

**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 High School 304

**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 High School as “Fully Approved,” with a base allocation of \$1,286,050.00 and a strategic carryover allocation of \$26,233.29 for a total allocation not to exceed \$1,312,283.29.

**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 High School
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Oakland High School

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$1,286,050.00	\$1,286,050.00	\$0.00
*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (1513) multiplied by the per pupil amount of \$850.			

School: OAKLAND HIGH SCHOOL

Site #: 304

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
304-1	Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits cost)	\$90,000.00	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	0.50	Whole School - All Pathways
304-2	Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE) The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work. PCN 4148 - Saqib Hashim, at .125 FTE, \$17,025.18 PCN 7756 - Suzanne LeBaron, at .125 FTE, \$20,754.40 PCN 7757 - Emily Macy, at .125 FTE, \$22,915.81 PCN 4756 - M Fields, at .125 FTE, \$15,139.05 PCN 6186 - David Tommassini, at .125 FTE, \$13,458.71 PCN 7573 - Robert Smith, at .125 FTE, \$16,838.26 (Salary & Benefit Costs Included)	\$106,131.41	119	Teacher on Special Assignment School	TSA Class 11	0.75	Whole School - All Pathways

304-3	<p>Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 1 CM at 1.0 FTE, and 1 CM at .80 FTE, and 1 CM for 0.5 for a total of 2.30 FTE. At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline.  PCN 2555 - Jamil Brown, at 1.0 FTE, \$92,780.67  PCN 1762 - Gabrielle Chanel, at 0.5 FTE, \$61,995.64  PCN 7258 Elizabeth Ramos, at 0.8 FTE, \$109,084.79  (Salary and Benefit Costs Included)</p>	\$263,861.10	2405	Clerical Salaries	Case Manager	2.3 FTE	Whole School - all pathways
304-4	<p>Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE.  The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection , and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships.  PCN 4183 - Theresa Barnes  (Salary &amp; Benefit costs included)</p>	\$151,508.29	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways
304-5	<p>Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning.  PCN 3577 - Celetta Hunter  (Salary &amp; Benefit Costs Included)</p>	\$177,075.67	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways

304-6	<p>Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .60 FTE for a total of 1.60 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family.</p> <p>To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies.</p> <p>PCN 7185 - Faith Onwusa, at 1.0 FTE, \$127,902.81  PCN 6572 - Brenda Law, at .60 FTE, \$80,441.59  (Salary and Benefit costs included)</p>	\$208,344.40	1205	Pupil Support Salaries / Counselor	Counselor	1.60	Visual Arts Academy and Public Health Academy
304-7	<p>Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule.</p> <p>In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.</p> <p>PCN 6187- Ervin Dinwiddie  (Salary &amp; Benefits Costs included)</p>	\$108,589.95	1105	Teacher Salaries	TCHR STRENGIM	1.00	Recent Immigrant Support and Engagement - RISE
304-8	<p>Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule.</p> <p>In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.</p> <p>PCN 4756 - Matthew Fields  (Salary &amp; Benefits Costs included)</p>	\$84,778.69	1105	Teacher Salaries	TCHR STRENGIM	0.70	Environmental Science Academy
304-9	<p>Teacher Salaries: Hire a teacher at .25 FTE to support the 8-period day master schedule.</p> <p>In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.</p> <p>PCN 7519 - Hillary Chen  (Salary &amp; Benefits Costs included)</p>	\$24,446.88	1105	Teacher Salaries	TCHR STRENGIM	0.25	Innovation Design and Engineering Academy - IDEA

304-10	<p>Consultant Contracts: Contract with Destination College Advising Corps to hire 1 employee to support our students in the college application process and awareness, through June 30, 2025.</p> <p>This person will support in our service to our 1635 student population (398 Freshmen, 433 Sophomores, 418 Juniors, 386 Seniors) in providing support in college awareness and for applying to colleges, financial aid, and scholarships. Specifically that might include, but not limited to, teaching students of A - G requirements, helping students and families investigate colleges and career options, creating a 4 year plan for college readiness, providing information and guidance for the college application process, help students in completing college applications, identifying scholarships and supporting the application process for those scholarships, completing financial aid forms, supporting students in applying for the college entrance tests. Supporting families in completing the now state law required FAFSA. Many of these services will be provided in person either one on one or in small groups, but there may be some virtual options that include workshops offered via zoom to students, families, and classrooms or on on one support via zoom for families who cannot attend in person.</p> <p>(Admin Fees Waived - Flat Rate Fee)</p>	\$22,000.00	5825	Consultant Contracts		Whole School
304-11	Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. (\$18,000)	\$0.00	4399	Surplus		Recent Immigrant Support and Engagement - RISE
304-12	Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. (\$10,000)	\$0.00	4399	Surplus		Innovation Design and Engineering Academy - IDEA
304-13	<p>Partially fund: Teacher Salaries Stipends: Extended Contracts for 6 Teachers to Teach in the 2025 Summer Bridge Program, through June 30, 2025.</p> <p>Extended contracts for 6 staff to support our Summer Bridge Program which focuses on supporting student transitions into Oakland High School. This program goes through June 30, 2025. We aim to serve 90 students, with the goal of getting students set up to be successful, connected and prepared to enter high school and be successful and engaged in all that their pathways have to offer.</p> <p>Budget: 104 hours at \$38.50 hourly rate + 25% benefit costs x 6 teachers = \$30,030.00</p> <p>(Salary &amp; Benefits included)</p>	\$10,000.00	1120	Teacher Salary Stipends		Whole School
304-14	Allocation to Environmental Science Academy (ESA) pathway for Pathway Development of the 4 pillars within the ESA pathway. (\$2828.41)	\$0.00	4399	Surplus		Environmental Science Academy
304-15	Allocation to Law & Social Justice (LSJ) pathway for Pathway Development of the 4 pillars within the LSJ pathway. (\$2828.40)	\$0.00	4399	Surplus		Law & Social Justice
304-16	Allocation to Public Health Academy (PHA) pathway for Pathway Development of the 4 pillars within the PHA pathway. (\$2828.40)	\$0.00	4399	Surplus		Public Health Academy
304-17	Allocation to Visual Arts Academy Magnet Program (VAAMP) pathway for Pathway Development of the 4 pillars within the VAAMP pathway. (\$2828.40)	\$0.00	4399	Surplus		Visual Arts Academy

304-30	<p>Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for at least 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing.</p> <p>-The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 10 months total (approximately 20 hours each).  2 meetings per month x 10 months = 20 hours x 38.50/hour = \$770 + 30% benefits = \$1,001 per teacher x 12 teachers = \$12,012 (Salary and Benefit Costs Included)</p>	\$12,012.00	1120	Teacher Salary Stipends		Recent Immigrant Support and Engagement (RISE)
304-31	<p>Meeting Refreshments for the RISE Team/Industry Partner Collaboration. Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All RISE students will benefit. (Meals for retreats are not to exceed \$40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people - 15 x \$40)</p>	\$600.00	4311	Meeting Refreshments		Recent Immigrant Support and Engagement (RISE)
304-32	<p>Teacher Substitutes  Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$3000 will be enough for about 7 full-day substitutes.</p>	\$3,000.00	1150	Teacher Substitutes		Recent Immigrant Support and Engagement (RISE)
304-33	<p>Teacher Professional Development  The RISE team will research and identify at least one professional development opportunity (conference, workshop, seminar, etc.) for all teachers on the team to participate in. The topic of the opportunity will be aligned to supporting the needs of the student population they teach so that could include instructional practices for language acquisition, culturally relevant pedagogy for newcomer students, action projects, etc. This expense will align with Goal #1 around designing integrated curriculum and will benefit all students in the RISE pathway next year.</p>	\$2,388.00	5826	Professional/Contracted Services		Recent Immigrant Support and Engagement (RISE)

304-34	<p>Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings. These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 24-25 pathway goals and strategic actions get discussed and their implementation gets planned.</p> <p>There are 11 teachers who get paid for about 2 hours/month at the hourly rate of \$38.50 for 5 months (just first semester of 23-24).  <math>2 \text{ hrs/month} \times 5 \text{ months} = 10 \text{ hours} \times \\$38.50/\text{hour} = \\$385 \times 0.3 \text{ benefits} = \\$500.50 \times 11 \text{ teachers} = \\$5,505.50</math> (Salary and Benefit Costs)</p>	\$5,505.50	1120	Teacher Salary Stipends			Innovative Design and Engineering Academy (IDEA)
304-35	<p>Meeting Refreshments for the IDEA Team/Industry Partner Collaboration. Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All IDEA students will benefit.  (Meals are not to exceed \$40 per person per day. This is enough for meals at 1 collaboration session for 15 people - <math>15 \times \\$40</math>)</p>	\$600.50	4311	Meeting Refreshments			Innovative Design and Engineering Academy (IDEA)
304-36	<p>Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events.  This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about \$2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.</p>	\$2,000.00	5826	Transportation Costs			Innovative Design and Engineering Academy (IDEA)
304-37	<p>Teacher Substitutes  Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$1894 will be enough for about 4 full-day substitutes.</p>	\$1,894.00	1150	Teacher Substitutes			Innovative Design and Engineering Academy (IDEA)



304-38	<p>Consultant Contract with Civic Productions to continue their work with leading students through visual arts projects, including, but not limited to the summer ECCCO program. Civic Productions is the liaison between VAAMP and many other community art exhibition events. They secure venues, coordinate with other event planners, and help with communication about the events. Specifically for the Autumn Lights Festival event, they walk through the design of the art piece with the teacher team to determine feasibility, materials needed, etc. then they support on the day of the installation by working with students while they are creating the components of the art work.</p> <p>Civic Productions is our community partner and is a necessary link between our school site and the Oakland Community. With this partnership, students will be able to connect with local businesses and Oakland institutions to display their artwork. Some of these pieces will be put on permanent display, and others will be rotating installations, giving many students a public audience for their work throughout the year.</p> <p>Total contract amount, including administrative fees = \$600</p>	\$600.00	5825	Consultant Contract			Visual Arts Academy Magnet Program (VAAMP)
304-39	<p>Teacher Substitutes</p> <p>Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$2228 will be enough for about 5 full-day substitutes.</p>	\$2,228.40	1150	Teacher Substitutes			Visual Arts Academy Magnet Program (VAAMP)
304-40	<p>Student Meals for Overnight Trips</p> <p>Reimbursement for the purchase of meals for students on overnight retreats, on the second day and beyond, not to exceed \$20/student/day. The pathway does an annual senior overnight trip to Sacramento where students learn about the legislative process, tour the capitol, and meet with representatives to discuss legislation related to public health topics. This impacts about 60 students in 12th grade. Teachers will purchase meals for students on the second day so that the whole group can have a meal together while on the trip. 60 students x \$20.</p>	\$1,200.00	4311	Meeting Refreshments			Public Health Academy (PHA)
304-41	<p>Meeting Refreshments for the PHA Team/Industry Partner Collaboration.</p> <p>Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All PHA students will benefit. (Meals for retreats are not to exceed \$40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people - 15 x \$40)</p>	\$600.00	4311	Meeting Refreshments			

