2020-2021 MEASURE N BUDGET

School: **OAKLAND INTERNATIONAL HIGH SCHOOL**

Site #: **353**

Resource	Allocation	Total Expended	Total Remaining
Measure N	$345,351.60	$345,352.60	-$1.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
353-1	Fund 4.70 FTE salary for 5 Newcomer Assistants (3 NC Assistants at 1.00 FTE each and 2 at .85 FTE each) to support instruction and learning for all students, including SIFE, in all literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, to support school wide career week, academic interventions,portfolio assessments, and post session	$258,000.00	2205	Classified Support Salaries	Newcomer Assistant	4.70 FTE	Media
353-2	Fund 1.50 FTE salary for 2 Paraprofessionals (1 Paraprofessional at 1.00 FTE and an additional Paraprofessional at .50 FTE) to support instruction and learning for all students, including SIFE, in all literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, to support school wide career week, academic interventions,portfolio assessments, and post session	$52,000.00	2205	Classified Support Salaries	Paraprofessional	1.50 FTE	Media
353-3	Consultant Contract with BACR to hire 1 Americorps to coordinate Media Pathway field trips and events, support instruction and learning for all students, including SIFE, around coding in 11th grade Media elective, and facilitate the after school program by supporting students with job searches, applications and resume writing	$15,000.00	5825	Consultants	Contract		Media
353-4	Teacher Salary Sipends: Extended Contracts for Summer School teachers to support credit recovery and ELD enrichment classes for all OIHS students, including SIFE (includes benefits)	$20,352.60	1120	Certificated Teachers' Salaries: Stipends	Extended Contracts		Media

School:	OAKLAND INTERNATIONAL HIGH SCHOOL		School ID:	353

School Description

Oakland International High School is an incredibly diverse public school serving recently arrived immigrants and English Language Learners. Our students come from 25 different countries and speak over 33 different languages. Students work closely together in heterogeneous groups to learn English and gain credits in subjects including math, history and science. Since 100% of our students are English Language Learners, we emphasize reading, speaking, writing and listening in every single class. At Oakland International, no student is anonymous. Each grade level has approximately 100 students. Our small size and our team structure allow personalization, growth and success for our students. In their first two years at Oakland International, students remain with the same team of 5 teachers. In their junior and senior years, students have opportunities for internships and community service in various settings, from businesses to government offices to community organizations. Lastly, all students participate in our multi-media California Partnership Academy that gives students the technology skills required for college and careers.

School Mission and Vision

The mission of Oakland International High School is to provide quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	63.9%	36.1%	97.2%	99.7%	96.6%	2.1%	1.5%	3.5%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	5.8%	0.0%	15.7%	70.7%	0.0%	0.0%	3.1%	0.0%	85.1%
Target Student Population	Which student population will you focus on in order to reduce disparities?				SIFE students (students with interrupted formal education)				

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	69.8%	Not Available	increase by 2%				
Four-Year Cohort Dropout Rate	17.9%	Not Available	decrease by 2%				
A-G Completion	62.6%	Not Available	increase by 2%				
On Track to Graduate- **11th Grade**	46.1%	Not Available	increase by 2%				
Percentage of students who participated in at least 1 Work-Based Learning activity	78.4%	69.6%	increase by 2%				
Percentage of students who have passed dual enrollment courses with a C- or better	84.5%	Not Available	increase by 2%				
Percentage of students in Linked Learning pathways	69.5%	69.6%	increase by 2%				
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	Not Available	Not Available	increase by 2%				
Four-Year Cohort Dropout Rate	Not Available	Not Available	decrease by 2%				
A-G Completion	64.0%	Not Available	increase by 2%				
On Track to Graduate - **11th Grade**	Not Available	Not Available	increase by 2%				
Percentage of students who participated in at least 1 Work-Based Learning activity	Not Available	Not Available	increase by 2%				

Percentage of students who have passed dual enrollment courses with a C- or better	Not Available	Not Available	increase by 2%				
Percentage of students in Linked Learning pathways	Not Available	Not Available	increase by 2%				

