to "brag sheets" and senior portfolios |

### Pathway Strategic Actions Reflection

| 2024-2025 Strategic Actions | Reflection on 2024-2025 Strategic Actions<br>*For the Strategic Action sets for each goal, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-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** — *Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same)*<br>Students will write using evidence in each class, and structure paragraphs in a similar fashion (same) | Are you on track? Likely not, unless there is a very large push in the next few months.<br>Reason: The same actions were set for the previous year and were not met. There needs to be a very strong implementation plan to make sure that this happens. Pathway meetings have not focused on instruction. |
| **24-25 Strategic Actions for Goal #2** — Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised)<br>Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming (same)<br>Strategically engage advisory board and core partners to reach out to new and potential partners (same) | Are you on track? Yes, based on prior years progress.<br>What has been done: Continued partnership building and expansion of WBL opportunities. Including the successful senior project, and Fab lab activation.<br><br>Are you on track? Yes.<br>What has been done: Continued implementation of aligned programs. |
| **24-25 Strategic Actions for Goal #3** — Begin portfolios in junior year, CTE and English class (revised)<br>Pathway team, capstone teacher, C3 team will develop requirements and expectations for Transition Action Plan (revised) | Are you on track? Yes.<br>What has been done: Plans are in place to begin portfolios with juniors. The CTE teacher is successfully implementing portfolios. |

### 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?*

| | By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format. | | Dedicated PD and Pathway Meetings: Schedule regular pathway meetings focused specifically on instructional strategies for using evidence in writing, with a focus on the TIDE scaffold. |
|---|---|---|---|
| | | | Instructional Coaching: Implement peer coaching or bring in a writing consultant to provide targeted support to teachers on the TIDE framework. |

| Goal #1:<br>By 2026 | | New or Revised Strategic Actions for Goal #1 | Cross-Curricular Alignment: Develop specific examples of how the TIDE framework can be applied in each SUDA course and share those examples with all teachers. |
| | | | Student Writing Samples: Collect and analyze student writing samples across the pathway to identify areas of strength and weakness, and use those samples to drive pathway meeting discussions |
| | | | Create Pathway Writing Champions: Designate teachers to be writing champions, that can help to lead pathway meetings about writing, and help to implement the TIDE framework. |
| Goal #2:<br>By 2026 | By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path. | New or Revised Strategic Actions for Goal #2 | Formalize Partnership Agreements: Develop formal partnership agreements with key industry partners to ensure long-term collaboration and sustainability. |
| | | | Expand Senior Project Model: Explore opportunities to expand the collaborative senior project model to other grade levels or projects. |
| | | | Showcase Fab Lab Projects: Organize public events or presentations to showcase student projects created in the Fab Lab, highlighting the impact of industry partnerships. |
| | | | Create a Partner Feedback Loop: Create a way for community partners to give feedback to the SUDA pathway, about how the pathway can improve. |
| | | | Track Partner Engagement: Create a system to track partner engagement, and student outcomes based on partner engagement. |
| Goal #3:<br>By 2026 | By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | New or Revised Strategic Actions for Goal #3 | Portfolio Training Workshops: Conduct portfolio training workshops for students and teachers, providing clear guidelines and examples. |
| | | | Integrate Portfolio Reviews: Schedule regular portfolio review sessions with teachers, industry partners, and college representatives to provide feedback and guidance. |
| | | | Develop Portfolio Reflection Prompts: Create reflection prompts to help students articulate their learning and growth through their portfolio entries. |
| | | | Showcase Senior Portfolios: Host a senior portfolio showcase event to celebrate student achievements and demonstrate the value of the transition action plan. |
| | | | Create a Digital Portfolio Repository: Create a digital repository of student portfolios, that can be used to showcase the SUDA pathway to prospective students, and community partners. |

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

#### 2025-2026 Pathway Budget

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the **Measures N and H Permissible Expenses document** when developing the justification.<br>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.**<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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.*<br><br>**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**<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* | **Conditionally Approved**<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Clerical Salaries: to hire a Care Manager at .2 FTE for SUDA Pathway:**<br><br>Funding will be used for Care (Case) Managers to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent, and students identified as needing additional support. Staff will conduct in-depth community work to connect with families of these students and provide support to family based on the need to support the student in getting back on-track to graduate. Providing additional funds for intensive student supports through additional counseling and care/case-management services will increase student engagement by facilitating more one-on-one contact and support for our most at risk students so that they can be better equipped and supported.  Personalized support and keeping students engaged in school aligns with pathway development.  Approximately 20-50 students should be served across the school.<br>PCN 8787 - Nadia Hassan<br>(Salary and benefits included) | $29,651.15 | 2405 | Clerical Salaries | Case Manager | .20 FTE | SUDA | Approved | |
| **CERTIFICATED TEACHER SALARY: CTE Teacher, at 1.0 FTE for Urban Design and Urban Ecology classes 11th and 12th grade.** The teacher will provide instruction in CTE Courses Ubran Ecology and the 12th Grade Urban Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.  Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry.<br><br>PCN 10795- Lillian Jacobson<br>(Salary and benefits included) | $124,453.96 | 1105 | Teacher Salaries | CTE Teacher | 1.0 FTE | SUDA | Approved | |

| Integrated Program of Study | Community Health Equity Academy (CHEA) | Program #: | N/A |
|---|---|---|---|
| Mission and Vision | According to research the single most effective intervention to improve a child's social and academic outcomes is a caring adult. CHEA team members will work to ensure educators have the resources and support they need to be fully present and sustain caring relationships with students.<br><br>CHEA believes a relevant and rigorous education that emphasizes relationships is an important determinant of health because it both shapes and reflects many factors that will impact our students life chances. Like CHEA, many public health advocates believe investing in education is the single most effective intervention we can make to improve health outcomes and tackle inequities. | | |