304-42	<p>Facility Rental for the PHA Teacher Team Retreat.</p> <p>Facility rental for the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan. It is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All PHA students will benefit. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings).</p>	\$1,028.40	5624	Facility Rental			Public Health Academy (PHA)
304-43	<p>Teacher Substitutes</p> <p>Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$2828 will be enough for about 6 full-day substitutes.</p>	\$2,828.41	1150	Teacher Substitutes			Environmental Science
304-44	<p>Student Meals for Overnight Trips</p> <p>Reimbursement for the purchase of meals for students on overnight retreats, on the second day and beyond, not to exceed \$20/student/day. The pathway does an annual senior overnight trip to Los Angeles where students visit law schools and other colleges, and also relevant museum exhibits. This impacts about 30 students in 12th grade. Teachers will purchase meals for students on the second and third day so that the whole group can have a meal together while on the trip. 30 students x 2 days x \$20.</p>	\$1,200.00	4311	Meeting Refreshments			Law & Social Justice (LSJ)
304-45	<p>Teacher Substitutes</p> <p>Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$1628 will be enough for about 3 full-day substitutes.</p>	\$1,628.40	1150	Teacher Substitutes			Law & Social Justice (LSJ)

School: OAKLAND HIGH SCHOOL

Effective July 1, 2023 - June 30, 2024

Site #: 304

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$1,297,950.00	\$1,297,950.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (1,527) 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
304-1	Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation. PCN 3513 - Tiffany Jordan (Salary and Benefits cost)	\$100,063.47	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	.50 FTE	Whole School - all pathways
304-2	Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE) The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work. PCN 4148 - Saqib Hashim, at .125 FTE, \$15,611.88 PCN 7756 - Suzanne LeBaron, at .125 FTE, \$20,278.91 PCN 7757 - Emily Macy, at .125 FTE, \$21,941.92 PCN 7758 - David Mangiante, at .125 FTE, \$16,430.25 PCN 7760 - Susanna Schoff, at .125 FTE, \$19,366.35 PCN 7573 - Robert Smith, at .125 FTE, \$16,004.09 (Salary & Benefit Costs Included)	\$109,633.40	1119	Teacher on Special Assignment School	TSA Class 11	.75 FTE	Rigorous Academics, Student Supports, Work-Based Learning, CTE

304-3	<p>Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 2 CM at 1.0 FTE each, and 1 CM at .80 FTE, for a total of 2.80 FTE.  At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline.  PCN 1897 - Percy Foster, at .80 FTE, \$100,746.33  PCN 1762 - Gabrielle Chanel, at 1.0 FTE, \$115,257.71  PCN 7258 Elizabeth Ramos, at 1.0 FTE, \$124,732.16  (Salary and Benefit Costs Included)</p>	\$340,736.20	2405	Clerical Salaries	Case Manager	2.8 FTE	Whole School - all pathways
304-4	<p>Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE.  The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection, and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships.  PCN 4183 - Vacant  (Salary &amp; Benefit costs included)</p>	\$137,721.19	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways
304-5	<p>Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway.  To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning.  PCN 7391 - Rita Skyers  (Salary &amp; Benefit Costs Included)</p>	\$173,877.30	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways

304-6	<p>Clerical Salaries: Hire an Administrative Assistant 1 Bilingual, at .40 FTE. The administrative assistant will make sure we are compliant with the vast amount of Measure N/H paperwork and the compliance measures. This role enters, completes, and processes every Measure N/H -funded expenditure in our Measure N/H plan, along with all proper Measure N/H justifications and budget modifications. In order to do so, other responsibilities include staying informed and up-to-date on all the Measure N/H rules and policies, and collaborating with pathway directors and other roles on sites to run budget reports.</p> <p>PCN 7252 - Mayra Lopez (Salary &amp; Benefit Costs Included)</p>	\$44,568.08	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Whole School - all pathways
304-7	<p>Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .50 FTE for a total of 1.50 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family.</p> <p>To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies.</p> <p>PCN 7185 - Faith Onwusa, at 1.0 FTE, \$121,973.52 PCN 6572 - Brenda Law, at .50 FTE, \$64,764.77 (Salary and Benefit costs included)</p>	\$186,738.29	1205	Pupil Support Salaries / Counselor	Counselor	1.5 FTE	Whole School - all pathways
304-8	<p>Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule.</p> <p>In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.</p> <p>PCN 6187- Ervin Dinwiddie (Salary &amp; Benefits Costs included)</p>	\$104,074.12	1105	Teacher Salaries	TCHR STRENGIM	1.0 FTE	Recent Immigrant Support and Engagement - RISE
304-9	<p>Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule.</p> <p>In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.</p> <p>PCN 4756 - Matthew Fields (Salary &amp; Benefits Costs included)</p>	\$74,859.54	1105	Teacher Salaries	TCHR STRENGIM	.70 FTE	Environmental Science Academy
304-10	Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. (\$12,839.21)	\$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA
304-11	Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. (\$12,839.20)	\$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE

304-12	<p>Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings. The RISE teacher team meets biweekly for 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing.</p> <p>-The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 5 months total (approximately 10 hours/semester). (Salary and Benefit Costs Included)</p>	\$5,663.57	1120	Teacher Salaries Stipends			Recent Immigrant Support & Engagement (RISE)
304-13	<p>Transportation Costs: for charter bus rentals for students to attend the RISE Business Course for Work Based Learning. This expenditure is to cover the cost of transportation for career and college exploration trips for students in the CTE business courses, as well as transportation costs to public exhibition events for project-based learning culminating experiences. Charter bus rentals are usually about \$2,000.00 per day. These funds would allow for about 2 trips with approximately 50 students and 5 teachers/chaperones each trip. This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning while building out the scope and sequence of WBL events for the CTE business courses. This will improve student engagement by connecting students to mentors in the business profession as they learn more about the industry and what it is like to work in it. All CTE business students will have the opportunity to participate (about 70 students).</p>	\$4,000.00	5826	Transportation Costs			Recent Immigrant Support & Engagement (RISE)
304-14	<p>Admission Fees: Admission fees for the students who attend field trips that connect to the RISE pathway projects and curriculum. Various admissions fees for field trips related to the RISE pathway projects that will take the curriculum beyond the walls of the classroom. These trips include work based learning experiences, but also experiences related to integrated projects and career-technical education themed curriculum. This expenditure is aligned to the goal of increasing project-based learning components into pathway curricula and extending classroom work beyond the physical classroom. Engagement will increase through students being able to apply their classroom learnings and understandings to other contexts and transferring skills to different environments. This expenditure addresses the need for newcomer students to have access to trips and experiences that they otherwise would not be able to participate in on their own. This supports all (about 115) RISE students.</p>	\$1,000.00	5829	Admission Fees			Recent Immigrant Support & Engagement (RISE)

304-15	<p>Meeting Refreshments for the RISE Teacher Team Retreat.</p> <p>Meeting refreshments for the teachers who attend the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern in the RISE pathway. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan, something this team has never been able to do. With two new co-directors and several new teachers on the team, it is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All RISE students will benefit, around 115 students. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings).</p> <p>(Meals for retreats are not to exceed \$40 per person per day)</p>	\$500.00	4311	Meeting Refreshments			Recent Immigrant Support & Engagement (RISE)
304-16	<p>Teacher Substitutes</p> <p>Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.</p>	\$1,675.63	1150	Teacher Substitutes			Recent Immigrant Support & Engagement (RISE)
304-17	<p>Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings.</p> <p>These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 23-24 pathway goals and strategic actions get discussed their implementation gets planned.</p> <p>There are 11 teachers who get paid for about 2 hours/month at the hourly rate of \$38.50 for 5 months (just first semester of 23-24). (Salary and Benefit Costs)</p>	\$5,269.58	1120	Teacher Salaries Stipends			Innovative Design & Engineering Academy (IDEA)
304-18	<p>Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events.</p> <p>This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about \$2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.</p>	\$4,500.00	5826	Transportation Costs			Innovative Design & Engineering Academy (IDEA)
304-19	<p>Admission Fees: admission fees for students who participate in IDEA field trips (approved grade level events and activities) to reinforce learning and practicing of pathway student learning outcomes and development.</p> <p>Each grade level is in the process of developing annual meaningful events and trips that connect to pathway theme and bring students together with teachers and each other. With the highest percentage of female students who did not choose this pathway as #1, these events are important to help students feel connected and excited. It supports the pathway goals and strategic actions related to pathway student retention.</p>	\$1,069.63	5829	Admission Fees			Innovative Design & Engineering Academy (IDEA)

304-20	<p>Teacher Substitutes</p> <p>Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.</p>	\$2,000.00	1150	Teacher Substitutes			<p>Innovative Design &amp; Engineering Academy (IDEA)</p>
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<b>School Name:</b>	<b>Oakland High School</b>	<b>Site #:</b>	<b>304</b>
<b>Pathway Name(s):</b>	Environmental Science Academy (ESA) Innovative Design and Engineering Academy (IDEA) Law and Social Justice (LSJ) Public Health Academy (PHA) Visual Arts & Academics Magnet Program (VAAMP) Recent Immigrant Support & Engagement (RISE)		

**School Description**  
 Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.

**School Mission and Vision**  
 The mission of Oakland High school is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement.

<b>School Demographics</b>									<b>% Current Newcomers</b>
<b>2023-24 Total Enrollment Grades 9-12</b>			<b>1529</b>						10.1%
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>
	52.1%	47.7%	99.0%	89.4%	21.9%	9.7%	9.3%	3.0%	1.0%
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	20.9%	0.5%	27.7%	40.3%	1.1%	0.2%	3.3%	5.2%	0.9%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Latino</b>			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
 Please refer to this [Data Dictionary](#) for definitions of the Indicators.

<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	87.0%	82.0%	85.0%	TBD	87.0%		90.0%
<a href="#">Four-Year Cohort Dropout Rate</a>	9.5%	13.0%	8.5%	TBD	8.0%		7.5%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	61.5%	62.8%	65.0%	TBD	67.0%		69.0%
<a href="#">On Track to Graduate - 9th Graders</a>	68.0%	60.0%	71.0%	73.2%	73.0%		75.0%
9th Graders meeting A-G requirements	57.8%	55.5%	62.0%	70.9%	65.0%		67.0%
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	6.1%	3.2%	8.0%	TBD	9.0%		10.0%
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	30.2%	38.5%	16.0%	27.0%	18.0%		19.0%
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	96.5%	97.6%	97.0%	97.9%	97.5%		98.0%
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	64.3%	39.7%	85.0%	TBD	87.0%		89.0%
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	23.7%	TBD	25.0%	TBD	28.0%		30.0%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	36.5%	TBD	40.0%	TBD	42.0%		44.0%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	80.0%	66.7%	83.0%	TBD	85.0%		87.0%
Four-Year Cohort Dropout Rate	16.8%	29.2%	13.0%	TBD	11.0%		9.0%
A-G Completion - 12th Grade (12th Grade Graduates)	46.6%	58.3%	51.0%	TBD	53.0%		54.0%
On Track to Graduate - 9th Graders	58.3%	50.3%	62.0%	70.1%	64.0%		66.0%
9th Graders meeting A-G requirements	45.2%	43.9%	55.0%	64.7%	57.0%		59.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.3%	6.7%	4.0%	TBD	6.0%		8.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	24.8%	34.6%	12.0%	22.5%	14.0%		16.0%
Percentage of 10th-12th grade students in Linked Learning pathways	95.0%	96.5%	87.0%	97.0%	89.0%		91.0%

CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	52.2%	37.5%	85.0%	TBD	87.0%		89.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	28.3%	TBD	30.0%	TBD	32.0%		34.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	21.7%	TBD	30.0%	TBD	32.0%		34.0%