ROOT CAUSE ANALYSIS			
Indicator	*Strengths*	*Highest Leverage Challenge* *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	*Root Cause Analysis* *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	CA School Dashboard reports OIHS as having a 92.9% graduation rate in 2018-2019, and 95.3% in 2017-2018, when the formula for alternative education high schools was initiated, which is uncohorted. The cohorted graduation rate for OIHS in 2018-2019 was 69.8%, an increase from 60.3% in 2017-2018 and 60.6% in 2016-2017. Our cohorted graduation rates exceed that of OUSD's graduation rate for newcomers, which was 43.4% in 2018-2019, 50.4% in 2017-2018 and 55.7% in 2106-2017. OIHS's cohorted graduation rates for the last three years also outpaced OUSD's rates for all ELLs.	Moving forward, it is imperative that we hold onto all of our 11th and 12th grade students and that we all support their successful graduation as a school if we are to maintain 4 cohorts each of 11th and 12th graders and meet our goals around increasing our graduation rate.	In order to graduate college, career and community ready, all 11th and 12th grade students, including SIFE students, need access to more targeted and systematic interventions when they are in the 9th and 10th grades so they can be successful in 11th and 12th grades, and to get on track and stay on track to graduate. Nearly half of all OIHS students---45%, are SIFE students having a gap of 2 or more years in their formal education. All students, including SIFE, need equitable access to systematic academic supports during the instructional day to grow their literacy and numeracy skills.

Four-Year Cohort Dropout Rate	OIHS is very successful in enrolling all students in a sequence of classes designed to keep them on track to graduate and create multiple opportunities for students to make up credits over the course of their career at the school. For example, students in the class of 2019 in 11th grade showed an on track status of 30.9%. However, by the middle of 12th grade, these same students had an on track to graduation rate of 64.7% By comparison at the district level students in the class of 2019, in 11th grade showed an on track status of 39.5%. However, by the middle of 12th grade, these same students had an on track to graduation rate of 51.6% OIHS students had come from farther behind and then surpassed the typical district student over the course of 11th and 12th grade. The school goal is to reduce the dropout rate by 3%, thus in 2019-2020 our goal is 14.9%, from 17.9% in 2018-2019. We will continue to invest in wrap around supports, academic interventions, and credit recovery opportunities to hold on to our students.	The Media Pathway is critical in creating a positive school culture that supports student collaboration and student voice. The demand on students is intense---students must learn a new language, master standards based content, and acquire both collaboration and technology skills. Many students arrive at OIHS having missed multiple years of formal schooling. It is essential that students in the 9th and 10th grades, and all students in literacy intervention classes, receive additional academic supports in the school day in order to be successful.	Students with interrupted formal education, or SIFE students, must make up multiple years of missed schooling while learning a new language and getting on track to graduate. SIFE students must have supportive conditions in school and through summer school to achieve the level of accelerated learning they must do in order to graduate.
A-G Completion	In 2017-18 OIHS had a 53% A to G completion rate compared to 44.3% district wide and 31.9% completion rate for district ELL students. In 2018-19 our A to G completion rate was 62.6%. We hope to increase our A to G rate at least 1% annually, thus the goal for 2019-2020 is 63.6%.	OIHS students have a lot of academic and language development ground to cover in a short amount of time. In 2020-2021 we will continue to hold Academic Mastery Day interventions to support A to G course passage rates. We will also provide multiple opportunities for credit recovery through post session and summer school programs.	SIFE students and students impacted by economic and social emotional needs need multiple opportunities to demonstrate mastery and to earn A to G credits.