## 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<br>Will any of these categories be a priority for your 3-year goals? If yes, which ones? |
|---|---|---|---|
| **Integrated Program of Study**<br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | - Multiple integrated projects at each grade level<br>- Great opportunities and connections with the community organizations<br>- Authentic community based projects founded in community health equity and students' lives<br>- CTE curriculum across multiple subjects/involved in different classrooms<br>- Working on integrating a CHEA credential with many industry aligned certifications<br>- Dual enrollment courses through Berkeley City College that lead to Early Childhood Education Certificate | - Project Exhibitions can be more frequent (each marking period), intentional, rigorous and engage students and community more.<br>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.<br>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.<br>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection<br>- Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students) | **Curriculum and Instructional Design and Delivery**<br>- deeper connections with core classes to CTE<br>- incorporating partners with core classes, not only CTE<br>- development instructional practices for more engagement, rigor, and relevance; possibly through community of practice with other public health pathway teachers?<br><br>**Assessment of Learning**<br>- continue to refine mastery based grading<br>- more frequent and higher quality exhibitions and/or demonstrations of mastery<br>- build more fully integrated projects, by increasing communication amongst teachers, as well as teachers--partners and teachers--couches<br><br>**Early College Credit Opportunities**<br>- getting more intentional about DE offerings and pathways into specific careers and college programs<br>- increase visibility of college courses and do targeted outreach for SPED, Male, and Black students |
| **Work Based Learning**<br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness | - Summer ECCCO program has been strong<br>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Food as Medicine - Culinary; Art as Healing - Knight Painters; Youth Wellness Advisory Board)<br>- Consistent Partnerships (Childrens Hospital Oakland and Public Health Institute) increased exposure in classes and with teachers<br>- Reestablishing the Youth Leadership Council<br>- Coordinating tours of the CHO clinic with 9th, International, and 10-12 CHEA classes<br>- Increased participation steady climb of student participants in CastleWorks program<br>- Many health internships in Oakland and Bay Area that students are applying for and participating in<br>- Some CHEA related dual enrollment courses | - No real evaluation or assessement of WBL experiences<br>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunitites; we'd like to increase visibility and participation<br>- Senior capstone is still somewhat disconnected from the Pathway experiences. Senior action projects have loose connections to community partners and work-based learning<br>- Need for more CHEA aligned WBL opportunities and internships, especially for Int'l students.<br>- More participation in the opportunities that do exist | **Student work based learning experiences and self assessments**<br>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.<br>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)<br><br><br>- Leverage partnerships to create more CHEA aligned WBL opportunities and internships, especially for Int'l students. |

| Integrated Student Supports<br>College and Career Preparation and Support<br>Social-Emotional Skill Development<br>Individual Student Supports<br>Student Input and Validation | - COST and care management for tier 2 and tier 3 supports<br>- Inclusion Program that provides a co-teaching model for all core classes and additional support for elective/CTE courses<br>- Advisory structure for CHEA (SLC) culture and community building, wellness, and celebrations (CHEA Way Awards)<br>- Engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community | - Clearly communicate CHEA outcomes and systems to develop student understanding and ownership.<br>- A real need to revisit core CHEA pedagogies, such as the CHEA Way and Youth Participatory Action Research to learn while doing, especially in the field.<br>- Few college trips, and less involvement of future center team in 10th and 11th grade<br>- Experiential learning trips have been inconsistent and not always directly connected to in-class projects. Are sometimes rushed near the end of year. | **College and Career Preparation and Support**<br>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options<br>- increase number of college and career trips<br>- incorporating post-secondary planning and writing into CTE and English classes<br><br>**Student Input and Validation**<br>- garnering feedback and input from students more regularly to determine project topics and project deliverables<br><br>**Social-Emotional Skill Development**<br>- focus on building coping wellness, and self-regulation through the continued use of the CHEA Way, & other culture and community building opportunities such as the CHEA Wellness Day and CHEA Day of Service<br>- adopting common practices horizontally across pathway to support with building culture and climate of CHEA. The practices will be incorporated into everyday classroom practice. |

### 2023-2024: YEAR ONE ANALYSIS

#### Pathway Strategic Goals

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

| Goal #1:<br>By 2026 | By 2026, CHEA core and CTE courses will have **increased rigor, relevance, and student engagement** with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that **students take ownership** of. |
| --- | --- |
| Goal #2:<br>By 2026 | By 2026, through the Program of Study, we will have **institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips** the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year. |
| Goal #3:<br>By 2026 | By 2026 all students in the Community Health Equity Academy will have **electronic portfolios** that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their **Transition Action Plan** which will serve as a major artifact in their graduate capstone. |

#### 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 | - Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a 6-week basis<br>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.<br>- continue to work directly with partners on planning relevant an engaging projects that prepare students for college and the workforce.<br>- Develop and revisit course outlines that include standards and perfomance assessments with pathway team and industry partners |
| --- | --- |
| Strategic Actions for Goal #2 | - Strengthen WBL contiuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers<br>- Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan.<br>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. |
| Strategic Actions for Goal #3 | - Begin portfolios in sophomore year, CTE and English class<br>- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan<br>- Set yearly goals to accomplish<br>- will improve student learning outcomes, with very clear industry and content area skills and goals that are specified for each year. Tracking progress for each student through the plan checklist will ensure more students will be on track. |

## Pathway Budget Expenditures

### 2023-2024 Pathway Budget

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>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**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
|---|---|---|---|---|---|---|
| **Teacher Salaries: Hire a 9th Grade CHEA Teacher, at 1.0 FTE.** The teacher will teach an introductory CTE course aligned with Community Health Equity Academy for GenEd/International 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes.<br>PCN 3897 - Vacant<br>(Salary and Benefit costs included) | $133,773.00 | 1105 | Teacher Salaries | Teacher, Public Health | 1.0 FTE | CHEA |
| **Classified Salaries: Hire Administrative Assistant II Bilingual, at .20 FTE, to support with Measure N specific logistical, administrative, and overall coordination of the CHEA pathway programming.** These field trips, projects, and experiences directly relate to pathway development, and are intentionally built to increase student engagement. Combined programs, we hope to serve ~300 students. The clerical supports will be essential to the daily logistics of bringing these programs together and will include logistical support for teachers and admin.<br>PCN xxxx -<br>(Salary & Benefit costs included) | $25,021.00 | 2205 | Teacher Salaries | Administrative Assistant 2 - Bilingual | .20 FTE | CHEA |
| **Supplies & Materials: Purchase supplies and materials for the CHEA pathway classes to create Project Based Learning experiences**, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. The exhibition projects will also be industry and community engagement opportunities. | $3,566.87 | 4310 | Supplies & Materials | | | CHEA |
| **Transportation Costs: Charter Bus rentals for 9th-12th grade students in the CHEA pathway.** The WBL and CTE based field trips will support real world application and experiences of pathway themes, content and skills. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. This will support student leadership and engagement in CHEAWay and CHEA Outcomes in an experiential meaningful way. | $9,000.00 | 5826 | Transportation Costs | | | CHEA |

### 2024-2025: YEAR TWO

#### Pathway Strategic Goals

| *Pathway Quality Strategic 3 Year Goal* | Check in on 3-Year Goals<br>*For each 3-year goal, answer:*<br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year? |
|---|---|
| By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of. | - Pathway is on track to accomplish this goal by 2026<br> - Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepardness<br> - Teachers are attending conferenes to learn best practices from other practitioners in order to better strengthen the work at Castlemont |

| | |
|---|---|
| By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year. | - Pathway is on track to accomplish this goal by 2026<br>- Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepardness. Pathway leads have done pull out days to connect with CTE Coach, Pathway Coach, and community partners to bring the program of study more current and relevant<br>- Entire team has committed collaboration time in team meetings to address this goal |
| By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | - Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026.<br>- The CTE department will be adopting the use of a ""brag sheet"" that will support with the development of student resumes, which will be translated into their trasition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year. |