**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.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<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>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)	Outside of a slight drop during the pandemic years, we've seen a consistent increase in graduation rate since 15-16. We think this stems from relationships with the admin trios of assistant principal, counselor, case manager and the pathway teachers and students. These strong relationships lead to higher student retention and engagement. Our cohort pathway/family model and pathway integrated curriculum and intentional community building also play a role.	We need to investigate who the students are who are dropping out so we can better address or fix/update the data accurately. Our attendance office might not be accurately coding students who transfer from Oakland High. The students for 2021 dropout rate was mostly made up of Newcomer students.
<b>A-G Completion - 12th Grade</b>	Our 8-period block schedule allows for students to take remedial classes and get ahead through dual enrollment elective courses. We've been doing more specific teaching about A-G requirements with students (like through regular review of transcripts) and one of our case managers started a special program, called I Deserve A-G.	Parents and teachers need more education about A-G requirements so we can all be supporting students in completion. We have a high SDC special ed population and though those students are on different graduation track, they still get counted in the A-G completion rates.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)	Our 9th graders might be doing better in non-math classes where they can focus on understanding concepts, rather than specific rules and formulas in math classes.	Our current 9th graders missed out on 7th grade math due to distance learning and are not yet caught up. Math classes tend to be more "mastery-based" in terms of grading. Some teachers are explicitly using mastery-based grading, which may result in higher failure rates, as students adjust to higher standards and the rhythm of "retakes."
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)	We have plans to rollout postsecondary plans for all students that are supported by various resources and people on campus and tracked/reflected on by students.	We are still recovering from pandemic-related issues that impact college enrollment. This includes shifts in student/family values around continued education and cost.
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	We have consistently offered around 5-7 dual enrollment courses each semester. We use dual enrollment courses to fill gaps in types of courses we can offer on our own (e.g. we don't offer psychology anymore but we do it through dual enrollment) and also to align with pathway topics so students can further their skill in those areas or take a class of interest to them outside of their pathway theme. We have a strong dual enrollment coordinator and experienced counselors to help promote and register students for these classes.	For some courses, it has been difficult to find a high quality instructor who is consistently available to teach a course. There have been various degrees of college level expectations and curriculum in some courses. We could benefit from more tutoring or support for some students when they take dual enrollment courses.
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**

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

**2023-24 Strategic Actions**  
 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?

Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.

Continued staffing required to support the 8 period day. These additional teachers allow us to offer career technical education courses for all of our students, more dual enrollment courses, and remediation and elective courses that meet A-G requirements. This should bring our A-G completion rate higher, increases the numbers of students who can take dual enrollment courses, increases grade point average, and allows for more students to be college, career and community ready upon graduation.

Continued additional staff to support our admin trio pathway support system allows us to ensure each pathway and family has an assistant principal, counselor, and case manager to support our scholars academic and social emotional needs. This also supports families as they navigate a large school to be able to connect with the school and help coordinate meetings of support or connections with teachers. Additionally this trio supports teachers as they teach and support students.

Having a pathway coach and work based learning liaison to support the development and certification growth of our pathways has been imperative in supporting the growth and development of our pathways. The work of the work based learning liaison builds on the work done in pathways and connects the real world experiences to our classrooms.

### Budget Expenditures

#### 2023-2024 Budget: Enabling Conditions Whole School

<p><b>BUDGET JUSTIFICATION</b>            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 <a href="#">EIP Budget Justification Instructions</a>.</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 of <a href="#">OUSD's Object Codes</a> 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	FTE	PATHWAY NAME (if applicable)
<p><b>Supervisor &amp; Administrator Salaries: Hire a Pathway Coach, at .50 FTE.</b>            The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation.            PCN 3513 - Tiffany Jordan            (Salary and Benefits cost)</p>	\$100,063.47	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	.50 FTE	Whole School - all pathways
<p><b>Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE)</b>            The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work.            PCN 4148 - Saqib Hashim, at .125 FTE, \$15,611.88            PCN 7756 - Suzanne LeBaron, at .125 FTE, \$20,278.91            PCN 7757 - Emily Macy, at .125 FTE, \$21,941.92            PCN 7758 - David Mangiante, at .125 FTE, \$16,430.25            PCN 7760 - Susanna Schoff, at .125 FTE, \$19,366.35            PCN 7573 - Robert Smith, at .125 FTE, \$16,004.09            (Salary &amp; Benefit Costs Included)</p>	\$109,633.40	1119	Teacher on Special Assignment School	TSA Class 11	.75 FTE	Rigorous Academics, Student Supports, Work-Based Learning, CTE
<p><b>Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 2 CM at 1.0 FTE each, and 1 CM at .80 FTE, for a total of 2.80 FTE.</b>            At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline.            PCN 1897 - Percy Foster, at .80 FTE, \$100,746.33            PCN 1762 - Gabrielle Chanel, at 1.0 FTE, \$115,257.71            PCN 7258 Elizabeth Ramos, at 1.0 FTE, \$124,732.16            (Salary and Benefit Costs Included)</p>	\$340,736.20	2405	Clerical Salaries	Case Manager	2.8 FTE	Whole School - all pathways

<p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE.</b>  The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection, and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships.  PCN 4183 - Vacant  (Salary &amp; Benefit costs included)</p>	\$137,721.19	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways
<p><b>Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway.</b>  To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning.  PCN 7391 - Rita Skyers  (Salary &amp; Benefit Costs Included)</p>	\$173,877.30	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways
<p><b>Clerical Salaries: Hire an Administrative Assistant 1 Bilingual, at .40 FTE.</b>  The administrative assistant will make sure we are compliant with the vast amount of Measure N/H paperwork and the compliance measures. This role enters, completes, and processes every Measure N/H -funded expenditure in our Measure N/H plan, along with all proper Measure N/H justifications and budget modifications. In order to do so, other responsibilities include staying informed and up-to-date on all the Measure N/H rules and policies, and collaborating with pathway directors and other roles on sites to run budget reports.  PCN 7252 - Mayra Lopez  (Salary &amp; Benefit Costs Included)</p>	\$44,568.08	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Whole School - all pathways
<p><b>Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .50 FTE for a total of 1.50 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family.</b>  To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies.  PCN 7185 - Faith Onwusa, at 1.0 FTE, \$121,973.52  PCN 6572 - Brenda Law, at .50 FTE, \$64,764.77  (Salary and Benefit costs included)</p>	\$186,738.29	1205	Pupil Support Salaries / Counselor	Counselor	1.5 FTE	Whole School - all pathways
<p><b>Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule.</b>  In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.  PCN 6187 - Ervin Dinwiddie  (Salary &amp; Benefits Costs included)</p>	\$104,074.12	1105	Teacher Salaries	TCHR STRENGIM	1.0 FTE	Recent Immigrant Support and Engagement - RISE
<p><b>Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule.</b>  In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.  PCN 4756 - Matthew Fields  (Salary &amp; Benefits Costs included)</p>	\$74,859.54	1105	Teacher Salaries	TCHR STRENGIM	.70 FTE	Environmental Science Academy

Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. (\$12,839.21)	\$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA
Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. (\$12,839.20)	\$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE

**2024-2025: YEAR TWO**

**Strategic Actions**

<b>2023-2024 Strategic Actions</b>	<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Year 1 Strategic Actions, 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?
Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.	We are on track for the A-G awareness part of this action through the IDAG (I Deserve A to G) and Sisterhood programs. Those programs have regular meetings of teachers and other staff (funded by Community Schools grant), information about A-G is frequently shared in newsletters, and our Future Center plans presentations and trips with a college focus.  We are not on track with postsecondary plans due to onboarding of new College and Career Readiness Specialist (and unexpected departure of former one at the beginning of the school year), and the late start to the Postsecondary Planning meetings hosted by the HSLLO. Will be focusing on this between now and the end of the year to try to get back on track with this aspect of the action. This will include holding at least one "stakeholder" meeting with the pathway coach, work based learning liaison, college and career readiness specialist, principal, counselor supervisor assistant principal, and as many of our counselors as possible. We will review what is currently happening with post secondary plans for all students, brainstorm ideas on how to identify minimum requirements for each grade level and ideas for managing the process across grades and pathway teams. Also in the spring we will share the YouScience platform with everyone in this group so it can be used as a counseling resources as well as resource for students to research and plan.
Continued staffing required to support the 8 period day. These additional teachers allow us to offer career technical education courses for all of our students, more dual enrollment courses, and remediation and elective courses that meet A-G requirements. This should bring our A-G completion rate higher, increases the numbers of students who can take dual enrollment courses, increases grade point average, and allows for more students to be college, career and community ready upon graduation.	We are on track for accomplishing this action. Despite needing to consolidate a teaching position in the fall (but then recently being able to reopen a different teaching position to support the increase in midyear newcomer student enrollment), and one vacancy for a Career Technical Education position for our Public Health Academy at the beginning of the year (but the long term sub accepted the position to offically teach those classes for the time being), we are fully staffed with teachers to support the 8 period day. This includes being able to offer about 5 dual enrollment courses per semester.
Continued additional staff to support our admin trio pathway support system allows us to ensure each pathway and family has an assistant principal, counselor, and case manager to support our scholars academic and social emotional needs. This also supports families as they navigate a large school to be able to connect with the school and help coordinate meetings of support or connections with teachers. Additionally this trio supports teachers as they teach and support students.	We are on track for accomplishing this action. We filled vacant AP position, along with bringing on a new case manager due to an unexpected case manager departure right before the beginning of the year. However, there is a need for continued case manager training, home visits, data work, and helping them becoming more proactive in student supports.
Having a pathway coach and work based learning liaison to support the development and certification growth of our pathways has been imperative in supporting the growth and development of our pathways. The work of the work based learning liaison builds on the work done in pathways and connects the real world experiences to our classrooms.	Our pathway coach is now a Senior Pathway Coach, leading pathway coaching work across the district and coaching other coaches to meet Linked learning standards. Our new Work Based Learning Liaison quickly stepped into her role and has successfully planned many important and meaningful events for pathway students, and the school as a whole, like the 9th grade Career Day in January that hosted about 90 volunteers throughout the day, and the Summer Fair that hosted at least 20 different organizations offering summer work experiences for students (all 10th and 11th graders participated). The WBLL works closely with pathway teams to plan meaningful WBL experiences for students that align with the career theme of the pathway. She helps organize all the details of the experiences.

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

<b>2024-2025 Strategic Actions</b> 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. <i>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?</i>
Oakland High will continue to implement the structures and related teacher and staff positions proven to enable the necessary conditions for continuous pathway growth and improvement. These include the teachers needed to fully staff the 8-period block schedule and provide CTE classes for grades 10-12 in each pathway, the additional support positions like assistant principals, counselors, and case managers to align one of each with every pathway and 9th grade family, and the positions of Pathway Coach, Work Based Learning Liaison, and College and Career Readiness Specialist that all play crucial roles in supporting team and pathway program development.
Conduct at least 3 school wide learning walks to gather data on established standards from the various content area IPGs and align professional development focus to support identified needs or gaps from the learning walks.
Increase A-G awareness and importance for teachers, students, and families by creating and implementing a whole-school approach to postsecondary plans for all students, and hosting family information events. The postsecondary plans will include establishing required activities and experiences for each grade level, determining which class or teacher manages those, creating a shared Google Classroom for students to access materials and for teachers and support staff to track participation.
Update all pathway programs of studies and evaluate and update all pathway work-based learning plans to ensure appropriate alignment of student pathway experiences. This will include more consistent tracking of student participate in WBL activities and providing a structure for student reflection.

