

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Oakland International High School 352

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Oakland International High School as “Approved,” with a base allocation of \$225,570.21 and a strategic carryover allocation of \$54,030.14 for a total allocation not to exceed \$279,600.35.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - Oakland International
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Oakland International

2024-2025 MEASURE H BUDGET

Effective: July 1, 2024 - June 30, 2025

Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$225,570.21	\$225,570.21	\$0.00

*[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2022-23 (287), multiplied by the percentage of Oakland residents in 2023-24 (92.5%), multiplied by the per pupil amount of \$850.*

School: OAKLAND INTERNATIONAL HIGH SCHOOL

Site #: 353

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
353-1	Classified Support Salaries: Hire 4 Newcomer Assistants, at 3.06 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorted pathway classes in grades 9 and 10 and literacy classes in all grades, supporting full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE \$77,272.00 PCN 4885 Emmanuel Tril, at 1.0 FTE \$60,274.54 PCN 4934 Nancy Clifton, at 1.0 FTE \$65,504.99 PCN 4494 Anna Akpawu, at 0.06 FTE \$3,442.32 (Salary and Benefit costs included)	\$206,493.85	2205	Classified Support Salaries	Newcomer Assistant	3.06	Multimedia
353-2	Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .11 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .11 FTE \$18,553.14 (Salary and Benefit costs included)	\$18,553.14	1119	Teacher on Special Assignment School	11 Month Classroom TSA	0.11	Multimedia
353-3	Student Internships: Contract to provide stipends for student participation in ECCCO program to facilitate participation in experiential work based learning activities..	\$523.22	5825	Consultants			Multimedia

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: OAKLAND INTERNATIONAL HIGH SCHOOL

Site #: 353

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$248,430.10	\$248,430.10	\$0.00

**Funding Allocation is based on school's highest attendance reported in 2021-22 (309), multiplied by the percentage of Oakland residents in 2022-23 (94.6%), multiplied by the per pupil amount of \$850.*

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
353-1	Classified Support Salaries: Hire 3 Newcomer Assistants; 2 at 1.0 FTE and 1 at .80 FTE for a total FTE of 2.80. The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session. PCN 4885 Yasser Alwan, at 1.0 FTE, \$79,267.33 PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, \$70,271.77 PCN 4934 Vacant, at .80 FTE, \$60,541.31 (Salary and Benefit costs included)	\$210,080.41	2205	Classified Support Salaries	Newcomer Assistant	2.80 FTE	Multimedia
353-2	Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .30 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all 317 current students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .30 FTE, \$44,244.64 (The difference of \$5,894.95, to fully fund this employee will come from 2023-24 Strategic Carryover funds) (Salary and Benefit costs included)	\$38,349.69	1119	Teacher on Special Assignment School	11 Month Classroom TSA	.30 FTE	Multimedia

School Name: Oakland International High School **Site #:** 353

Pathway Name(s): Multimedia

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 when fully enrolled. 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. All students participate in our multi-media California Partnership Academy that gives students the technology skills required for college and careers. In their junior and senior years, students have increasing opportunities for internships and community service in various settings, from businesses to government offices to community organizations.

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, career and community. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