| Pathway Strategic Actions Reflection | |
|---|---|
| *2023-2024 Strategic Actions* | **Reflection on 2023-2024 Strategic Actions**<br>*For the Strategic Action sets for each goal, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-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**<br><br>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google<br><br>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.<br><br>- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners<br><br>- continue to work directly with partners on planning relevant and engaging projects that prepare students for college and the workforce. | - CHEA Youth Leadership Council has been working to gather input and feedback on pathway activities and curriculum<br>- Teachers attend monthly departmental professional development sessions, which enable them to share and learn ways to strengthen their lessons, units, and strategies.<br>- Have not yet reviewed course outlines, but will be doing so at the end of the year during our last week of PD. This will also include the new iteration of senior capstone focused on health topics, taught by Pub Health teacher.<br>- Partners have been engaged continuously, and will be going deeper in partnership with those that have capacity to serve as advisory members. Going deeper means to engage with them more intentionally and deeply. Instead of just having them speak or host a workshop, deeper might look like them helping to create rubrics or working directly with students to develop indsutry skills.<br>- We are mostly on track with these actions this year, but need to refocus some time and energy on revisiting course outlines including standards and performance assessments. |
| **23-24 Strategic Actions for Goal #2**<br><br>- Strengthen WBL contiuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers<br><br>- Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan.<br><br>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. | - Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepardness. Pathway leads have done pull out days to connect with CTE Coach, Pathway Coach, and community partners to bring the program of study more current and relevant<br>- Annual calendar with all experiences and events: We have been working on this, but it is coming together at a slow pace. Integrated projects and planning other events took some precedent over the institutionalization of the CHEA calendar in the Fall semester. However, the work on the Program of Study had been fruitful, and will guide much of what will go on the calendar.<br>- College, Career, and Community (C3) team has been more engaged with systemitizing C3 supports in pathways and lower grade levels. Building out the Casltemont graduate profile and allowing teams to have input on the pathway C3 experiences has allowed the team to bring more meaningful experiences to CHEA and the school at large. Students will attend College trips to Sac State, San Jose State, Laney, College of Alameda, MErritt College, Samuel Merritt Univeristy and more |
| **23-24 Strategic Actions for Goal #3**<br><br>- Begin portfolios in sophomore year, CTE and English class<br><br>- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan<br><br>- Set yearly goals to accomplish | - Begin portfolios in sophomore year: We are not on track to accomplsih this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with teh 12th grade (OUSD graduate profile). Will move backwards to 11th, and then 10th in the coming years. It is hard to focus on so many things at once.<br>- Have not specifically looked at the pathway outcomes yet, but have been working on the graduate profile for Castlemont, which is closely related.<br>- We are on track for accomplishing all other actions for this goal this year<br>- We unexpectedly went without our Work-based Learnng Liaison for most of this year, which hindered the development of portfolios in 10th grade<br>- However, our College, Career, and Communtiy (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile |

| | - will improve student learning outcomes, with very clear industry and content area skills and goals that are specified for each year. Tracking progress for each student through the plan checklist will ensure more students will be on track. |
|---|---|

## 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, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of. | New or Revised Strategic Actions for Goal #1 | - Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a **semseter basis** (revised) |
|---|---|---|---|
| | | | - Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. (same) |
| | | | - Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners (same) |
| Goal #2: By 2026 | By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year. | New or Revised Strategic Actions for Goal #2 | - Strengthen WBL contiuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers (same) |
| | | | - **Using previous years 2019-23 as guides and templates,** Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan. **Giving specific time to this during end of year Professional Development** (revised) |
| | | | - Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. (same) |
| Goal #3: By 2026 | By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | New or Revised Strategic Actions for Goal #3 | Begin portfolios in in junior year, CTE and English class (revised) |
| | | | Pathway team, capstone teacher, C3 team develop requirements and expectations for Transition Action Plan (revised) |

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

### 2024-2025 Pathway Budget

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the **Measures N and H Permissible Expenses document** when developing the justification.<br>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**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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.*<br><br>**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)<br><br>(protected cells below to be completed by MN/H staff only) | Conditionally Approved (Justification Form is required)<br><br>(protected cells below to be completed by MN/H staff only) |
|---|---|---|---|---|---|---|---|---|

## 2025-2026: YEAR THREE

### Pathway Demographics

| 2024-25 Total Enrollment Grades 9-12 | #N/A | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe |

| Student Population by Race/Ethnicity | African-American | Native American | Asian | Hispanic/Latino | Filipino | Pacific Islander | White | Multiple Ethnicity | Not Reported |
|---|---|---|---|---|---|---|---|---|---|
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | Male | | | | |

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

| Whole Pathway Indicator | 2021-22 Data | 2022-23 Data | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Data | 2025-26 Mid-Year Data |
|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | 51.0% | 100.0% | 39.4% | TBD | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | | |
| Four-Year Cohort Dropout Rate | 31.5% | 100.0% | 29.7% | TBD | | |
| A-G Completion Rate (12th Grade Graduates) | 31.9% | 35.8% | 29.5% | TBD | | |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | | |
| On Track to Graduate - 10th Graders | TBD | 10.3% | 18.6% | 20.7% | | |
| 10th Graders meeting A-G requirements | TBD | 10.7% | 24.1% | 17.0% | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 10.4% | 9.4% | 10.9% | 8.9% | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 0.0% | 12.5% | 9.9% | 8.4% | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | 44.4% | TBD | TBD | TBD | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 2.4% | 1.1% | 0.6% | 0.0% | | |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 22.5% | 19.0% | TBD | TBD | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 15.6% | 18.2% | TBD | TBD | | |
| Focal Student Population Indicator | 2021-22 Data | 2022-23 Data | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Data | 2025-26 Mid-Year Data |
| Four-Year Cohort Graduation Rate | 47.1% | 42.9% | 30.4% | TBD | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | | |
| Four-Year Cohort Dropout Rate | 35.3% | 28.8% | 32.7% | TBD | | |
| A-G Completion - 12th Grade (12th Grade Graduates) | 27.7% | 25.8% | 17.4% | TBD | | |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | | |
| On Track to Graduate - 9th Graders | TBD | 12.3% | 15.1% | 16.1% | | |
| 9th Graders meeting A-G requirements | TBD | 12.3% | 18.0% | 11.7% | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 7.6% | 7.2% | 9.5% | 9.9% | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 0.0% | 13.1% | 9.0% | 9.6% | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | 40.0% | TBD | TBD | TBD | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.4% | 1.4% | 0.0% | 0.0% | | |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 18.0% | 14.8% | TBD | TBD | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 14.2% | 16.3% | TBD | TBD | | |