**Budget Expenditures**

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

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

<p><b>BUDGET JUSTIFICATION</b>  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	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)
<p><b>Supervisor &amp; Administrator Salaries: Hire a Pathway Coach, at .50 FTE.</b>  The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice) developing and supporting the instructional core (project based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on site and at the district level that support continued pathway development.  Responsibilities include partnering with pathway directors to implement the Measure N/H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, supporting all Measure N/H and CPA documentation.  PCN 3513 - Tiffany Jordan  (Salary and Benefits cost)</p>	\$90,000.00	2305	Supervisor & Administrator Salaries	College and Career Pathway Coach	0.5	Whole School - All Pathways	Approved	
<p><b>Teacher on Special Assignment Salaries: Hire each TSA at .125 FTE for a total of 6 TSA's. (Total FTE for all 6 of the TSAs is not to exceed .75 FTE)</b>  The Teachers on Special Assignment will provide services as pathway academy director. The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all the instructional and logistical needs required to manage the pathway. As detailed in the duty statements, the job duties include: pathway improvement, team development, student support, school level administrative work and coordination, grant administrative work.  PCN 4148 - Saqib Hashim, at .125 FTE, \$17,025.18  PCN 7756 - Suzanne LeBaron, at .125 FTE, \$20,754.40  PCN 7757 - Emily Macy, at .125 FTE, \$22,915.81  PCN 4756 - M Fields, at .125 FTE, \$15,139.05  PCN 6186 - David Tommassini, at .125 FTE, \$13,458.71  PCN 7573 - Robert Smith, at .125 FTE, \$16,838.26  (Salary &amp; Benefit Costs Included)</p>	\$106,131.41	119	Teacher on Special Assignment School	TSA Class 11	0.75	Whole School - All Pathways	Approved	
<p><b>Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway; 1 CM at 1.0 FTE, and 1 CM at .80 FTE, and 1 CM for 0.5 for a total of 2.30 FTE.</b>  At Oakland High School each pathway is assigned a case manager to support students with navigating academic and social emotional support systems. Case Managers: support students academically in all pathways and 9th grade families by checking in with students and providing support or connecting to support to enhance academic success, support with social emotional counseling by having one on one conversations or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of the work of case managers include: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and career ready, students will have decreased incidence of discipline.  PCN 2555 - Jamil Brown, at 1.0 FTE, \$92,780.67  PCN 1762 - Gabrielle Chanel, at 0.5 FTE, \$61,995.64  PCN 7258 Elizabeth Ramos, at 0.8 FTE, \$109,084.79  (Salary and Benefit Costs Included)</p>	\$263,861.10	2405	Clerical Salaries	Case Manager	2.3 FTE	Whole School - all pathways	Approved	

<p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 FTE.</b>  The Work Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders on the management of the various responsibilities of pathway leadership. WBLL work is focused on outreach and management of industry and community partnerships for the creation of active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in the completion of reports, data collection, and fiscal management. WBLL work in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible with the connection all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing and internships.  PCN 4183 - Theresa Barnes  (Salary &amp; Benefit costs included)</p>	\$151,508.29	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School - all pathways	Approved
<p><b>Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal, at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway.</b>  To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. This is an integral part of each pathway teacher supervision and support, pathway team development, and pathway program development. This enables pathways to focus on and achieve their goals around the 4 pillars of Linked Learning.  PCN 3577 - Celetta Hunter  (Salary &amp; Benefit Costs Included)</p>	\$177,075.67	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal High	1.0 FTE	Whole School - all pathways	Approved
<p><b>Pupil Support Salaries / Counselor: Hire 2 additional counselors: 1 at 1.0 FTE and the other at .60 FTE for a total of 1.60 FTE to bring our total allocation up to 5 counselors to be able to provide 1 counselor per pathway/family.</b>  To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the allocation from the district. This enables each pathway and 9th grade family to be supported by a trio made of assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include: counseling with students round academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information, and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies.  PCN 7185 - Faith Onwusa, at 1.0 FTE, \$127,902.81  PCN 6572 - Brenda Law, at .60 FTE, \$80,441.59  (Salary and Benefit costs included)</p>	\$208,344.40	1205	Pupil Support Salaries / Counselor	Counselor	\$1.60	Visual Arts Academy and Public Health Academy	Approved
<p><b>Teacher Salaries: Hire a teacher at 1.0 FTE to support the 8-period day master schedule.</b>  In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.  PCN 6187- Ervin Dinwiddie  (Salary &amp; Benefits Costs included)</p>	\$108,589.95	1105	Teacher Salaries	TCHR STRENGIM	\$1.00	Recent Immigrant Support and Engagement - RISE	Approved
<p><b>Teacher Salaries: Hire a teacher at .70 FTE to support the 8-period day master schedule.</b>  In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.  PCN 4756 - Matthew Fields  (Salary &amp; Benefits Costs included)</p>	\$84,778.69	1105	Teacher Salaries	TCHR STRENGIM	\$0.70	Environmental Science Academy	Approved
<p><b>Teacher Salaries: Hire a teacher at .25 FTE to support the 8-period day master schedule.</b>  In order to maintain an 8 period day we need additional teachers to teach additional classes. The more periods a school offers increases the number of classes a student takes, requiring more teachers. There are many benefits to having an 8 period day including increased graduation rates, room in a student's schedule to take all of their pathway courses and still have room in their schedule for electives.  PCN 7519 - Hillary Chen  (Salary &amp; Benefits Costs included)</p>	\$24,446.88	1105	Teacher Salaries	TCHR STRENGIM	\$0.25	Innovation Design and Engineering Academy - IDEA	Approved

<p><b>Consultant Contracts: Contract with Destination College Advising Corps to hire 1 employee to support our students in the college application process and awareness, through June 30, 2025.</b></p> <p>This person will support in our service to our 1635 student population (398 Freshmen, 433 Sophomores, 418 Juniors, 386 Seniors) in providing support in college awareness and for applying to colleges, financial aid, and scholarships. Specifically that might include, but not limited to, teaching students of A - G requirements, helping students and families investigate colleges and career options, creating a 4 year plan for college readiness, providing information and guidance for the college application process, help students in completing college applications, identifying scholarships and supporting the application process for those scholarships, completing financial aid forms, supporting students in applying for the college entrance tests. Supporting families in completing the now state law required FAFSA. Many of these services will be provided in person either one on one or in small groups, but there may be some virtual options that include workshops offered via zoom to students, families, and classrooms or on one support via zoom for families who cannot attend in person. (Admin Fees Waived - Flat Rate Fee)</p>	\$22,000.00	5825	Consultant Contracts			Whole School	Approved
<p><b>Allocation to Recent Immigrant Support and Engagement (RISE) pathway for Pathway Development of the 4 pillars within the RISE pathway. (\$18,000)</b></p>	\$0.00	4399	Surplus			Recent Immigrant Support and Engagement - RISE	
<p><b>Allocation to Innovation Design and Engineering Academy (IDEA) pathway for Pathway Development of the 4 pillars within the IDEA pathway. (\$10,000)</b></p>	\$0.00	4399	Surplus			Innovation Design and Engineering Academy - IDEA	
<p><b>Partially fund: Teacher Salaries Stipends: Extended Contracts for 6 Teachers to Teach in the 2025 Summer Bridge Program, through June 30, 2025.</b></p> <p>Extended contracts for 6 staff to support our Summer Bridge Program which focuses on supporting student transitions into Oakland High School. This program goes through June 30, 2025. We aim to serve 90 students, with the goal of getting students set up to be successful, connected and prepared to enter high school and be successful and engaged in all that their pathways have to offer. Budget: 104 hours at \$38.50 hourly rate + 25% benefit costs x 6 teachers = \$30,030.00 (Salary &amp; Benefits included)</p>	\$10,000.00	1120	Teacher Salary Stipends			Whole School	Approved
<p><b>Allocation to Environmental Science Academy (ESA) pathway for Pathway Development of the 4 pillars within the ESA pathway. (\$2828.41)</b></p>	\$0.00	4399	Surplus			Environmental Science Academy	
<p><b>Allocation to Law &amp; Social Justice (LSJ) pathway for Pathway Development of the 4 pillars within the LSJ pathway. (\$2828.40)</b></p>	\$0.00	4399	Surplus			Law & Social Justice	
<p><b>Allocation to Public Health Academy (PHA) pathway for Pathway Development of the 4 pillars within the PHA pathway. (\$2828.40)</b></p>	\$0.00	4399	Surplus			Public Health Academy	
<p><b>Allocation to Visual Arts Academy Magnet Program (VAAMP) pathway for Pathway Development of the 4 pillars within the VAAMP pathway. (\$2828.40)</b></p>	\$0.00	4399	Surplus			Visual Arts Academy	



<b>Pathway Name:</b>	<b>Environmental Science Academy</b>	<b>Program #:</b>	<b>3867</b>
<b>Mission and Vision</b>	Environmental Science Academy is dedicated to helping students become environmental activists. ESA develops students' deep love for Oakland and for the natural world by bringing them outdoors whenever possible, including trips to local parks, beaches, and environmental action movements. Through scientific analysis, inquiry and service, ESA offers a rigorous, inclusive, and engaging curriculum to prepare students for college and career.		

**PATHWAY QUALITY ASSESSMENT**

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<p>All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.</p> <p>The newly developed senior capstone class facilitates multidisciplinary growth for students while providing a framework for partner input through expert interviews. In addition, the capstone project is built on a robust assessment model that all pathway classes build towards.</p>	<p>As new curriculum is developed, cross curricular planning as well as partner input and validation is necessary to enhance the integrated program of study.</p> <p>Novel assessments and demonstrations of knowledge are needed to fully implement new curriculum design.</p>	<p>Our priority categories for growth are partner input and validation and synchronized assessment at all grade levels.</p>
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<p>Assessment of projects at all grade levels is done in concert with industry professionals from relevant environmental fields. Professionals either view projects on campus or students travel to workplaces to present their work. Experts are present at all phases of the project design process to support student learning.</p> <p>Students attend mock interview sessions, internship fairs, and resume writing workshops to give them the skills and exposure to secure extracurricular opportunities.</p>	<p>Currently students do not have access to environmental science specific certifications.</p>	<p>Our goal is to offer skills, certificates, and opportunities that enable workplace readiness.</p>
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	<p>Students are graded using a skills rubric that is based in individual growth. Students are empowered to showcase their 21st century skills through project work that emphasizes student choice and gives a context for self expression.</p> <p>Students are supported by teachers within classrooms through check ins and reflections as well as through collaborative conversations between pathway teachers.</p> <p>Curriculum is designed across all grade levels to prepare students for industry and college relevant projects throughout high school, but specifically during the senior capstone action project.</p>	<p>The pathway could be improved by showcasing more direct links between class content and experience with post secondary options of college and career.</p>	<p>Our focus areas for growth are in college and career preparation and support.</p>

**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.*

<b>Goal #1:</b> By 2026	All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.
<b>Goal #2:</b> By 2026	75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.
<b>Goal #3:</b> By 2026	100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.