On Track to Graduate - 11th Grade	OIHS is very successful in enrolling all students in a sequence of classes designed to keep them on track to graduate and create multiple opportunities for students to make up credits over the course of their career at the school. For example, students in the class of 2020 in 11th grade showed an on track status of 46.1%. However, by the middle of 12th grade, these same students had an on track to graduation rate of 65.5%. By comparison at the district level students in the class of 2020, in 11th grade showed an on track status of 43.4%. However, by the middle of 12th grade, these same students had an on track to graduation rate of 50.6%. OIHS students had come from farther behind and then surpassed the typical district student over the course of 11th and 12th grade.	OIHS students need multiple opportunities to develop literacy skills in English and to earn credits needed to graduate. summer school at OIHS is critical in meeting both needs.	All Oakland International students are newly arrived immigrants. Many arrive with gaps in their credits having missed school prior to or during the immigration process. Of all OIHS students, 40% are SIFE students having a gap of 2 or more years in their formal education. Many students who attended school prior to immigration also have gaps because requirements in their country are different. Nearly everyone has gaps in English credits.
Percentage of students who participated in at least 1 Work-Based Learning activity	WBL experiences occur in pathway electives at each grade and in advisory classes in each grade. All classes are required to have a project that integrates pathway specific skills into the project. In 2019-2020, all students in the 11th grade collaborated with a visiting artist in their English class and with software engineers in the Media Pathway elective class. 9th and 10th grade reading students collaborated with a community partner on a hands on redesign project of the school gardens.	Multilingual learners have many of the skills needed to perform, but often need additional support to be successful in accessing and successfully participating in work based learning activities.	All students, including SIFE students, must have access to and participate in a variety of work based learning activities in which they can use their multilingual skills to contribute to their overall learning and success in a variety of professional contexts and settings.
Percentage of students who have passed dual enrollment courses with a C- or better	OIHS students perform to the same level as all OUSD students in dual enrollment courses. In 2018-2019, 84.45% of the 193 OIHS students who enrolled in DE classes from Fall 2018 to Summer 2019 passed their classes with a C- or better. This course passage rate is similar for the district wide rate for the same period, which was 85%. A smaller proportion of OIHS students receive a D or F than the district, in part due to counseling that allows them to withdraw prior to receiving a potentially bad grade.	Multilingual learners have many of the skills needed to perform, but often need additional support to be successful in accessing and successfully participating in dual enrollment classes.	All students, including SIFE students, must have access to and participate in dual enrollment classes that are college credit bearing, and have in school support to ensure course passage.

| Percentage of students in Linked Learning pathways | OIHS outperforms the district in pathway participation. 10-12th grade OIHS has a participation rate of 90.4% in 2019-2020 compared to the district's 85.4%.

At OIHS a few of the most newly arrived 10th grade immigrants are not enrolled in the pathway elective if they need both SIFE math and survival english. However, by 11th grade, all these students have joined the pathway.

When looking at 11th and 12th grade, OIHS pathway participation is 98.9% compared to the district average of 85.4% | The literacy and numeracy needs of SIFE students must be met and overcome as early as possible so they can enroll in the pathway as as early as possible, with 10th grade being the goal for those who enroll in the Fall of 9th grade. | Students with interrupted formal education, or SIFE students, must make up multiple years of missed schooling while learning a new language and getting on track to graduate. SIFE students must have supportive conditions in school and through summer school to achieve the level of accelerated learning they must do in order to enroll in the Media Pathway as 10th graders. |