## Pathway Student Data Reflection

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

| Assets | Challenges |
|---|---|
| | |

| | |
|---|---|
| **WBL Participation (Slight Increase):**<br>There is a slight increase in the percentage of 12th graders participating in employer-evaluated internships or similar experiences.<br>CHEA is actively working with community health partners, and is improving their work based learning opportunities.<br>**Dual Enrollment (Consistent):**<br>Dual enrollment participation has remained relatively consistent, indicating some level of student engagement in college-level coursework.<br>CHEA is working to get more students involved in college and career opportunities. | **Graduation Rates (Declining):**<br>The four-year cohort graduation rate is declining, both for the whole pathway and the focal student population.<br>The focal student population has a lower graduation rate than the whole pathway.<br>**Dropout Rates (Inconsistent):**<br>Dropout rates are inconsistent and remain a concern.<br>The focal student population has a higher dropout rate than the whole pathway in 2023-2024.<br>**A-G Completion (Declining):**<br>A-G completion rates are declining, indicating challenges in meeting college entrance requirements.<br>The focal student population has a much lower A-G completion rate than the whole pathway.<br>**On Track to Graduate (Low):**<br>The percentage of 9th and 10th graders on track to graduate is low.<br>The focal student population is significantly lower than the whole pathway. |

| What might be some root causes to help you understand those student data? |
|---|
| Academic Challenges:<br>Students face significant academic challenges, impacting graduation rates, A-G completion, and CTE completion.<br>Lack of Targeted Support:<br>Insufficient targeted support for students at risk of falling behind academically.<br>Socioeconomic Factors:<br>Socioeconomic factors may contribute to absenteeism, dropout rates, and limited access to resources.<br>Data Tracking and Analysis:<br>Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.<br>Program Implementation Gaps:<br>Inconsistencies in program implementation and support systems contribute to fluctuating data.<br>Engagement and Motivation:<br>There could be issues with student engagement and motivation.<br>New Capstone Implementation:<br>The new capstone course has impacted the portfolio timeline.<br>Integrated Project Implementation Challenges:<br>Challenges in implementing integrated projects across pathways.<br>Teacher Collaboration and Training:<br>Inconsistent teacher collaboration and insufficient training on effective instructional strategies. |

## Pathway Strategic Goals

| *Pathway Quality Strategic 3 Year Goal* | **Check in on 3-Year Goals**<br>*For each 3-year goal, answer:*<br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year? |
|---|---|
| By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of. | Extent on track: The pathway is on track.<br>Supported: CTE courses are actively engaging industry partners, and the 12th-grade capstone course is successful. There's a focus on integrated projects and aligning with standards.<br>Hindered: The challenge is still solidifying how to effectively implement integrated projects. |
| By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year. | Extent on track: The pathway is progressing well.<br>Supported: The program of study is becoming more institutionalized. Communication with the C3 team is strong. College field trips have occurred. There are new plans to engage 9th and 10th graders early.<br>Hindered: Team engagement in WBL and college field trips needs improvement. |
| By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | Extent on track: Portfolio development is progressing, but may be slightly delayed.<br>Supported: Progress is being made.<br>Hindered: The new capstone course has impacted the portfolio timeline. |

## Pathway Strategic Actions Reflection

| *2024-2025 Strategic Actions* | **Reflection on 2024-2025 Strategic Actions**<br>*For the Strategic Action sets for each goal, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
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|---|---|---|
| **24-25 Strategic Actions for Goal #1** | - Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a semseter basis (revised) | Are you on track? Yes.<br>What has been done: CHEA Youth Leadership Council is active; teachers are attending professional development. |
| | - Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. (same) | Are you on track? Yes.<br>What has been done: Teachers attend monthly departmental professional development. The district has provided 2nd Wednesdays fotr this and HSLLO has created the Pathway Leads Community of Practice, although the LEad has not had an oppotunity to attend this yet. |
| | - Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners (same) | Are you on track? Mostly, but needs more focused time.<br>What has been done: Course outlines will be reviewed at the end of the year; partners are engaged. |
| **24-25 Strategic Actions for Goal #2** | - Strengthen WBL contiuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers (same) | Are you on track? Yes.<br>What has been done: Teachers are actively refining the program of study. |
| | - Using previous years 2019-23 as guides and templates, Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan. Giving specific time to this during end of year Professional Development (revised) | Are you on track? Progress is being made.<br>What has been done: Work is ongoing, and time is dedicated at the end of year PD. |
| | - Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. (same) | Are you on track? Yes.<br>What has been done: C3 team is more engaged. Early exposure workshops are being implemented. |
| **24-25 Strategic Actions for Goal #3** | Begin portfolios in in junior year, CTE and English class (revised) | Are you on track? Sort of.<br>What has been done: Plans are in place for junior portfolios. |
| | Pathway team, capstone teacher, C3 team develop requirements and expectations for Transition Action Plan (revised) | |

## 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:**<br>By 2026 | By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of. | **New or Revised Strategic Actions for Goal #1** | Develop a system for tracking student engagement and impact of community-based projects. |
| | | | Create a "CHEA Community Advisory Board" with consistent meeting times and roles. |
| | | | Implement regular student presentations of community projects to industry partners |
| | | | Create a "CHEA Student Leadership Institute" to develop student agency |
| | | | Create integrated project rubrics that are used across multiple content areas. |
| **Goal #2:**<br>By 2026 | By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year. | **New or Revised Strategic Actions for Goal #2** | Develop a digital Program of Study with an interactive calendar for students and families. |
| | | | Create a CHEA alumni network to support mentorship and WBL opportunities |
| | | | Establish a formal process for evaluating and refining the Program of Study annually. |
| | | | Create a "CHEA partner database" that tracks partner engagement, and student outcomes. |
| | | | Increase WBL and college field trip planning and implementation |
| **Goal #3:**<br>By 2026 | By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | **New or Revised Strategic Actions for Goal #3** | Implement peer portfolio review sessions with industry partners. |
| | | | Create a "CHEA Portfolio Showcase" event for students and families. |
| | | | Develop portfolio reflection prompts focused on health equity and community impact |
| | | | Create a digital portfolio repository for CHEA students |
| | | | Create a clear portfolio completion timeline. |

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

**2025-2026 Pathway Budget**

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the **Measures N and H Permissible Expenses document** when developing the justification.<br>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.**<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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.*<br><br>**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**<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* | **Conditionally Approved**<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|
| CERTIFICATED TEACHER SALARY: CTE Teacher, at 0.62 FTE for Public Health Class classes 11th and 12th grade to teach CTE curriculum. The teacher will provide instruction in CTE Courses Public Health Slutions and the 12th Grade Public Health Advocacy Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the public health industry.<br><br>PCN 10804- Devynn Taylor<br>(Salary and benefits included) | $98,115.62 | 1105 | Teacher Salaries | CTE Teacher | 0.62 FTE | CHEA | Approved | |

| Pathway Name: | International SUDA / CHEA | | Program #: | N/A |
|---|---|---|---|---|
| **Mission and Vision** | Castlemont Newcomer Pathway Immersion Program is a culturally sustaining, asset-based and empowering educational experience that supports multiple languages, celebrates cultures and supports students to succeed in college, career and community.<br><br>The Castlemont Newcomer Pathway Integration Program engages students new to the country in a 4 year trajectory that strives to fulfill the vision. Building on the assets and experiences from the past 3 years, the program integrates with the entire Castlemont community in a variety of ways, specifically the Sustainable Urban Design Academy (SUDA) and the Community Health Equity Academy (CHEA). The program trajectory is a "progressive immersion" model where levels of scaffolding and integration are intentionally balanced to support students to fully "mainstream" by the fourth year on campus. | | | |