**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?*

<b>Strategic Actions for Goal #1</b>	Bring more industry professionals into classrooms.
	Create a vertically aligned academic skills rubric.
	Dedicate time and space for students to showcase their creative designs.
<b>Strategic Actions for Goal #2</b>	Establish connections with organizations that can provide Wilderness First Aid training
	Select pilot group of students for certification
	Bring relevant internships into the classroom as guest presenters

<b>Goal #2</b>	
<b>Strategic Actions for Goal #3</b>	Design a career workshop to be implemented in the 11th grade
	Give students more access to industry professionals through in-class and out of class visits
	Start a Google Classroom for 10th graders for postsecondary planning, where they can store activities and materials and where teachers and other staff and track progress.

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b>						
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 <a href="#">EIP Budget Justification Instructions</a> .						
- 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 <a href="#">OUSD's Object Codes</a> 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**

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> <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?
All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	Academy students have been given the resources and opportunities to meet these goals in each grade level through a variety of experiences. In all grade levels, capstone projects center around a locally relevant environmental problem and ask students to create a solution to the issue. These solutions are then presented to a panel of professionals including but not limited to UC Berkeley researchers, EBMUD engineers, PG&E employees, etc.
75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	This goal has been hindered by the transition of the WBLL at Oakland High. We have a new WBLL who is getting up to speed on how to support all pathways at Oakland High and plan to have her help us get back on track with this goal soon. Another hindrance has been around figuring out how to fund 80 students getting WFA trained. The logistical problems with enacting a plan for this goal have caused it to take a backseat to the other goals, but progress is planned for next year.
100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.	Progress is being made on this goal as the resources are available at the school, but 100% completion is not yet achieved. Our plan to remedy this is to create a specific plan for how to structure these programs into our existing classrooms and advertise opportunities more. The school does not consistently track industry partners but we do have internship data. In summer 2023, 13 ESA students did an internship.

**Pathway Strategic Actions Reflection**

<b>2023-2024 Strategic Actions</b>	<b>Reflection on 2023-2024 Strategic Actions</b> <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?
<b>23-24 Strategic Actions for Goal #1</b>	Bring more industry professionals into classrooms. Create a vertically aligned academic skills rubric. Dedicate time and space for students to showcase their creative designs.
<b>23-24 Strategic Actions for Goal #2</b>	Establish connections with organizations that can provide Wilderness First Aid Select pilot group of students for certification Bring relevant internships into the classroom as guest presenters
<b>23-24 Strategic Actions for Goal #3</b>	Design a career workshop to be implemented in the 11th grade Give students more access to industry professionals through in-class and out of class Start a Google Classroom for 10th graders for postsecondary planning, where they

**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?*

<b>Goal #1:</b> By 2026	All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	<b>New or Revised Strategic Actions for Goal #1</b>	Complete the skills rubric that is vertically aligned across grade levels Maintain relationships with industry and community partners who support the graduate capstone project Build on the Earth Day showcase event from 23-24 Identify opportunities for industry professionals to support in 10th and 11th grade classes.
<b>Goal #2:</b> By 2026	75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	<b>New or Revised Strategic Actions for Goal #2</b>	Research organizations that can provide Wilderness First Aid training for students and identify possible external funding sources to support it Pilot the training/certification with one grade level in second semester For the 2023 and 2024 summer internship programs, analyze how many and which students participated, along with the type of organization they worked for to inform targeted outreach and preparation for summer 2025
	100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.		Plan to use the first week of semester 2 to connect students to resources and opportunities related to their postsecondary goals Start or continue use of a Google Classroom to house student postsecondary planning work.

<b>Goal #3:</b> By 2026		<b>New or Revised Strategic Actions for Goal #3</b>	Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed. Get input from students around the types of opportunities and experiences they want from ESA (WBL, college, etc.) and connect them to existing programs or resources Gather existing resources available through the Future Center and Work Based Learning Liasion, compare to student interests, and make a plan for filling in any gaps.
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**Pathway Budget Expenditures**  
*Effective July 1, 2024 - June 30, 2025*

**2024-2025 Pathway Budget**

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <small>**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.</small>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Teacher Substitutes</b> Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$2828 will be enough for about 6 full-day substitutes.	\$2,828.41	1150	Teacher Substitutes			Environmental Science	Approved	

<b>Pathway Name:</b>	<b>Visual Arts &amp; Academy Magnet Program (VAAMP)</b>		<b>Progra 3909</b>
<b>Mission and Vision</b>	Visual Arts & Academics Magnet Program fosters student artists, preparing students for careers in art through exposure to an array of art forms and mediums, and art concept integration in all subjects. After developing a strong art foundation, students select an area of specialization where they learn to think like artists, and become art advocates. Students produce work for authentic audiences and build a portfolio that demonstrates their personal style and expression.		
<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.  Career Technical Education art classes include projects assigned by actual designers where students visit the business, collaborate with designers throughout the project, and then present to them as a culminating assessment.  Cross-collaboration between studio photography and graphic design CTE classes where multi-step projects have components in both classes and students work together.  Some classes offer students opportunity to demonstrate mastery on final assessments in different ways.  Student complete Graduate Capstone project that includes a paper and art piece that showcases their learning.	We'd like to consider other options outside of a research paper for the culminating senior project that allows students to demonstrate and/or defend their learning in different ways.  Though it happened this year, community partners interacting with students through hands on projects and follow up with feedback on student work occurs inconsistently.	This will not be something emphasized in our goals below but something we continue to think about and consider while working on other priorities.
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	All VAAMP 12th grade students will participate in a design challenge in partnership with International Interior Design Association. Students visit the site to meet with industry professionals and photograph products sold by the company. After the field trip, students create digital advertisements and marketing materials for the products they photographed. The industry professionals visit Oakland High one month later to give students feedback and assess the final digital deliverables.  All 10th Grade VAAAMP student engage in hands-on workshops with UC Berkeley Architecture students.  Field trips to design firms. Students tour San Francisco design firms to see what the day-to-day life is like for a working graphic designer. Students engage the professionals in questions about their use of art and technology in their job. Students enquire about next steps they can take after graduation to continue down a path in creative digital design careers.	VAAMP students build skills through career readiness events including mock interviews and resume development.  While many of our students participated in ECCO last summer many were not participating in internships that were related to Visual Arts or a career in that field.	Focus on integrating work-based learning more into student projects.  Focus on creating more opportunities for student art work to be publicly displayed throughout the city.

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>VAAMP has implemented a No D policy so students are UC and CSU eligible upon graduation.</p> <p>VAAMP takes students on field trips to UCs, CSUs and Art colleges.</p> <p>VAAMP students participate in mock job interviews and write cover letters/resumes.</p> <p>Many VAAMP teachers utilize a form of mastery-based grading that allows students to show mastery of a skill/topic over time (opportunities for growth/revision).</p> <p>The VAAMP team works through case management and intervention plans by grade level groups during pathway collaboration times.</p>	<p>VAAMP has several integrated student supports. The team is working to coordinate this consistently across teachers/classes throughout the pathway.</p> <p>The VAAMP team is starting to monitor student academics and postsecondary planning and reflection, supporting and organizing it through a centralized Google Classroom. (Starting the 2022/2023 school year with 10th grade students.)</p> <p>The team is working to solve the problem of scheduling conflicts due to classes within the program of study interfering with dual enrollment classes that students want to take.</p>	<p>Focus on postsecondary planning in our goals.</p>
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**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.

<b>Goal #1:</b> By 2026	100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.
<b>Goal #2:</b> By 2026	VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.
<b>Goal #3:</b> By 2026	VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally be connected to a core pathway and/or integrated project.

**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?

<b>Strategic Actions for Goal #1</b>	A central Google Classroom is created and all students and teachers are added.
	Students gain access to next steps in building an art portfolio and a postsecondary plan of action.
	Teachers meet to check in on student progress.
	Teachers and support staff agree on which activities should be required for students to complete at each grade level and determine which teacher or class holds that work.
<b>Strategic Actions for Goal #2</b>	Digital Art classes participate in WBL projects sponsored by industry partners to create deliverables in real-life scenarios.
	Industry professionals return to the school site to follow up on student achievement and offer critique and feedback.
	Students are tasked with a large group project where they will work together to create an art installation for public display.
<b>Strategic Actions for Goal #3</b>	VAAMP teachers will contact community organizations until they identify two who are willing to work with them and the students.
	Teachers will work in small groups to plan student projects that are relevant and of interest to the community partners.
	Artwork will be created and arranged for display by teachers and students on-site at the designated locations.

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</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 of <a href="#">OUSD's Object Codes</a> 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>						

**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals
	<p>For each 3-year goal, answer:</p> <p>-To what extent is the pathway on track for accomplishing this goal by 2026?</p> <p>-What has supported or hindered progress towards each goal this year?</p>
100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.	We are on track for accomplishing this goal. A shared Google Classroom has been created for last year's 10th grade class. Those students, now in 11th grade, have access but have not used it this year. We had a new College and Career Readiness Specialist start this year and needed to let her get settled before diving into this work for this year. Our VAAMP counselor will create a new central Google Classroom for the current 10th grade class.
VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.	<p>We are on track for accomplishing this goal. What has supported the work is the partnerships developed with local businesses for two different projects. One of our work-based learning community partners is "two" from San Francisco. They're a furniture and interior design company that relies heavily on digital advertising and marketing. When working with "two", students toured both the "two" and the "Ginsler" design firm offices. Students did a product photo shoot on site, talked to employees about how they use their art, and created digital deliverables to share on the companies Instagram or LinkedIn accounts.</p> <p>Another one of our community partners was a local Oakland bakery. Students set up a food photo shoot to take pictures of their cupcakes. These final shots were edited in Lightroom and digitally altered to create digital marketing advertisements for the business to share on their social media account.</p>
VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally be connected to a core pathway and/or integrated project.	<p>We are on track for accomplishing this goal. What has supported this goal has been the longstanding partnership with Civic Productions to help organize events and the CTE coach for AME who plays an important role in these events as well. VAAMP continues to partner with the long-running Autumn Lights Festival at Lake Merritt. All VAAMP students collaborate on a large-scale artwork that lights up at night. The artwork is displayed alongside other local Oakland artists for the duration of the festival.</p> <p>VAAMP students participated in the OUSD "Winter Artist Market" where they created and sold artwork in a holiday market setting. This gave students a chance to practice the skills learned in class and then interact with the public. Similarly, VAAMP students participate in the Spring "Creative Expo" where they create artwork to be viewed in a gallery setting. Vending tables are also available for students who wish to create a second round of marketable goods to sell to the public.</p> <p>VAAMP students worked with Civic Productions to make alters for an installation titled "Honoring our Ancestors." These alters were displayed for the public in downtown Oakland. Thousands of Paper Cranes were also created for public display throughout Oakland to highlight Asian cultural heritage.</p>