School Demographics

2023-24 Total Enrollment Grades 9-12									% Current Newcomers
292									88.4%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	59.2%	40.8%	92.5%	100.0%	96.2%	1.4%	2.4%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.1%		6.8%	80.1%			6.2%	0.3%	3.4%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Latino			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	56.8%	64.6%	60.0%	TBD	65.0%		70.0%
Four-Year Cohort Dropout Rate	39.2%	26.0%	35.0%	TBD	30.0%		25.0%
A-G Completion Rate (12th Grade Graduates)	78.8%	53.8%	80.0%	TBD	82.5%		85.0%
On Track to Graduate - 9th Graders	61.2%	43.9%	60.0%	64.2%	65.0%		70.0%
9th Graders meeting A-G requirements	58.9%	39.0%	70.0%	80.8%	75.0%		80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	14.3%	0.0%	15.0%	TBD	30.0%		50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	25.7%	43.8%	20.0%	77.8%	25.0%		30.0%
Percentage of 10th-12th grade students in Linked Learning pathways	52.0%	90.0%	100.0%	99.6%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	64.6%	0.0%	65.0%	TBD	70.0%		75.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	8.8%	TBD	20.0%	TBD	25.0%		30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	11.3%	TBD	12.5%	TBD	15.0%		17.5%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	50.9%	59.4%	55.0%	TBD	60.0%		65.0%
Four-Year Cohort Dropout Rate	45.3%	35.9%	42.5%	TBD	37.5%		32.5%
A-G Completion - 12th Grade (12th Grade Graduates)	75.4%	53.8%	77.5%	TBD	80.0%		82.5%
On Track to Graduate - 9th Graders	60.9%	45.4%	65.0%	60.3%	67.5%		70.0%
9th Graders meeting A-G requirements	58.2%	40.2%	72.5%	81.4%	75.0%		80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.0%	0.0%	15.0%	TBD	30.0%		50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	20.9%	30.6%	15.0%	77.6%	20.0%		25.0%

Percentage of 10th-12th grade students in Linked Learning pathways	53.7%	89.1%	100.0%	99.5%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	0.0%	67.5%	TBD	70.0%		75.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	8.2%	TBD	20.0%	TBD	25.0%		30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.2%	TBD	10.0%	TBD	12.5%		15.0%

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 <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>	Our graduation and dropout rates are strong when compared to rates for newcomers in OUSD overall, yet still far weaker than we desire, particularly since the pandemic.	Our large population of Students with Limited or Interrupted Formal Education (SLIFE), estimated at approximately 2/3 of enrollment, means a majority of students enter with major interruptions in general education and often native language literacy. In order for these students to be college, career, and community ready our structures for targeted and systematic intervention must be stronger, particularly in grades 9 and 10, to provide access to the more rigorous content in grades 11 and 12. Our students are under significant pressure to work and also skew older than typical high school students, with 1/3 to 1/2 of students being 18 or older at any given time. Their adult age, lack of legal obligation to continue education, and economic necessities associated with life in general, and the Bay Area in particular, often combine in to prompt significant numbers of students to half their education in order to work full time, or transfer to Rudsdale Newcomer to complete their studies more rapidly with a more flexible schedule.
A-G Completion - 12th Grade	In 2021-22 OIHS had the highest rate of A-G completion for 12th grade newcomer students in OUSD at 77.8%.	While our rate of A-G completion for 12th graders has been the highest or among the highest for newcomer students in OUSD, an ongoing challenge (related to graduation and dropout rates) is sustaining engagement of students into 11th and 12th grade as the advanced age of students and pressures to work mount and the complexity of academic work increase. As we succeed in reducing drop out rate we may struggle to sustain a high rate of A-G completion.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	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. This increase in on-track to graduate status and A-G completion typically becomes evident between 11th and 12th grade.	Ninth grade students entering throughout the school year consistently lead to this data point being problematic for OIHS, as our 9th grade students often enter mid-year and only accrue second semester credits even though they are successful engaging in our programming. Our post session, summer programming, and general course of study provide multiple opportunities for credit recovery and accumulation of some redundant credits such that our rate of on-track to graduation is far higher by 12th grade than when measured in 9th grade.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>	College enrollment in 4 year institutions for OIHS graduates is nearly double the district rate for newcomer graduates.	The alarming decline in college enrollment rates of OIHS graduates predates the pandemic and is rooted in a major demographic shift in student enrollment towards SLIFE and students who are significantly older than the typical high school age, as documented about related to drop out rates. Our focal student group, Latino students, are overrepresented in this demographic. Students who do complete our program are more likely to name work as their post-secondary objective than in earlier times. There is a lack of connection for students between post-secondary study and economic and career advancement.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Our students work and understand deeply the value of work and the necessity to position themselves as best as possible in their employment. There is general interest in experiences that may lead to better job skills and future employment opportunities. Our program of study creates flexible schedules for 12th graders that can provide significant time for engagement in internships.	Our internship programming and partnership largely collapsed during the pandemic, with only two remaining stable partnerships and a severely limited set of opportunities for students to participate in such experiences. We have similarly not fully explored opportunities to formalize work based learning opportunities tied to employment that students have obtained on their own without participation of school staff.

Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Equitable Admissions - All students are enrolled. Cohort Structure - Students are cohorted all years. Early College Credit Opportunities - Students in grades 10-12 have DE opportunities.	Curriculum and Instructional Design and Delivery - Cross curricular integration can be enhanced through professional development Assessment of Learning - Developing a stronger suite of literacy assessments and structures to act upon that information will strengthen overall pathway rigor and access. Early College Credit Opportunities - Current opportunities are after school and limited to college math and English, opportunities exist for more DE during the school day with more direct pathway alignment. Partner Input and Validation	Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Gather partner input to inform instructional program aligned with expanded WBL programming
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Student Work Based Learning Experiences and Self Assessments - Two existing partnerships provide work based learning experiences for students.	Work Based Learning Plans - A comprehensive plan to provide WBL for all students by 12th grade is urgently needed. Student Work Based Learning Experiences and Self Assessments - A lack of internship or other WBL partners means that many students have no such experience in their time at OIHS. Work Based Learning Provider Assessment of Student Workplace Readiness - As a result of the above areas for growth, this is not taking place.	Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	College and Career Preparation and Support - Articulated series of engagements and supports for 12th graders and their families through advisory and family conferences. Intensive support from transition specialist to support the work. Social-Emotional Skill Development - Advisory program supports SEL development. Individual Student Supports - Second adults (newcomer assistants, paraprofessionals, others) provide targeted supports to students in the classroom to advance literacy development and content learning. Well staffed Wellness Center provides case management for large proportion of students around a variety of needs to enable full participation in pathway programming.	College and Career Preparation and Support - A lack of coherence in 9-11th grade contexts means that some 12th graders experience some of these supports for the first time. Student Input and Validation - A lack of formalized structures to solicit and respond to student voice means that student input is at times haphazard and reaction, rather than strategic and proactively integrated into program development.	College and Career Preparation and Support Student Input and Validation

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.
Goal #2: By 2026	By 2026 we will have an clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.
Goal #3: By 2026	By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.

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	Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum.
	With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction.
	Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12.
	Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.
Strategic Actions for Goal #2	Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities.
	Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities.
	Develop systems to support students who are already working in formalizing learning experiences associated with this employment.
Strategic Actions for Goal #3	Based upon student input and industry partnerships, cultivate relationships with community college professors and programs leading to career certification opportunities.
	Develop school schedule that enables dual enrollment opportunities to fit within the school day.
	Articulate a programmatic structure that allows 12th grade students to participate in both internships and related early college credit opportunities.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	
\$210,080.41	2205	Classified Support Salaries	Newcomer Assistant	2.80 FTE	Multimedia	

Classified Support Salaries: Hire 3 Newcomer Assistants; 2 at 1.0 FTE and 1 at .80 FTE for a total FTE of 2.80.
The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.
PCN 4885 Yasser Alwan, at 1.0 FTE, \$79,267.33
PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, \$70,271.77
PCN 4934 Vacant, at .80 FTE, \$60,541.31
(Salary and Benefit costs included)

<p>Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .30 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all 317 current students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .30 FTE, \$44,244.64 (The difference of \$5,894.95, to fully fund this employee will come from 2023-24 Strategic Carryover funds) (Salary and Benefit costs included)</p>	\$38,349.69	1119	Teacher on Special Assignment School	11 Month Classroom TSA	.30 FTE	Multimedia
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2024-2025: YEAR TWO