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Our current mission statement is: "Oakland International High School is a wall to wall multimedia pathway that gives students the tools and skills to be effective digital communicators in the 21st century. Students build technical skills in the fields of art and digital media that will push them to become makers and creators, not just consumers." Our strengths include: 1) our pathway theme, which intentionally develops digital technology and communication skills for newcomers, 2) Our partnerships with KDOL, YouthBeats, and Code Nation which provide mentorship with industry professionals, and work based learning, 3) dual enrollment opportunities in Math, ESL and Media studies, 4) Media pathway elective courses that are vertically aligned and teach students the digital communication skills across the curriculum, which is integrated into school wide OIHS Portfolio Competencies 5) Multimedia projects in all classes and all grade levels at least once per year, with integrated multimedia projects at every grade level 6) all students are cohorted and 7) Teachers have common prep time to collaborate and meet in departments, as well as 2 release days a year to observe colleagues and collaborate.	Deeper work remains in terms of regular review by industry and post secondary partners, which the Media Department is currently addressing through the KDOL practicum and partnership with Code Nation, who provides industry mentors who push into the 11th grade pathway elective. These relationships will lead to work based practicums in the 12th grade. We are also working with the Oakland Parks and Rec Department and Coffee 1951 to develop internships for OIHS students in which their multilingual skills can be valued. These internships can lead to employment opportunities.	OIHS was ontrack to place 50+ students into post session internships in 2019-2020, but we were not able to actualize the internships due to school closures and the shelter in place. In 2020-2021, OIHS will provide internship opportunities for a minimum of 50 pathway students by redesigning WBL in a covid-19 impacted context. We will also expand opportunities in summer school for dual enrollment classes in math, ESL and Media studies, as well as ELD 1-5 and other core content classes, such as Geometry.

CTE (pages 3,4,5 of rubric)	In 2019-2020 two of our media pathway elective teachers earned their CTE credentials. These are the same teachers who collaborated to create a "effective digital communicator" rubric, which is part of our portfolio competencies. These portfolio competencies inform all curriculum planning and instruction at OIHS. The "effective digital communicator" rubric reflect industry standards and supports critical thinking and creativity. Our students are supported in making connections across the curriculum, as evidenced by the media integrated projects at every grade level. Students design and defend high quality products and services as a result.	Integrated projects and units require a high level of willingness and ability to collaborate across content areas. We want to provide the support needed for teachers to increase the amount of opportunities students have to engage in integrated projects, as the 11th grade team has been able to produce.	The leadership team, instructional coach and administrators will collaborate to provide more structured opportunities for teachers to integrate curriculum and projects across content areas. We will look at calendaring teacher release days, weekly PD, and team time to provide increased opportunities to support integrated curriculum aligned with the media pathway.
WBL (page 6 of rubric)	Although impacted greatly by the covid-19 pandemic and shelter in place, OIHS outperformed the district in terms of the percentage of students participating in at least 1 WBL activity. In 2019-2020, 69.6% of OIHS students had participated in 1 or more WBL activities, compared to the district rate for all students, which was 21.9%. This may be somewhat the result of sites not fully entering WBL data into Aeries yet. Oakland International's portfolio competencies, a rubric based school wide assessment of student growth, which includes the "effective digital communicator" rubric is a current strength of the media pathway at OIHS. These rubrics have established coherence for the entire school. OIHS has also done the initial work required to expand the scope and quality of all work based learning opportunities for all students by establishing new partnerships and by asking teachers to implement more WBL in their curriculum. These partnerships include KDOL, YouthBeats, Code Nation, Oakland Parks and Rec and Coffee 1951. Through our collaboration with these partners, we have been able to offer internship classes during post session, bring industry professionals to our classrooms, and mentorship with professional in the field of software development.	Areas for growth include establishing working partnerships with employers and organizations that value and needs the multilingual skills our students can offer, especially in digital communication. In 2019-2020, OIHS was embarking on promising partnerships with Oakland Parks and Rec and Coffee 1951. We will recommit to these partnerships in 2020-2021 and look to establish others so that OIHS students have the opportunity to use the skills they have developed at OIHS in real world, professional contexts before they graduate from high school.	The OIHS Learning Lab will support the development of internships for all OIHS students, including SIFE, UAY and SpEd students. Lauren Markham, Co-Director of the OIHS Learning Lab, will be a key collaborator in this work.