**Pathway Strategic Actions Reflection**

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions
		<p>For the Strategic Action sets for each goal, answer:</p> <p>-Are you on track for accomplishing the actions for the related goal this school year?</p> <p>-If so, what has been done or will be done by the end of the year to accomplish it?</p> <p>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<b>23-24 Strategic Actions for Goal #1</b>	A central Google Classroom is created and all students and teachers are added.	Work on these actions is getting a late start this year but we will make progress before the end of the year. We are in the process now for the 10th grade Google Classroom getting set up so that students can begin adding things like their resumes in preparation for summer opportunity and internship exploration. We still need to finalize what the art portfolio piece will look like but we do have plans for CTE teachers to work with students to explore careers in the mediums they have chosen. This career exploration will help to expose students to what types of careers exist in the field and help them focus in on options that suite them. This information will also be available for students to find in their shared Google Classroom.
	Students gain access to next steps in building an art portfolio and a postsecondary plan of action.	
	Teachers meet to check in on student progress.	
<b>23-24 Strategic Actions for Goal #2</b>	Teachers and support staff agree on which activities should be required for students to complete at each grade level and determine which teacher or class holds that work.	All of these actions will be complete by the end of the year. Digital art classes have been participating in work based learning opportunities with industry partners for the last few years. Students create deliverables for these community "clients" and have the opportunity to have their work shared via the companies social media. These industry partners return to Oakland High after the artwork has been created to participate in group critiques and presentations. Students have an opportunity to practice presenting their work to this public audience and speak to their design choices in a real-world setting. At the Autumn Lights Festival, students work together to create large-scale, illuminated artworks in student based teams. These artworks are displayed for thousands of patrons at the public Autumn Lights Festival alongside many professionally working visual artists.
	Digital Art classes participate in WBL projects sponsored by industry partners to create deliverables in real-life scenarios.	
	Industry professionals return to the school site to follow up on student achievement and offer critique and feedback.	
<b>23-24 Strategic Actions for Goal #3</b>	Students are tasked with a large group project where they will work together to create an art installation for public display.	These actions will be complete by the end of the year. VAAMP has been working consistently with two and Civic Productions to put student work on public display. VAAMP has also collaborated with the E14 gallery in Old Oakland, where student are is currently on sale for purchase. VAAMP teachers have had regular meetings to discuss working updates with our community partners to plan for upcoming events and make changes to curriculum to better meet the needs and interests of the students.
	VAAMP teachers will contact community organizations until they identify two who are willing to work with them and the students.	
	Teachers will work in small groups to plan student projects that are relevant and of interest to the community partners.	VAAMP students and teachers have collaborated in an effort to display and sell student work at all of the markets and gallery events that students have participated in.

	Artwork will be created and arranged for display by teachers and students on-site at the designated locations.	VAAMP* students and teachers have collaborated in an effort to display and sell student work at all of the markets and gallery events that students have participated in. That includes the curation of artwork, printing, cutting, mounting and formatting artwork for display at each location and event.
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**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?

<b>Goal #1:</b> By 2026	100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.	<b>New or Revised Strategic Actions for Goal #1</b>	Create the Google Classroom for the incoming 10th grade class and continue to reference and update the one for next year's 11th and 12th graders Spend time at either the teacher retreat in May or the beginning of the year to finalize what required activities and entries need to be for each grade level. Support the 12th graders in off loading important content into personal Drive accounts and adding relevant content to resumes and college and scholarship applications.
<b>Goal #2:</b> By 2026	VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.	<b>New or Revised Strategic Actions for Goal #2</b>	Collaborate with Jamie Treacy CTE Coach on a Creative Careers Expo for students Install a gallery exhibition on campus and have VAAMP students act as docents for when others visit Continue to build in an external audience, client, or WBL connection to integrated projects (TWO, game design, etc.) Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the Google Classroom postsecondary plan.
<b>Goal #3:</b> By 2026	VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally be connected to a core pathway and/or integrated project.	<b>New or Revised Strategic Actions for Goal #3</b>	Continuing to participate in the district-wide exhibitions (Creative Expo and Winter Artist Market). Partner with Civic Design Studio and E14 Gallery. Participate in the Autumn Lights Festival In combination with Goal #2, open the gallery exhibition on campus that is open to global arts classes and other interested classes on campus.

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

**2024-2025 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Consultant Contract with Civic Productions</b> to continue their work with leading students through visual arts projects, including, but not limited to the summer ECCCO program. Civic Productions is the liaison between VAAMP and many other community art exhibition events. They secure venues, coordinate with other event planners, and help with communication about the events. Specifically for the Autumn Lights Festival event, they walk through the design of the art piece with the teacher team to determine feasibility, materials needed, etc. then they support on the day of the installation by working with students while they are creating the components of the art work. Civic Productions is our community partner and is a necessary link between our school site and the Oakland Community. With this partnership, students will be able to connect with local businesses and Oakland institutions to display their artwork. Some of these pieces will be put on permanent display, and others will be rotating installations, giving many students a public audience for their work throughout the year.  Total contract amount, including administrative fees = \$600	\$600.00	5825	Consultant Contract			Visual Arts Academy Magnet Program (VAAMP)	Approved	
<b>Teacher Substitutes</b> Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$2228 will be enough for about 5 full-day substitutes.	\$2,228.40	1150	Teacher Substitutes			Visual Arts Academy Magnet Program (VAAMP)	Approved	

<b>Pathway Name:</b>	<b>Innovative Design &amp; Engineering Academy (IDEA)</b>		<b>Program #:</b> 3910
<b>Mission and Vision</b>	Innovative Design & Engineering Academy (IDEA) educates students in the principles of Universal Design so they can create inclusive, accessible products and designs that are relevant to their lives. Using engineering skills and industry standard technology, students create solutions for real world problems. Students collaborate with professional engineers and present to authentic audiences. Striving to build a workforce in STEM careers that includes more underrepresented groups, IDEA students will be prepared to continue education or seek employment in a variety of engineering fields with an appreciation for inclusivity and ethical responsibility.		
<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.  The sequence of CTE classes offered in IDEA center around local organizations, where students apply industry skills taught in class (i.e. computer-aided design (CAD), digital manufacturing) to the organization's' unique needs presented to students.	As we continue to develop an "action project" for our senior graduate capstone, we will apply lessons learned from our first year of implementation. Specifically, students choosing topics and action plans that require meaningful application of pathway skills, appropriate supports for students (including those who transfer to our pathway junior and senior years), and developing better rubrics.  Many students take AP and Dual Enrollment courses, but we need to be more equitable and intentional as a pathway team about who is enrolling (getting data and acting on it).	Building, refining, and expanding our first year implementation of the senior action project will be major focus for our next 3 years. We will use student exemplars created this year to provide a concrete example for incoming seniors as well as creating more scaffolding documents and project management documents to address the confusion and lack of organizations experienced by some of the seniors this year.
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	IDEA has several field trips around engineering career paths in coordination with the OUSD Linked Learning Office, like the Cypress Mandela Skilled Trades Fair.  IDEA coordinates with onsite WBL liaison to rollout in-class resume workshops at all grade levels, as well as prep students for interviewing through mock and informational interviews with volunteer career professionals.  IDEA has several WBL experiences that directly intersect with curricular projects at every grade level in both the CTE and non CTE classes where local clients are matched with students with the goal of students addressing some relevant problem for that local client. (i.e. juniors servicing participants at local disability center, seniors creating toys for local elementary schoolers, juniors creating emergency preparedness plans for local senior citizens)	We need to create a work based learning plan that utilizes all three years, where student are introduced to resumes in the sophomore year and then create a running log of all work based learning experiences that include collecting contacts of all related industry work professionals  We need to create more opportunities for career shadowing that will give a more narrative understanding of industry logistics and skills that industry professionals use that can be tied back to skills covered in CTE classes.  We need to integrate informational interviews into CTE industry client projects where: 1) interview skills can be further practiced 2) career shadowing and career demonstration can be built into in student work based learning experience and retention.  We need to create more explicit cohesion between industry partners in CTE classes to directly influence and demonstrate skills and industry practices being taught in class directly reinforced by these industry partners.	Creating more cohesive and explicit overlap between the industry clients and the CTE curriculum will be a major goal for the upcoming years. From the first year implementation of our newly develop CTE course, we've identified two industry clients that serve as the local clients for students to address/solve a relevant problem for them. In the next year, we will look to plan with these industry clients to emphasize what skills, language, techniques should be scaffolded heavily before the client visits and how the clients can be directly involved in that instruction. We will use an existing project in the 11th grade English class as a model of how exemplary industry partner curricular collaboration can happen.



<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>IDEA has dedicated team meeting time to create intervention plans for students of concern by grade level groups</p> <p>IDEA has implement a No-D policy so students are UC and CSU eligible upon graduation</p> <p>Students participate on field trips to UC's, CSU's, community colleges, and trade fairs to explore post-secondary opportunities</p> <p>Students participate in mock job interviews and write cover letters/resumes</p> <p>Teachers are committed to social-emotional learning, bringing in team-building activities, community check-ins, and reflection opportunities throughout their curriculum</p>	<p>We need to develop formal systems to assess the impact of student supports based on data and student progress.</p> <p>Many students take advantage of the wonderful supports that our Future and Wellness Centers provide, but we need to track which students are getting those supports to better identify where the pathway team can supplement those resources so ALL IDEA students are planning for their futures</p>	<p>We have developed and partially piloted data tracking systems i.e. attendance/academic phone call intervention system and so the goal will be to follow up on this upcoming year and consistently carry out this protocol once a marking period during.</p> <p>We will also look to coordinate with the work based learning and Future center to create a more comprehensive post-secondary preparation plan for seniors which includes offering a wider range of engineering dual enrollment classes as well as coordinating with Laney engineering department to promote meaningful alternatives to 4 year college for our engineering seniors.</p>
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**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.

<b>Goal #1:</b> By 2026	We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)
<b>Goal #2:</b> By 2026	We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.
<b>Goal #3:</b> By 2026	We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students

**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?

<b>Strategic Actions for Goal #1</b>	<p>For 11th grade, incorporate CTE and/or physics in the YPLAN project</p> <p>For 12th grade, build out action project as part of the graduate capstone</p> <p>For 10th, review CTE standards and new CTE course outlines to find points of connection and opportunity for an integrated project.</p> <p>Finish the skills alignment work started in 22-23</p> <p>Utilize the summer PBL Institute as a time to work on above tasks</p>
<b>Strategic Actions for Goal #2</b>	<p>Participate in the development of a school wide post secondary planning template and implement it with 10th graders</p> <p>Admin trio supports the tracking of student participation in work based learning</p> <p>Incorporate input from students around types of internships and other opportunities they want to engage in</p>
<b>Strategic Actions for Goal #3</b>	<p>Use pathway meeting time in the fall to finalize the skill alignment work</p> <p>Create a schedule for teachers to regularly observe other pathway teachers to better understand how the shared policies are being implemented</p> <p>IDEA teachers will develop a common syllabus template with core instructional and SEL strategies to deepen consistency.</p>

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a>.</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 of <a href="#">OUSD's Object Codes</a> 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>						
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>

<p><b>Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings.</b></p> <p>These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 23-24 pathway goals and strategic actions get discussed their implementation gets planned.</p> <p>There are 11 teachers who get paid for about 2 hours/month at the hourly rate of \$38.50 for 5 months (just first semester of 23-24). (Salary and Benefit Costs)</p>	\$5,269.58	1120	Teacher Salaries Stipends			Innovative Design & Engineering Academy (IDEA)
<p><b>Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events.</b></p> <p>This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about \$2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.</p>	\$4,500.00	5826	Transportation Costs			Innovative Design & Engineering Academy (IDEA)
<p><b>Admission Fees: admission fees for students who participate in IDEA field trips (approved grade level events and activities) to reinforce learning and practicing of pathway student learning outcomes and development.</b></p> <p>Each grade level is in the process of developing annual meaningful events and trips that connect to pathway theme and bring students together with teachers and each other. With the highest percentage of female students who did not choose this pathway as #1, these events are important to help students feel connected and excited. It supports the pathway goals and strategic actions related to pathway student retention.</p>	\$1,069.63	5829	Admission Fees			Innovative Design & Engineering Academy (IDEA)
<p><b>Teacher Substitutes</b></p> <p>Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.</p>	\$2,000.00	1150	Teacher Substitutes			Innovative Design & Engineering Academy (IDEA)

**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>	<p><b>Check in on 3-Year Goals</b></p> <p>For each 3-year goal, answer:</p> <ul style="list-style-type: none"> <li>-To what extent is the pathway on track for accomplishing this goal by 2026?</li> <li>-What has supported or hindered progress towards each goal this year?</li> </ul>
We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	Due to unforeseen teacher absence as well as a switch in client focus, we've had to switch the course pairing from Physics and English to Computer Science and English. We feel that this new pairing will allow for more organic and sensible collaboration as far content areas given that students will be working on website and game design in CS and then in English think about the language and organization of the information as it relates to shortening the digital divide for seniors. The supports that we will be utilizing moving forward are the dedicated Wednesday PD's where both our CS and English teacher will use that time to plan for that project to be hopefully piloted in 2025. We are still on track for accomplishing this goal.
We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	We've collaborated with our WBL coordinator to have our entire 10-12 grade levels attend the career fair as well as push students to do the ECCO internships over the summer. Our future goals include polling our sophomores and juniors around our current industry partners that'd they like to see more of in terms of career panels and career internships. Using that information we will start communication with those partners over the summer to provide more consistent and structured interactions with those industry partners for the following semester. Our progress has been hindered by our increased focus on the senior seminar and senior action project that took more time and energy than expected but we are still on track for accomplishing this goal.
We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	We are on track for accomplishing this goal and made excellent progress this year. We started the school year with aligned and shared policies on several areas of classroom management, and have reflected on the implementation as a team at least two times. This has led to improved student engagement and behavior, and has made it easier for our admin team to reinforce the teachers' policies.