Pathway Strategic Goals

<p>Pathway Quality Strategic 3 Year Goal</p>	<p>Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>
<p>By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by growth on the i-Ready (or similar) assessment of reading and other measures.</p>	<p>All students in grades 9 and 10 are now served by re-articulated reading classes, driven by a placement assessment and with a coherent arc of literacy instruction grounded in the science of reading. Additional teacher FTE in this department allows additional differentiation of grouping and reduced class sizes. Fall to mid-year growth on i-Ready shows an average increase of 20.1 in scaled scores. SLIFE students are concentrated in Reading A, where an average growth of 44.1 was seen in scale scores from Fall 2023 to Winter 2024.</p>
<p>By 2026 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.</p>	<p>2023-24 was intended as a planning year in this area and a series of engagements during Fall 2023 took place to give shape to this nascent programming. The scope of this work within the 12th grade has been clarified and during Spring 2023 internship partnerships are being established and staffing for 2024-25 is being finalized.</p>
<p>By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.</p>	<p>We made accelerated growth in this area and now offer college math as our core 12th grade math option, meaning that all 12th graders have access to college credit earning during the school day. Hiring back a teacher who is also a DE professor for Merritt accelerated our progress in this area.</p>

Pathway Strategic Actions Reflection

<p>2023-2024 Strategic Actions</p>		<p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<p>23-24 Strategic Actions for Goal #1</p>	<p><i>Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum.</i> With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction. Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12. Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.</p>	<p>- A stronger assessment coordinator role combined with moving of i-Ready test into reading classes has improved testing conditions and reach to all students. - A new reading data tracker exists to monitor reading growth and capture related reading data. - Reading TSA continues to develop curriculum for Reading A and Reading B class levels including embedded assessments and codify the distinction between these two levels of reading. - Developing a coherent arc of PD for other pathway teachers to support literacy development has not yet begun due to focus on curriculum development, but remains the plan for 2024-25 and the literacy TSA is beginning to join PD planning meetings for 2024-25.</p>
<p>23-24 Strategic Actions for Goal #2</p>	<p>Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities. Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities.</p>	<p>- Staffing model for internship programming for 2024-25 is established and a person identified to hold the work in partnership with Learning Lab director. - A process to evaluate course of study for the entire school including 12th grade took place, and resulted in internship opportunities being situated alongside other 12th grade electives -- accessible to nearly all students but without removing students from core classes. - A new structure to document and account for the hours of working students has been developed but has struggled to keep up with the constant shifts in the work lives of our students. A new approach is needed including potentially making this a key responsibility of new Community Relations Assistant for 2024-25 to reflect the time demands of tracking and updating these data.</p>

<p>Classified Support Salaries: Hire 4 Newcomer Assistants, at 3.06 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorting pathway classes in grades 9 and 10 and literacy classes in all grades, supporting full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE \$77,272.00 PCN 4885 Emmanuel Tril, at 1.0 FTE \$60,274.54 PCN 4934 Nancy Clifton, at 1.0 FTE \$65,504.99 PCN 4494 Anna Akpawu, at 0.06 FTE \$3,442.32 (Salary and Benefit costs included)</p>	\$206,493.85	2205	Classified Support Salaries	Newcomer Assistant	3.06	Multimedia		
<p>Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .11 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .11 FTE \$18,553.14 (Salary and Benefit costs included)</p>	\$18,553.14	1119	Teacher on Special Assignment School	11 Month Classroom TSA	0.11	Multimedia	Approved	
<p>Student Internships: Contract to provide stipends for student participation in ECCCO program to facilitate participation in experiential work based learning activities..</p>	\$523.22	5825	Consultants			Multimedia		Conditionally Approved

MEASURE N 2022-2023 CARRYOVER PLAN							
School Name	OAKLAND INTERNATIONAL HIGH SCHOOL			Site Number	353		
Why were you unable to expend all your funds in the 2022-2023 school year?	Staff vacancies during 2022-23 combined with the hiring of staff below average cost estimates led to carryover funds.						
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>		\$433,385.82	Projected Carryover Amount from Fiscal Year 2022-2023		\$54,030.14		
Projected Carryover Amount from Fiscal Year 2022-2023		\$54,030.14	Total Budgeted Amount		\$54,030.14		
Percentage of 2022-2023 Carryover to Measure N Funds		12.5%	Remaining Amount		\$0.00		
NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.						
Resources:	2023-2024 Measures N and H Permissible Expenses Measures N and H Justification Examples - A Resource for EIP Development						
BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure Instructions							
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.							
- How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?							
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.							
Strategic Carryover for Fiscal Year 2024-2025:							
Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
	\$54,030.14	4390	Carryover - Future			Whole School (Media)	