Comprehensive Student Supports (page 7 of rubric)	OIHS is a wall to wall pathway, students are cohorted and teachers are organized in teams. Teams engage consistently in the regularly scheduled case management of students. Advisory teachers on each are responsible for advocating for and supporting their advisees. Teacher collaborate on teams to communicate about students with their families via Jupiter Ed, parent-teacher conferences, and home visits. Teams and advisors make COST referrals for students when needed. Teams support college and career exploration in advisory classes, collaborating with academic counselors to support students in understanding their high school transcripts and credit needs, to identify college and career goals,to make plans and taking steps towards achieving those goals. The after school program also supports students with job searches, applications and resume writing.	Areas of growth would be around how students plan for college and career. There is a disconnect between the college and career exploration students are doing within their advisories and teams and the graduation plans they hold with their academic counselor. In 2019-2020, the academic counselor introduced graduation contracts. We want to move towards a more systematic approach so that students can make the connections between learning, graduation and the college and career plans they hold for themselves. We want adults to be facilitative and students to feel ownership.	In 2020-2021 OIHS will learn and observe other OUSD pathway practices around supporting students with developing college and career plans, as well as other schools in the Internationals Network of Public schools. OIHS will convene a working group to redesign the processes by which students make connections between WBL experiences, their learning in and out of school, and making informed college and career plans for themselves.
Pathway Student Outcomes (page 2 of rubric)	OIHS is a wall to wall pathway, and all students, including SIFE, UAY, and SpEd, are enrolled in the Media pathway. Unless a student has academic credits that need to be recovered to the extent that they cannot enroll in a Media Elective, every student is enrolls in Media Electives from 10th to 12th grade. All classes and every grade level teach at least one media integrated unit and project, so that all students have the opportunity to learn and develop media and digital communication skills.	Areas of growth include: 1) providing authentic work based learning opportunities integrated into all courses, 2) integrating a framework that supports and celebrates multilingualism in media pathway curriculum and projects, both in media elective course and all content courses, 3) expand opportunities for SIFE students to participate in WBL activities, including internships) that are engaging and can lead to career pathways beyond high school.	OIHS will continue to develop partnerships with businesses and organizations that value and have a need for the multilingual skills our students can offer in a professional workplace. OIHS will also increase access to dual enrollment media courses and explore ways to strengthen the connection between our media pathway and community college media programs. OIHS will make more visible to students that media and digital communication skills are integral to all businesses and professional careers by aligning WBL activities explicitly to our pathway mission and goals.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
All OIHS seniors will graduate college, career and community ready.	All seniors... 1) complete A-G requirements 2) apply to FAFSA 3) create their own college & career plans that have been informed by authentic pathway learning and experiences 4) can authentically and professionally speak to their growth as pathway learners in their portfolio presentations 5) can highlight the ways in which their skills and talents as multilingual learners have contributed to the professional contexts they have participated in as Oakland high school students (when asked)

Work with RAD to add SIFE and UAY tags to dashboard tools that measure effectiveness of Measure N implementation.	All OUSD dashboard tools will have the capability of disaggregating data for groups that refelct the demographics of newcomer programs in Oakland.
The OIHS leadership team, teachers and staff will engage with disaggregated data from the OUSD dashboard to evaluate strengths and areas of growth for our media pathway and make plans to address any gaps in student outcomes and improve the program.	OIHS faculty and staff will use data to inform their content scope & sequence plans to 1) integrate rigorous media projects, 2) identify opportunities for integrated units across content areas, 3) align with the skills measured by the "Effective Digital Communicator" rubric, which is one of four school wide portfolio competencies that support OIHS students to be college, career and community ready.