## 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<br>Will any of these categories be a priority for your 3-year goals? If yes, which ones? |
|---|---|---|---|
| **Integrated Program of Study**<br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | - Ongoing WBL and CTE trips to Peralta institutions<br>- continued development of pathways: SUDA and CHEA in Int'l 9th and 10th.<br>- Increased testing for language growth & ELD placement, as well as increased numbers of students wanting to stay or join general education classes<br>- Some CTE integration with multiple subjects/involved in different classrooms<br>- Dual enrollment courses through Laney College for English for Speakers of Other Languages | - intentional ways to connect with the GenEd populations through social activities (Spirit Week Homecoming, Fresh Friday) and class projects<br>- need of additional language and wraparound supports for 11th and 12th grade students as they enter and matriculate through the pathways<br>- Project Exhibitions can be more frequent (each marking period), more intentional, more rigorous in alignment with standards, and engage students and community more.<br>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects. As well as connecting industry partners inside of the classroom<br>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to **apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus.** Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection | **Curriculum and Instructional Design and Delivery**<br>- deeper connections with core classes to CTE<br>-<br><br>**Assessment of Learning**<br>- continue to refine mastery based grading<br>- more frequent and higher quality exhibitions and/or demonstrations of mastery<br>- connect with general education population to sync project showcases<br><br>**Early College Credit Opportunities**<br>- increase the number of students in dual enrollment classes<br>- increase visibility of college courses and do targeted outreach |
| **Work Based Learning**<br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness | - Summer ECCCO program has been strong for International students, specifically CastleWorks<br>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Knight Interpreters, Food as Medicine - Culinary; Art as Healing - Knight Painters; Digital Fabrication<br>- Coordinating tours of the CHO clinic with 9th and 10th International | - more exposure to programming and increase stipends for WBL opportunities to compete with jobs, for students focused on work<br>- build more WBL into ALL classes, earlier on because Int'l students have been more liekly to unenroll to go work<br>- connecting partners, projects, and trips with the general education aligned courses<br>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunitites; we'd like to increase visibility and participation<br>- strengthening partnerships, with a specific focus on WBL workplace readiness | - Consistent use of i-Ready in all ELA and/or Social studies classes to support consistent implementation |

| **Integrated Student Supports**<br>College and Career Preparation and Support<br>Social-Emotional Skill Development<br>Individual Student Supports<br>Student Input and Validation | - COST and care management for tier 2 and tier 3 supports<br>- Family liaisons with bilingual support<br>- Advisory structure for team culture and community building, wellness, and honor roll celebrations<br>- Lots of engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community<br>- Started a community closet where students and families can get free toilettries, hygeine products, home products, and clothing | - communication with COST and other support services on campus with access for all students.<br>- Inability to properly test (newcomer) Int'l students for SPED<br>- Continue to develop integreated ELD practices among all teaching staff that serve these students | **College and Career Preparation and Support**<br>- have Future Center team engaging with International students much earlier to prep and expose them to post-secondary options<br>- continue to build relationships with local institutions in order to make a warm handoff/smooth transition<br><br>**Student Input and Validation**<br>- garnering feedback and input from students more regularly to determine project topics and project deliverables<br><br>**Social-Emotional Skill Development**<br>- build a more robust resource bank for students that are new to the country |

## 2023-2024: YEAR ONE ANALYSIS

### Pathway Strategic Goals

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

| Goal #1:<br>By 2026 | By 2026 the International Team will **deepen industry and community partnerships** on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path. |
| --- | --- |
| Goal #2:<br>By 2026 | By 2026, through the Program of Study, we will have **institutionalized all major work-based learning, and college and career trips** for the entire International experience, including plans to support early exits into the workforce. We will help students create **transition action plans** which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. |
| Goal #3:<br>By 2026 | By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready. |

### 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 | Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships |
| --- | --- |
| | Build more intentional programing into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets |
| | Strategically engage pathway advisory boards and core partners to reach out to new and potential partners |
| | |
| | |
| Strategic Actions for Goal #2 | - Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration |
| | - Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year |
| | - Engage with College and Career team very early on, because some students enter the program at older ages |
| | |
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| Strategic Actions for Goal #3 | - Reading and literacy focus in whole school PD |
| | - Instructional coaching support for all teachers (informal through programs or formal evaluation cycles) |
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| | |

### Pathway Budget Expenditures

**2023-2024 Pathway Budget**

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>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**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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 |
|---|---|---|---|---|---|---|
| **Supplies & Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences**, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade. | $3,164.59 | 4310 | Supplies & Materials | | | International |
| **Transportation Costs: Transportation for Work Based Learning & CTE field trips aligned to pathway themes, content and skill.** The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. | $10,000.00 | 5826 | Transportation Costs | | | International |

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

| *Pathway Quality Strategic 3 Year Goal* | Check in on 3-Year Goals<br>*For each 3-year goal, answer:*<br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year? |
|---|---|
| By 2026 the International Team will deepen industry and community partnerships on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path. | - Industry and community partnerships are growing and going deeper in the SUDA and CHEA pathways, but we still want more opportunities for students without SSNs. On track to accomplishing this goal by 2026.<br>- Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Human Made. We have also been working on increasing the type of health-related internships that do not require SSNs |
| By 2026, through the Program of Study, we will have institutionalized all major work-based learning, and college and career trips for the entire International experience, including plans to support early exits into the workforce. We will help students create transition action plans which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. | - Students are learning website development and resume development. On track to accomplishing this goal by 2026.<br>- The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their trasition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year. |
| By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready. | - Student literacy will continue to be priority. At this rate students in our International program are not on track to be on grade level reading by 12th grade. However, there has been significant growth and will adjust the goal to be growth oriented.<br>A significant reality is that many of these students are starting at 1st/2nd grade levels for reading in 9th grade and jumping 10 reading levels in four years isn't always realistic depending on the students experience with formal education settings and reading level in their home language. |

| Pathway Strategic Actions Reflection |
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| *2023-2024 Strategic Actions* | Reflection on 2023-2024 Strategic Actions<br>*For the Strategic Action sets for each goal, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-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**<br><br>Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships<br><br>Build more intentional programing into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets<br><br>Strategically engage pathway advisory boards and core partners to reach out to new and potential partners | - These goals are largely being met. A significant hindrance was our WBLL position being vacant for nearly 4 months of the school year.<br>- We have many, essentially equal, CastleWorks opportunities for our International studies as for our gen ed students.<br>- International pathway leads are part of our leadership meetings and support with program quality control and equal access to school wide supports and opportunities.<br>- Pathway advisory boards: this goal is moving along, but slowly. Our CTWI partners have reached out about the consturction trades and their accessbility to students with no SSNs. Genesys works, a new partner is trying to work with all students, but has limitations because of the partner corporations that they work with. Health sector partners sometimes run into barriers because of the need for SSNs. |
| - Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration | - Annual calendar with all experiences and events: Teachers have been working on this and implementing new experiences for field trips.<br>- College, Career, and Community (C3) team has been more engaged with systimizing C3 supports in pathways and lower grade levels. Building out the Casltemont graduate profile and allowing teams to have input on the pathway C3 experiences has allowed the team to bring more meaningful experiences to CHEA |