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN

(for Fiscal Year 2023-24)

Name of School Site	Oakland International High School	Site #	353
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$99,864.80	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$0.00	Staffing vacancies due to tight labor market in 2022-23 left funds unspent that could be allocated for 2023-24 to sustain the same positions that were difficult to fill in 2022-23, leading to staffing and programmatic stability.	
Remaining Amount to Budget	\$0.00		

NOTE: Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.
****Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.**

Resources: [Measure N 2022-2023 Permissible Expenses](#)
[Measure N Justification Examples - A Resource for EIP Development](#)

BUDGET JUSTIFICATION							
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- 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.)</p> <p>We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?	
\$93,969.85	2205	Classified Support Salaries	Newcomer Assistant	1.0 FTE	Multimedia	Enabling Conditions	

Classified Support Salaries: Hire 1 Newcomer Assistants, at 1.0 FTE.
 The Newcomer Assistant will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.
 PCN 4494 Anisa Hassan, at 1.0 FTE
 (Salary and Benefit costs included)

<p>Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .30 FTE.</p> <p>The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all 317 current students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities.</p> <p>PCN 9480 Mallory Moser, at .30 FTE, \$44,244.64 (This PCN is already budgeted for in the 2023-24 EIP, at \$38,349.69. The amount of \$5,894.95, in SCO is required to fully fund this employee at .30 FTE) (Salary and Benefit costs included)</p>	\$5,894.95	1119	Teacher on Special Assignment School	11 Month Classroom TSA		Multimedia	Rigorous Academics
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Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[OIHS]

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

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 (2022-23) and Year 2 (2023-24)? <i>(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.)</i>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> 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 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Reflections in the EIP directly address the progress towards goals and status of strategic actions. While EIP content reflects focus on academic skill development, additional analysis of the school's WBL opportunities is needed. What systems are in place to support WBL and what steps will the school take to ensure the expansion of WBL? <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> What role do teachers play in ensuring students have opportunities to learn, practice, and apply pre-employment and employment skills? How and when is this monitored? What structures are in place to ensure teachers analyze student performance data and use it to guide their practice? 			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support 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 a clear theory of action that bridges their reflection logically into their actions 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Oakland International has a defined sequence of CTE courses. The school is working towards stronger integration of its pathway theme in core academic classes. The EIP indicates that student supports are intentionally embedded. This includes ensuring that students have access to support staff such as newcomer assistants. The school is focused on promoting the development of math and literacy skills as evidenced by the EIP. Strategies employed to develop internships and build community partnerships in service of internships are unclear. The Media identity/branding is becoming more refined. The school has achieved greater media integration in core content classes. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How are WBL experiences assessed for quality and impact? How does staff PD support the goals in the EIP? Does the continued focus on internships include an explicit multi year plan for expansion? The school intends to institutionalize internships for 12th graders. What does operationalizing this task look like? How will progress be tracked? 			

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

Category	Strategic &	Partially	Unclear	Missing or
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	Aligned 4	Strategic & Aligned 3	Strategy & Alignment 2	Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that 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 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning • Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • There is clear alignment between expenditures and Linked Learning domains, particularly student integrated supports. • Funds are leveraged to establish and maintain the Linked Learning model. 			

Final Recommendation

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

Rating¹: Approved

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

Strengths:

- The school faces and addresses very unique challenges associated with its population. The school maximizes its resources to respond to student needs.
- The EIP reflects that the school has a deep understanding of its areas of strength and potential growth.
- Continued focus on literacy development as a critical enabling condition for post secondary success.

Key Questions:

- How can WBL and dual enrollment address challenges with student chronic absenteeism and drop-out rates?
- What are the short term and long term plans for increasing WBL participation?
- How will the pathway team promote preparatory experiences for all students before they participate in internships? What do those learning experiences need to look like?

Budget Feedback:

- OIHS leverages its funds to support active and meaningful student engagement in activities designed to promote college and career readiness.

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

What	Suggested Lead	Deliverable	Date
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¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and 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



**College &
Career for
All Fund**
Established by Measure N



**OAKLAND UNIFIED
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Community Schools, Thriving Students

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