Strategic Actions

Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	What evidence will you look for to know you are successful?
By the end of senior year, all students are 100% on 1) Alt Ed graduation rate, 2) A-G completion rate, 3) FAFSA completion rate 4) Pathway participation, 5) DE participation, 6) internship participation	DIsaggregated student data for cohorted and non-cohorted graduation rates, A-G completion rates, FAFSA completion rates, Pathway participation rates, dual enrollment passage rates, and WBL/internship participation rates by student. **All student data must filter for SIFE, UAY and any other tags particular to newcomer programs and go back at least three years.**
OIHS holds on to all 11th graders and they graduate as 12th graders	Grades, number of academic interventions by students, referrals to academic counselors, disciplinary referrals, COST referrals, CHKS student and family data, data around school to parent contacts (i.e. phone calls to families, commendations, parent/teacher conferences, home visits) and attendance.
100% of OIHS students have attended 1 or more summer schools and have successfully passed their summer course(s) upon entering the 11th grade	Historical data on summer school enrollment, systems or processes for recruiting and enrolling students in summer school, summer course passage rates, and we will begin asking students for feedback on their summer school experience. We will also look at data to see how summer school participation, especially in the 9th and 10th grades, impacts the rate of students on track to graduate in 11th and 12th grades.
OIHS students receive the in-class academic supports needed to accelerate their learning successfully in the 9th and 10th grades and the social emotional supports they need to be successful at school	Growth in reading using multiple measures (MAZE, SIPPS, SRI, ELPAC); grades and course passage rates, drop out and transfer rates to continuation schools, after school tutoring attendance rates, disciplinary referrals, wellness center referrals, COST referrals, CHKS student, family, and teacher data.

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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Measure N 2020-2021 Education Improvement Plan Assessment

Oakland International High School

Checklist of Required Elements:

☑ Submitted Measure N Education Improvement Plan   ☑ Silver Certification Status

☑ Submitted Measure N Budget

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?				
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program ([Measure N Self Assessment](#)) ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 4** **Rationale:** ● Evidence of all four pillars of linked learning in place ● School is a wall to wall Multimedia Pathway ● School wide data review shows thoughtful reflection about strength challenges			
	Feedback for continued progress monitoring: ● Monitor effectiveness of implementation of recently-designed WBL scope and sequence			

Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis	**Score: 4**			

The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. ● Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined	**Rationale:** ● Clearly articulated understanding of key issues impacting the academic achievement of students ● Analysis is rooted in data.
Pathway Quality Assessment *The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars* ● Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars ● Next steps that have been identified support the continuous quality improvement of the pathway(s) ● Self-assessment provides evidence such as concrete examples or references data ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 4** **Rationale:** ● Thorough data reflection supports strategic actions ● All content teachers have at least one integrated project that supports their pathway theme ● Clear goals ● School is actively working to expand partnerships to be able to offer relevant WBL experiences and internship opportunities ● Funding is aligned to ensuring students have access to WBL experiences in their core classes and outside of school
Strategic Goals ● Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year ● Alignment between schoolwide goals and Measure N priorities is evident ● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other ● The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme ● The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation ● The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	**Score: 4** **Rationale:** ● School has identified goals that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment. For example, using disaggregated data to identify gaps in student outcomes and improve program, ● The evidence identified is concrete **Feedback for continued progress monitoring:** ● Monitor effectiveness of implementation of new internships ● Monitor the retention of 11th and 12th grade students
Strategic Actions ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving	**Score: 3** **Rationale:** ● School has identified action steps that prioritize the improvement and the quality of key areas of growth.

equitable student outcomes and building the Work-Based Learning Pillar
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar
- Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other

- Strategies are aligned to the root cause analysis

Feedback for continued progress monitoring:
- Include strategy to assess and improve instruction and interventions once students are identified as needing additional support
- Establish structures to systematize an inclusive school-wide cycle of inquiry to improve outcomes using data from the OUSD Dashboard

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

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
Budget *The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.* • Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N • Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available • Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school • Expenditures are necessary due to the existence of Linked Learning pathways at the school site	**Score: 4** **Rationale:** • Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development • Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined • Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources			

Final Recommendation
Fully Approved *School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning* *School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*

Strengths:
- Oakland International High School is a Wall to Wall Multi-Media Pathway school successfully serving some of our most vulnerable youth, with a high graduation rate, accelerating learning for students who have had interrupted learning and are several years behind.
- Integration of pathway theme in place at the school.
- Site has made significant investments using grants and other site funds to create a support structure for students that meets their social-emotional needs while also allowing them to fully participate in the academic program

Key Questions:
- What strategies will be put in place to increase the number of students you retain in 11th and 12th grades?