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| **23-24 Strategic Actions for Goal #2** | - Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year | and the school at large. <br> - C3 Team has worked closely with International team to provide experiences that will support with keeping them engaged and in school, even as they age toward and past 18 years old. Students go to College of Alameda, Merritt College, Laney College and Berekely City College and some 4 year institutions. Students also get C3 programming in Advisory and take tours of the Future Center. |
| | - Engage with College and Career team very early on, because some students enter the program at older ages | |
| **23-24 Strategic Actions for Goal #3** | - Reading and literacy focus in whole school PD | Literacy PD this year has been a strength with teachers reviewing strategies, peer observing and better implementation school wide. We are deepening our practice of student talk and will continue to hone in on SIPPs implementation for ELLs that are reading multiple years below grade level. There have been school-wide learning walks and teachers have recorded themselves teaching and supporting student talk. These are revisited in a POD learning cycle. |
| | - Instructional coaching support for all teachers (informal through programs or formal evaluation cycles) | |

## 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?
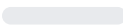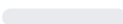
| | | | |
|---|---|---|---|
| **Goal #1:** By 2026 | By 2026 the International Team will deepen industry and community partnerships on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path. | **New or Revised Strategic Actions for Goal #1** | Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised) |
| | | | Build more intentional programing into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets (same) |
| | | | Strategically engage pathway advisory boards and core partners to reach out to new and potential partners (same) |
| **Goal #2:** By 2026 | By 2026, through the Program of Study, we will have institutionalized all major work-based learning, and college and career trips for the entire International experience, including plans to support early exits into the workforce. We will help students create transition action plans which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. | **New or Revised Strategic Actions for Goal #2** | - Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration (same). OUr work-based learning Plan and C3 Experience maps will reflect the new plans. The plans will outline the scope and sequence of what WBL activities will happen in each year, and ideally where they will fall (class and |
| | | | - Using previous years 2019-23 as guides and templates, Team will create annual calendar with all International Program experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along |
| | | | - Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. Staff will receive specific resources to support C3 activities through advisory and in the classroom. The college and work-based trips will be strategically planned out to align with SLC needs and pathways (revised) |
| **Goal #3:** By 2026 | By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready. | **New or Revised Strategic Actions for Goal #3** | - Reading and literacy focus in whole school PD, **engaging the ELA specialists and ELLMA office as resources** (revised) |
| | | | - Instructional coaching support for all teachers (informal through programs or formal evaluation cycles); **using district coaches to support with capacity** (revised) |

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

### 2024-2025 Pathway Budget

| BUDGET JUSTIFICATION <br> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. <br> Reference the **Measures N and H Permissible Expenses document** when developing the justification. <br> 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**. <br><br> - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. <br><br> - 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.) <br><br> 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.* <br><br> *\*\*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)* |
|---|---|---|---|---|---|---|---|---|

| Description | Amount | Code | Category | | | Site | | Status |
|---|---|---|---|---|---|---|---|---|
| **Supplies & Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences,** integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade. | $3,500.00 | 4310 | Supplies & Materials | | | International | | Conditionally Approved |
| **Transportation Costs: Transportation for Work Based Learning & CTE field trips** aligned to pathway themes, content and skill. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. | $10,000.00 | 5826 | Transportation Costs | | | International | | Conditionally Approved |

## 2025-2026: YEAR THREE

### Pathway Demographics

| 2024-25 Total Enrollment Grades 9-12 | #N/A | | | | | | | |
|---|---|---|---|---|---|---|---|---|

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| Student Population by Race/Ethnicity | African-American | Native American | Asian | Hispanic/Latino | Filipino | Pacific Islander | White | Multiple Ethnicity | Not Reported |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | Select Group | |
|---|---|---|---|---|

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

| *Whole Pathway Indicator* | *2021-22 Data* | *2022-23 Data* | *2023-24 Data* | *2024-25 Mid-Year Data* | *2024-25 Data* | *2025-26 Mid-Year Data* |
|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | 51.0% | 100.0% | 39.4% | TBD | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | | |
| Four-Year Cohort Dropout Rate | 31.5% | 100.0% | 29.7% | TBD | | |
| A-G Completion Rate (12th Grade Graduates) | 31.9% | 35.8% | 29.5% | TBD | | |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | | |
| On Track to Graduate - 10th Graders | TBD | 10.3% | 18.6% | 20.7% | | |
| 10th Graders meeting A-G requirements | TBD | 10.7% | 24.1% | 17.0% | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 10.4% | 9.4% | 10.9% | 8.9% | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 0.0% | 12.5% | 9.9% | 8.4% | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | 44.4% | TBD | TBD | TBD | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 2.4% | 1.1% | 0.6% | 0.0% | | |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 22.5% | 19.0% | TBD | TBD | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 15.6% | 18.2% | TBD | TBD | | |
| *Focal Student Population Indicator* | *2021-22 Data* | *2022-23 Data* | *2023-24 Data* | *2024-25 Mid-Year Data* | *2024-25 Data* | *2025-26 Mid-Year Data* |
| Four-Year Cohort Graduation Rate | TBD | TBD | TBD | TBD | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | | |
| Four-Year Cohort Dropout Rate | TBD | TBD | TBD | TBD | | |
| A-G Completion - 12th Grade (12th Grade Graduates) | TBD | TBD | TBD | TBD | | |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | | |
| On Track to Graduate - 9th Graders | TBD | TBD | TBD | TBD | | |
| 9th Graders meeting A-G requirements | TBD | TBD | TBD | TBD | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | TBD | TBD | TBD | TBD | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | TBD | TBD | TBD | TBD | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | TBD | TBD | TBD | TBD | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | TBD | TBD | TBD | TBD | | |
| 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 | TBD | TBD | TBD | TBD | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | TBD | TBD | TBD | TBD | | |

## Pathway Student Data Reflection

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

| Assets | Challenges |
|---|---|
| **College Enrollment:**<br>There is some success in college enrollment, with a noticeable percentage of students enrolling in both 2-year and 4-year colleges. Although the data is incomplete, there is a trend that shows that students are going to college.<br>The international program has a strong focus on college and career, and the team works hard to get students to college.<br>**WBL Participation:**<br>Students are participating in employer-evaluated internships or similar experiences, albeit at a relatively low percentage.<br>The international program is increasing work based learning field trips, and opportunities.<br>**Linked Learning Pathways:**<br>A significant percentage of students are in Linked Learning pathways, indicating engagement in career-focused programs.<br>The international program is becoming more and more integrated into the linked learning pathways.<br>International Program Team Strength:<br>The International Program team is highly collaborative and dedicated, meeting regularly despite challenges.<br>Students are making progress in ELD testing, and i-Ready testing. | **Graduation Rates:**<br>The four-year cohort graduation rate is inconsistent and concerning, with significant fluctuations.<br>The international program graduation rate is also inconsistent.<br>**Dropout Rates**:<br>Dropout rates are also inconsistent and concerning.<br>**A-G Completion:**<br>A-G completion rates are relatively low, indicating challenges in meeting college entrance requirements.<br>The international program has low A-G completion rates.<br>**Dual Enrollment:**<br>Participation and success in dual enrollment courses are low.<br>The international program has low dual enrollment rates.<br>**CTE Completion:**<br>CTE completion rates are very low, suggesting difficulties in completing CTE programs.<br>The international program struggles with CTE completion.<br>**Reading Proficiency:**<br>Many students, especially in the International Program, struggle with reading proficiency.<br>Students in the international program start with very low reading levels.<br>**Data Gaps:**<br>There are significant data gaps, particularly for the focal student population, making it difficult to assess their specific needs. |