**Pathway Strategic Actions Reflection**

<b>2023-2024 Strategic Actions</b>	<p><b>Reflection on 2023-2024 Strategic Actions</b></p> <p>For the Strategic Action sets for each goal, answer:</p> <ul style="list-style-type: none"> <li>-Are you on track for accomplishing the actions for the related goal this school year?</li> <li>-If so, what has been done or will be done by the end of the year to accomplish it?</li> <li>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</li> </ul>
<p><b>23-24 Strategic Actions for Goal #1</b></p> <ul style="list-style-type: none"> <li>For 11th grade, incorporate CTE and/or physics in the YPLAN project</li> <li>For 12th grade, build out action project as part of the graduate capstone</li> <li>For 10th, review CTE standards and new CTE course outlines to find points of connection and opportunity for an integrated project.</li> <li>Finish the skills alignment work started in 22-23</li> <li>Utilize the summer PBL Institute as a time to work on above tasks</li> </ul>	<p>YPLAN project focus shifted and with that the integrated courses involved were going to be English 3 and AP Computer Science. However, the project is postponed due to an unexpected leave of absence by one of the core teachers. Plans are in place, along with client commitment to pick up the project next school year.</p> <p>Action project component of the graduate capstone is happening with limited choices and a more structured support plan from teachers through an advisory model. Preliminary set of teacher and student facing documents to build on.</p> <p>10th grade CTE teacher has been collaborating with another teacher from a different site to tighten up curriculum for the course, now in it's second year and implementing 3 new projects but we haven't yet shared with other 10th grade team teachers.</p> <p>We realized that we needed to go back to basics and focus on mission, vision and student learning outcomes revision before diving into the skills alignment so we kicked off the year with that work.</p> <p>Three teachers participated in the summer PBL Institute and 2 other teachers plus our admin are participating in the High Tech High PBL Leadership Academy.</p>
<p><b>23-24 Strategic Actions for Goal #2</b></p> <ul style="list-style-type: none"> <li>Participate in the development of a school wide post secondary planning template and implement it with 10th graders</li> <li>Admin trio supports the tracking of student participation in work based learning</li> </ul>	<p>We created and used a Google Form reflection survey for a couple of WBL events and will review and use feedback for future planning. We convened a small student panel to inform mission, vision, and student learning outcome development. We will be finalizing and launching that work later this spring.</p> <p>We have not yet created a tracking system for WBL and other opportunities but hope to build that into the Google Form reflection survey. Due to a new College and Career Readiness Specialist starting in the fall, we postponed the postsecondary plan work but will make progress on it before the end of the year.</p>

23-24 Strategic Actions for Goal #3	<p>Incorporate input from students around types of internships and other opportunities they want to engage in</p> <p>Use pathway meeting time in the fall to finalize the skill alignment work</p> <p>Create a schedule for teachers to regularly observe other pathway teachers to better understand how the shared policies are being implemented</p> <p>IDEA teachers will develop a common syllabus template with core instructional and SEL strategies to deepen consistency.</p>	<p>Created and implemented shared policies across pathway classes (field trip, attendance, phone, tardies). This has led to improved attendance and fewer instances of phone use in class that isn't aligned to class work. While we have not yet done IDEA specific observations, teachers did participate in 3 schoolwide learning walks, either as observers or being observed, and there has been time during pathway team meetings to reflect on how policies are going and what might need to be adjusted or further defined. The syllabus document has been started and will be finalized at the beginning of 24-25 with the addition of a few more policy categories.</p>
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**Pathway Strategic Actions 2024-2025**

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

Goal #1: By 2026	We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	New or Revised Strategic Actions for Goal #1	Revisit skills alignment work with focus on specific subject areas and new Student Learning Outcomes (SLOs) created in 23-24
			Revise student facing documents and rubrics for graduate capstone project based on feedback and reflection in 23-24
			Bring project ideas from High Tech High institute into PBL summer learning institute to develop a 10th grade integrated project
Goal #2: By 2026	We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	New or Revised Strategic Actions for Goal #2	Participate in development of school wide post-secondary planning template once it's relaunched
			Analyze post-WBL work trip student data and use to inform future planning
			Continue creating a pathway trip syllabus that plans out key WBL experiences across 3 years in IDEA and ensures alignment across grade-levels
Goal #3: By 2026	We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	New or Revised Strategic Actions for Goal #3	Consistently use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.
			Reflect on current policies and revise as necessary, like adding a hall pass policy to our shared expectations
			Develop skills by grade level that are shared with students and part of the pathway syllabus
			Incorporate the new mission, vision and student learning outcomes into the pathway syllabus

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

**2024-2025 Pathway Budget**

BUDGET JUSTIFICATION								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)						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  ***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)
<b>Teacher Salaries Stipends: Extended Contracts to pay teachers for attending IDEA after school meetings.</b> These meetings of the pathway teaching and support staff happen biweekly for at least 1 hour and focus on: curriculum development, analyzing attendance, behavior, and assessment data and discuss improvement strategies for students, and planning with partners, volunteers, and teachers to provide quality work based learning experiences for students. These meetings are where the 24-25 pathway goals and strategic actions get discussed and their implementation gets planned. There are 11 teachers who get paid for about 2 hours/month at the hourly rate of \$38.50 for 5 months (just first semester of 23-24). 2 hrs/month x 5 months = 10 hours x \$38.50/hour = \$385 x 0.3 benefits = \$500.50 x 11 teachers = \$5,505.50 (Salary and Benefit Costs)								\$5,505.50	1120	Teacher Salary Stipends			Innovative Design and Engineering Academy (IDEA)	Approved	

<p><b>Meeting Refreshments for the IDEA Team/Industry Partner Collaboration.</b>  Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All IDEA students will benefit.  (Meals are not to exceed \$40 per person per day. This is enough for meals at 1 collaboration session for 15 people - 15 x \$40)</p>	\$600.50	4311	Meeting Refreshments			Innovative Design and Engineering Academy (IDEA)	Approved	
<p><b>Transportation Costs: charter bus rentals for students to attend the IDEA Work Based Learning and Community Building events.</b>  This expenditure is to cover the cost of transportation for career and college exploration and community building trips as well as transportation costs to public exhibition events for project-based learning culminating experiences for all IDEA students. This could include charter bus rental (usually about \$2,000/day for about 50 students and 5 chaperons). This expenditure is aligned with our goals to continue to develop the work-based learning scope and sequence and identify the hallmark events and experiences for each grade level.</p>	\$2,000.00	5826	Transportation Costs			Innovative Design and Engineering Academy (IDEA)	Approved	
<p><b>Teacher Substitutes</b>  Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$1894 will be enough for about 4 full-day substitutes.</p>	\$1,894.00	1150	Teacher Substitutes			Innovative Design and Engineering Academy (IDEA)	Approved	

<b>Pathway Name:</b>	<b>Public Health Academy</b>	<b>Program #:</b>	<b>3912</b>
<b>Mission and Vision</b>	The Public Health Academy educates and prepares students to promote health equity in the communities they will serve.		

**PATHWAY QUALITY ASSESSMENT**

Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category

	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<p>All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.</p> <p>Project-based Learning in Public Health humanities courses focuses on skill-building in the following areas: Academic research, high order literacy, collaboration, script genre writing, multi-media production, and exhibition. Through cross-curricular projects, Public Health Academy students annually engage in two public demonstrations of knowledge to a public audience of industry partners in all three years, including the senior project.</p> <p>Postsecondary and industry partners participate in delivering modules in the classroom. We provide opportunities for students to visit universities and specific industry partners.</p> <p>Public Health Academy students have access to industry-related dual enrollment courses such as genomics, medical terminology, kinesiology, etc.</p>	<p>The pathway instructional design incorporates University of California Curriculum Integration curricula. However, it may be time for a review of course outlines and materials to make sure they are current with public health trends. While this happens on an on-going basis, there is not a formal time or procedure for curriculum review.</p> <p>Additionally, it may be beneficial for the pathway to create alternative assessment methods for students that are deficient in auditory/visual processing, as well as with other educational needs.</p> <p>New teachers are not offered any training in the overarching themes/ concepts/ teaching points yet. A relatively low turnover rate in the pathway (&lt;1 position per year, on average) has contributed to this issue.</p>	<p><b>Curriculum and Instructional Design and Delivery:</b>            We need to create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials.</p>
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<p>Public Health Academy benefits from the school's Work-based Learning Liaison and rich internship programs. Because health care and public health are one of the biggest employment fields in Oakland, many of the internships and after-school programs available to our students mesh well with our program of study.</p>	<p>The richness of the O-high environment regarding after-school programs (including sports, arts, academic support, and service programs) etc. means that students have many choices and do NOT always follow the pathway sequence of WBL opportunities outside of class time. So, while we have a solid WBL sequence, and while students have exposure to a lot of beneficial programming, these two things are sometimes concurrent and also at odds.</p>	<p><b>Workplace Readiness:</b>            We need to make sure that all of our curricula remains relevant to current public health issues and WBL needs.</p>
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	<p>Public Health Academy has a particular commitment to social and emotional learning, evidenced in team-building activities and the pathway-wide mindfulness practice, which has existed for a decade. Although it has been hard to fill our Assistant Principal position, we benefit from having a Principal who was previously the AP advising Public Health Academy. We also have extremely strong, proactive case management, and a counselor who has been assigned to Public Health Academy for 5 years.</p>	<p>We need to develop an onboarding program for new teachers that includes pathway expectations and specific instruction in leading mindfulness practice.</p> <p>We need to hire an Assistant Principal that meets the needs of the school's Principal, understands the field of Public Health, and can work with an existing, well-bonded team.</p>	<p><b>Social-emotional skill development:</b>            We need to make sure all new teachers receive training in mindfulness and how to lead it in a classroom.</p>

**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.

<b>Goal #1:</b> By 2026	We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.
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<b>Goal #2:</b> By 2026	We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.
<b>Goal #3:</b> By 2026	We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).