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

**Language Barriers**:
For the International Program, language barriers significantly impact academic progress, especially in reading and writing.
**Lack of Targeted Support:**
Insufficient targeted support for students with low academic skills, especially in literacy and math.
**Inconsistent Program Implementation:**
Fluctuations in data suggest inconsistencies in program implementation and support systems.
**Socioeconomic Factors:**
Socioeconomic factors may contribute to absenteeism, dropout rates, and limited access to resources.
**Lack of Early Intervention:**
Lack of early intervention and support for students struggling academically, especially in foundational skills.
**Data Tracking and Analysis:**
Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.
**Program of Study Gaps:**
The international program lacks a formal program of study.

## Pathway Strategic Goals

| *Pathway Quality Strategic 3 Year Goal* | Check in on 3-Year Goals<br>*For each 3-year goal, answer:*<br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year? |
|---|---|
| By 2026 the International Team will deepen industry and community partnerships on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path. | Extent on track: The pathway is strongly on track.<br>Supported: The team is very strong, meeting regularly despite not having common prep time. Career fairs and WBL field trips have been successful. Integration with SUDA and CHEA partnerships is effective.<br>Hindered: The need for more opportunities for students without SSNs remains, but progress is being made. |
| By 2026, through the Program of Study, we will have institutionalized all major work-based learning, and college and career trips for the entire International experience, including plans to support early exits into the workforce. We will help students create transition action plans which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. | Extent on track: The pathway is strongly on track.<br>Supported: The team is actively integrating with C3 and SUDA/CHEA programs of study. Career fairs and WBL trips are happening. Early exposure to pathways is increasing.<br>Hindered: The specific program of study for the International Program itself needs to be more formalized. |

| | |
|---|---|
| By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready. | Extent on track: The pathway is making significant progress, but reaching full grade-level proficiency by 12th grade remains challenging for some.<br>Supported: Regular i-Ready testing, efforts to test out of ELD, and strong literacy PD are contributing to growth.<br>Hindered: Many students start with very low reading levels, making rapid progress challenging. |

## Pathway Strategic Actions Reflection

| *2024-2025 Strategic Actions* | Reflection on 2024-2025 Strategic Actions<br>*For the Strategic Action sets for each goal, answer:*<br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-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** | Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised) | Are you on track? Yes, very strongly.<br>What has been done: The team is highly collaborative, and partnerships are expanding. |
| | Build more intentional programing into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets (same) | Are you on track? Yes.<br>What has been done: CastleWorks integration is successful. |
| | Strategically engage pathway advisory boards and core partners to reach out to new and potential partners (same) | Are you on track? Yes.<br>What has been done: Advisory board engagement is strong. |
| **24-25 Strategic Actions for Goal #2** | - Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration (same). OUr work-based learning Plan and C3 Experience maps will reflect the new plans. The plans will outline the scope and sequence of what WBL activities will happen in each year, and ideally where they will fall (class and time of year) | Are you on track? Yes, very strongly.<br>What has been done: Integration with C3 and SUDA/CHEA is progressing well.<br><br>Are you on track? Yes.<br>What has been done: Calendar development is ongoing. |
| | - Using previous years 2019-23 as guides and templates, Team will create annual calendar with all International Program experiences by grade level; revisit and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan. Giving specific time to this during end of year Professional Development (revised) | Are you on track? Yes, very strongly.<br>What has been done: Early exposure is a priority, with successful career fairs and WBL trips. |
| | - Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. Staff will receive specific resources to support C3 activities through advisory and in the classroom. The college and work-based trips will be strategically planned out to align with SLC needs and pathways (revised) | |
| **24-25 Strategic Actions for Goal #3** | - Reading and literacy focus in whole school PD, engaging the ELA specialists and ELLMA office as resources (revised) | Are you on track? Yes, very strongly.<br>What has been done: Early exposure is a priority, with successful career fairs and WBL trips. |
| | - Instructional coaching support for all teachers (informal through programs or formal evaluation cycles); using district coaches to support with capacity (revised) | Are you on track? Yes.<br>What has been done: Instructional coaching is provided. |

## 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:**<br>By 2026 | By 2026 the International Team will deepen industry and community partnerships on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path. | **New or Revised Strategic Actions for Goal #1** | Develop a comprehensive database of bilingual employers and internship opportunities, leveraging SUDA and CHEA partnerships. |
| | | | Expand the mentorship program, matching students with bilingual professionals from SUDA and CHEA networks. |
| | | | Create specialized workshops on navigating job applications and interviews for non-SSN holders, incorporating insights from SUDA and CHEA industry partners. |
| | | | Formalize partnerships with community organizations that support immigrant populations, aligning with SUDA and CHEA community engagement strategies. |
| | | | Create a pathway advisory board that contains community members that are bilingual, and or that have experience working with international students, and that also have strong ties to the SUDA and CHEA academies. |
| | By 2026, through the Program of Study, we will have institutionalized all major work-based learning, and college and career trips for the entire International experience, including plans to support early exits into the workforce. We will help students create transition action plans which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. | **New or Revised** | Develop a "Transition Action Plan Toolkit" tailored to the needs of international students, incorporating resources from SUDA and CHEA transition planning. |
| | | | Create a digital portfolio platform that integrates with SUDA and CHEA portfolio systems, showcasing student skills and experiences. |

| Goal #2:<br>By 2026 | | New or Revised<br>Strategic Actions<br>for Goal #2 | Organize career exploration workshops focused on industries with high demand for bilingual workers, leveraging SUDA and CHEA industry connections. |
| --- | --- | --- | --- |
| | | | Establish partnerships with community colleges and vocational programs, aligning with SUDA and CHEA post-secondary pathways. |
| | | | Formalize the international programs program of study, and make sure that it is easily accessible to students and families. |
| Goal #3:<br>By 2026 | By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready. | New or Revised<br>Strategic Actions<br>for Goal #3 | Implement targeted literacy interventions based on i-Ready data, utilizing strategies from whole-school PD and ELA specialists. |
| | | | Provide bilingual literacy support and resources, incorporating successful strategies from SUDA and CHEA literacy initiatives. |
| | | | Expand the "Reading Buddies" program, pairing students with advanced readers from SUDA and CHEA pathways. |
| | | | Organize family literacy workshops, adapting best practices from SUDA and CHEA family engagement. |
| | | | Create a progress monitoring system, that tracks student growth in reading proficiency, and share that data with students and families, and make sure to include the SUDA and CHEA pathway teams. |

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

**2025-2026 Pathway Budget**

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the **Measures N and H Permissible Expenses document** when developing the justification.<br>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.**<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- 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.)<br><br>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.*<br><br>**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<br>(if applicable) | Fully Approved<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* | Conditionally Approved<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* |
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| 2025-2026 MEASURE H BUDGET | | | |
|---|---|---|---|
| *Effective: July 1, 2025 - June 30, 2026* | | | |
| **Resource 9339** | *Allocation\** | *Total Expended* | *Total Remaining* |
| **Measure H** | $598,400.00 | $598,400.00 | $0.00 |
| *\*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (704) multiplied by the per pupil amount of $850.* | | | |

**School: Castlemont High School**

**Site #: 301**

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|---|---|---|---|---|---|---|---|
| 301-1 | Supervisor & Administrative Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development. PCN 1584 - Marvin Boomer (Salary and Benefit costs included) | $92,601.02 | 2305 | Supervisor & Administrative Salaries | Pathway Coach | .50 FTE | Whole School |
| 301-2 | Classified Support Salaries: Hire a College & Career Readiness Specialist at .70 FTE. The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications.  CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress.  CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes. PCN 6450 - Berenice Vega (Salary and Benefit costs included) | $91,928.03 | 2205 | Classified Support Salaries | College & Career Readiness Specialist | .70 FTE | Whole School |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 301-3 | Classified Support Salaries:<br>Hire a Work Based Learning Liaison, at 1.0 FTE.<br>The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both 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, ECCO summer internships and Dual Enrollment.<br>PCN 1795 - Sheree West<br>(Salary and Benefit costs included) | $124,413.62 | 2205 | Classified Support Salaries | Work Based Learning Liaison | 1.0 FTE | Whole School |
| 301-4 | Classified Support Salaries:<br>Hire a Administrative Asst Bilingual 2, at .3 FTE.<br>Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways<br>PCN 9500 - Miguel Rodriguez<br>(Salary and benefits included) | $35,322.23 | 2205 | Classified Support Salaries | Administrative Assistant Bilingual 2 | 0.3 FTE | Whole School |
| 301-5 | Meeting Refreshments:<br>For industry partners who donate their time for college, career, and community events (summer fair).  This is alignment with our C3 Experiences and Work-based Learning Plan.  Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and supporting.  Light breakfast refreshments will be provided. | $1,914.37 | 4311 | Meeting Refreshments | | | Whole School |
| 301-6 | Clerical Salaries: to hire a Care Manager at .2 FTE for SUDA Pathway:<br><br>Funding will be used for Care (Case) Managers to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent, and students identified as needing additional support. Staff will conduct in-depth community work to connect with families of these students and provide support to family based on the need to support the student in getting back on-track to graduate.  Providing additional funds for intensive student supports through additional counseling and care/case-management services will increase student engagement by facilitating more one-on-one contact and support for our most at risk students so that they can be better equipped and supported.  Personalized support and keeping students engaged in school aligns with pathway development.  Approximately 20-50 students should be served across the school.<br>PCN 8787 - Nadia Hassan<br>(Salary and benefits included) | $29,651.15 | 2405 | Clerical Salaries | Case Manager | .20 FTE | SUDA |

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| 301-7 | CERTIFICATED TEACHER SALARY: CTE Teacher, at 1.0 FTE for Urban Design and Urban Ecology classes 11th and 12th grade. The teacher will provide instruction in CTE Courses Ubran Ecology and the 12th Grade Urban Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling.  Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry.<br><br>PCN 10795- Lillian Jacobson<br>(Salary and benefits included) | $124,453.96 | 1105 | Teacher Salaries | CTE Teacher | 1.0 FTE | SUDA |
| 301-8 | CERTIFICATED TEACHER SALARY: CTE Teacher, at 0.62 FTE for Public Health Class classes 11th and 12th grade to teach CTE curriculum. The teacher will provide instruction in CTE Courses Public Health Slutions and the 12th Grade Public Health Advocacy Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the public health industry.<br><br>PCN 10804- Devynn Taylor<br>(Salary and benefits included) | $98,115.62 | 1105 | Teacher Salaries | CTE Teacher | 0.62 FTE | CHEA |

| 2024-25 MEASURE H STRATEGIC CARRYOVER PLAN | | |
|---|---|---|
| Effective: July 1, 2025 - June 30, 2026 | | |

| Name of School Site | Castlemont High School | | Site # | 301 |
|---|---|---|---|---|

| Approved Strategic Carryover<br>*(from prior years - Carryover Plan)* | $13,031.03 | **In the box below, please indicate why you decided to allocate Strategic Carryover.** |
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| **Total Budgeted Amount** | $13,031.03 | We have reallocated funds to cover partial FTE of CHEA capstone teacher and allocated funds to extended contracts to support planning of pathway projects and activities. |
| **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.<br>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.<br><br>**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<br>**For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>**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**.<br><br>- What is the specific expenditure or service type?<br>Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.)<br><br>**If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.**<br>*Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning domain does this support? | **Fully Approved**<br><br>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is ired for approval)<br><br>*(protected cells below are to be completed by MN/H staff only)* | **Conditionally Approved**<br><br>(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)<br><br>*(protected cells below are to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|---|
| CERTIFICATED TEACHER SALARY: CTE Teacher, at 0.08 FTE for Public Health Class classes 11th and 12th grade to teach CTE curriculum. The teacher will provide instruction in CTE Courses Public Health Slutions and the 12th Grade Public Health Advocacy Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the public health industry.<br><br>PCN 10804- Devynn Taylor<br>(Salary and benefits included) | $12,660.08 | 1105 | Teacher Salaries | CTE Teacher | 0.08 | CHEA | Integrated Program of Study | Approved | |

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| Teacher Salaries Stipends: Extended Contracts: Comprehensive Teacher Development and Student Support<br><br>To ensure the highest quality of instruction and student support, we propose allocating funds for extended teacher contracts. These contracts will enable teachers to engage in a comprehensive program designed to enhance their professional capacity and directly benefit student outcomes. Approximately 150 students will be served.<br><br>This program will encompass:<br> - Proactive Student Support (Office Hours): Dedicated time for teachers to provide individualized assistance to students, addressing learning gaps and fostering academic success.<br> - Strategic Professional Development: Focused training at the beginning of the year to align with pathway initiatives and enhance instructional practices.<br> - Enhanced Curriculum Development and Planning: Time dedicated to refining existing curriculum, developing innovative project-based learning experiences, and aligning instruction with pathway goals.<br> - By combining these activities into a single, cohesive program, we maximize teacher effectiveness and ensure a consistent, high-quality educational experience for all students.<br><br>The accomplishment standards are for teachers to devise plans for wrap around supports and interventions for these students and the student outcomes are that more students remain connected to the school community and earn Cs or better in all classes (especially core classes: Math, Science, English, and Social Sciences).<br><br>($47.50 per hour x 7 hours total x 1 Teachers = $ + benefits = $370.95) | $370.95 | 1120 | Teacher Stipends | | WHOLE SCHOOL | Comprehensive Student Supports | Approved |