**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?

<b>Strategic Actions for Goal #1</b>	Gather and document all the different ways teachers use mindfulness in class
	New Public Health Academy teachers will observe how mindfulness is used in other classes
	Explore current mindfulness practices in education to see if best practices have changed.
<b>Strategic Actions for Goal #2</b>	Review existing frameworks/protocols (like from Adaptive Schools or National School Reform) that could be adapted for this purpose
	Share elements of curricula with industry partners for input and validation
	Create a format for annually reviewing curricula at the beginning of the school year to make sure it is in alignment with current public health issues.
<b>Strategic Actions for Goal #3</b>	Create a shared drive where pathway curricula can be stored and easily accessed (this is not about sharing, but rather documenting and warehousing).
	Use pathway team retreat time to share current syllabi, course skills, and unit themes
	Create simple checklists for each curricula that can be reviewed at strategic points during the year.

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

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 <a href="#">EIP Budget Justification Instructions</a> .						
- 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 <a href="#">OUSD's Object Codes</a> 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**

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.	We have had one new team member this year, but her arrival was non-standard because she started covering classes as a stip sub, and then converted to full-time for the rest of the year with an emergency credential. As a result the on-boarding as not been as smooth as it could have been. However, it did point up a need for better documentation of our CTE curriculum in grades 10 & 11, and we have put energy into that project. We are still on track to accomplish this by 2026.
We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.	We have plans to work on this as a team at our scheduled team retreat in May of 2024. We have been considering methods that make use of existing systems without creating too much additional work for team members. We are still on track to accomplish this by 2026.
We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).	This is part of the on-going team discussion that will culminate at our team retreat in May. Ideally, we will use a shared Google drive to keep documentation of each curriculum. We are still on track to accomplish this by 2026.

**Pathway Strategic Actions Reflection**

**2023-2024 Strategic Actions**

	<b>Reflection on 2023-2024 Strategic Actions</b> For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
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<b>23-24 Strategic Actions for</b>	Gather and document all the different ways teachers use mindfulness in class	One essential tool for sharing best mindfulness practices is to start each team member with a mindfulness practice session led by different members of our team. In this way, our new teacher has been able to experience different practices, ideas, and use of supportive language and tools. A brief survey of best practices has shown that PHA remains consistent with best classrooms practices where mindfulness is used in classroom across the counter. While we have not documented the reasons each teacher brings to their classroom, we are still on track to accomplish this overall goal by 2026.
	New Public Health Academy teachers will observe how mindfulness is used in other classes	

<b>Goal #1</b>	Explore current mindfulness practices in education to see if best practices have changed.	nuances each teacher brings to their classroom, we are still on track to accomplish this overall goal by 2026.
<b>23-24 Strategic Actions for Goal #2</b>	Review existing frameworks/protocols (like from Adaptive Schools or National School Reform) that could be adapted for this purpose	We are still exploring the best framework/protocol to use for this discussion and the best way to silo the information in a way that can be dynamic and continue to change and grow. We will have more specifics after our team retreat in May, but we are still on track to accomplish this by 2026. Fall updates will not start until there is a basic outline for documentation. Some aspects of curricula are being already being shared with industry partners for input and validation, specifically when we work on student projects that involve other entities such as UC Berkeley School of Public Health, Samuel Merritt University, Alameda County Public Health, and the Oakland Fire Department. Some aspects of this will be complete by September 2024.
	Share elements of curricula with industry partners for input and validation	
	Create a format for annually reviewing curricula at the beginning of the school year to make sure it is in alignment with current public health issues.	
<b>23-24 Strategic Actions for Goal #3</b>	Create a shared drive where pathway curricula can be stored and easily accessed (this is not about sharing, but rather documenting and warehousing).	As described in all of the elements above, we are on path to accomplish these things. Goal #2 and #3 are closely related so we will be working on them simultaneously.
	Use pathway team retreat time to share current syllabi, course skills, and unit themes	
	Create simple checklists for each curricula that can be reviewed at strategic points during the year.	

**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?*

<b>Goal #1:</b> By 2026	We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.	<b>New or Revised Strategic Actions for Goal #1</b>	We will continue to practice mindfulness at team meetings and retreats.
			We will identify how to document our practices, which are all very similar, but nuanced by the individual teacher/classroom/grade level.
			Depending on how we document our practices (video, slides, etc.), we will then share that resource with the larger Oakland High community as well.
			We will train several students at each grade level to be mindfulness leaders who can then support the practice when a teacher is out.
<b>Goal #2:</b> By 2026	We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.	<b>New or Revised Strategic Actions for Goal #2</b>	Set up an annual meeting to review curriculum scopes and plans for the upcoming year and ensure alignment.
			Develop a protocol that will support this process to be efficient and equitable
			Update the pathway's program of study doc to reflect any changes as a result of this process
			Share updated program of study with industry and community partners for feedback and/or validation
<b>Goal #3:</b> By 2026	We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).	<b>New or Revised Strategic Actions for Goal #3</b>	Use Google Form to collect unit overview information from teachers to inform pathway-wide planning and identifying any points of further integration or connection across classes.
			Revisit alignment of writing skills instruction across content areas and each English class
			Create a team Drive to make pathway-specific curriculum easily accessible to all teachers and other support staff

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

**2024-2025 Pathway Budget**

<b>BUDGET JUSTIFICATION</b>								
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .								
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.								
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)								
We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>								
<i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	<b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>

<p><b>Student Meals for Overnight Trips</b>  Reimbursement for the purchase of meals for students on overnight retreats, on the second day and beyond, not to exceed \$20/student/day. The pathway does an annual senior overnight trip to Sacramento where students learn about the legislative process, tour the capitol, and meet with representatives to discuss legislation related to public health topics. This impacts about 60 students in 12th grade. Teachers will purchase meals for students on the second day so that the whole group can have a meal together while on the trip. 60 students x \$20.</p>	\$1,200.00	4311	Meeting Refreshments			Public Health Academy (PHA)	Approved	
<p><b>Meeting Refreshments for the PHA Team/Industry Partner Collaboration.</b>  Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All PHA students will benefit. (Meals for retreats are not to exceed \$40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people - 15 x \$40)</p>	\$600.00	4311	Meeting Refreshments				Approved	
<p><b>Facility Rental for the PHA Teacher Team Retreat.</b>  Facility rental for the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan. It is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All PHA students will benefit. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings).</p>	\$1,028.40	5624	Facility Rental			Public Health Academy (PHA)	Approved	



<b>Pathway Name:</b>	<b>Law &amp; Social Justice Pathway</b>		<b>Program #:</b>	<b>3923</b>
<b>Mission and Vision</b>	The Law & Social Justice pathway informs and prepares students for careers in law, social work, community organizations and education with a focus on social justice and current events. Through experiential learning opportunities, exposure to a variety of careers, and structured academic support, students become active participants in advocating for positive social change in their communities.			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<p>All Oakland High Pathways share the same equitable admissions process and balance each pathway's demographics to match those of the school as a whole. All pathways are cohorted, students have pathway classes for 50% of their schedule, and SpEd and Newcomer students are included, with the exception of some Specialized Day Class (SDC) students.</p> <p>We have a strong vertical alignment of capstone skills and public performance at each grade level, leading up to senior graduate capstone project.</p>	<p>We would like to proactively identify students to take part in dual enrollment program offerings that align with our career pathway themes.</p> <p>We have an advisory board in place, but need to implement more effective structures for ongoing feedback on student learning and projects.</p>	<p>We will work as a team to promote students for Dual Enrollment and Internship opportunities.</p>	
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<p>We have strong relationships with industry partners, and repeat guest speakers within our classrooms, adding real world expertise to our curriculum and students' experiences.</p> <p>Every student has teacher, peer, and outside help while working on their resume and informational interviews.</p> <p>We actively engage in work based learning and strongly integrate it into the career technical education curriculum and project-based learning. Through this, students experience field trips and other events that span the work-based learning continuum from awareness through training.</p> <p>Pathway students are regularly involved in district wide leadership programs, like All City Council and are student directors on the school board.</p>	<p>We plan to more effectively monitor student participation in work-based learning opportunities to ensure all students are accessing experiences equitably.</p> <p>We need to include more opportunities for students to reflect on work-based learning experiences in relation to future career goals and relevance to classroom content.</p> <p>Opportunities are provided for all students, but "opt-in" activities do not have 100% participation.</p>	<p>Portfolio piece - students will identify work-based learning opportunities that align with their future goals.</p>	
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	<p>We have strong systems in place for monitoring student needs.</p> <p>Some of our pathway teachers have academic and social check-in structures in place at multiple times in the semester to support student self-reflection and identifying areas of growth.</p> <p>We are consistently connecting students to post-secondary options, such as developing job application skills through resume building, informational interviews, and 1-1 supports.</p>	<p>We need to develop improved structures for consistently supporting students with ongoing academic and social needs, utilizing the multiple resources on site.</p>	<p>Connecting students and advisory board members for mentorship and internship opportunities.</p>	
<b>2023-2024: YEAR ONE ANALYSIS</b>				
<b>Pathway Strategic Goals</b>				
<b>Pathway Quality Strategic 3 Year Goals</b> <i>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 &amp; 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.</i>				
<b>Goal #1:</b> By 2026	We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.			

<b>Goal #2:</b> By 2026	We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.
<b>Goal #3:</b> By 2026	We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.

**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?

<b>Strategic Actions for Goal #1</b>	Utilize pathway professional development time for cohort teams to plan pathway-aligned projects
	Pathway teachers will attend any project-based learning professional development offerings from the district.
	Existing pathway projects will use previous year examples as foundational learning for improvement.
<b>Strategic Actions for Goal #2</b>	At the beginning of sophomore year, students will be taught how to create a google folder where all final products and work will be placed to aid in the creation of a portfolio
	Students will analyze and reflect on completed work at the end of each year to articulate student's growth
	Students will analyze and reflect on completed work to choose a project or piece to exhibit to all Law & Social Justice students and advisors at an end of year exhibition
	Teachers will work to create an end of year exhibit to showcase student work and build community within the pathway.
<b>Strategic Actions for Goal #3</b>	Convene twice annual advisory board meetings to share student pathway work and receive input
	Prior to start of each semester, Pathway directors will send out an email to all advisory board members with units teachers will cover and needs of the group to solicit feedback
	Increase advisory board member opportunities for classroom visits and project consultation and reflection
	Establish a mentorship program utilizing advisory board resources.

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

**BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.

For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [EIP Budget Justification Instructions](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
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**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goal**

**Check in on 3-Year Goals**

For each 3-year goal, answer:

- To what extent is the pathway on track for accomplishing this goal by 2026?
- What has supported or hindered progress towards each goal this year?

We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.

On track for accomplishing this goal by 2026 or sooner. Each grade level has at least one integrated unit between CTE and social studies courses. As a team we have been focused on writing instruction in all content areas, including alignment of strategies, and analyzing student work together. This has been supported through the CTE coach and pathway coach facilitation and planning at a fall teacher team retreat and pathway collaboration meetings. One hindrance is the OUSD "mandated" curriculum that is making it more challenging to include pathway-themed texts in ELA classes.

We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.

The student portfolio work is in progress but we are on track from accomplishing it by 2026. The 10th graders, through their CTE class, have submitted their first entry in the fall semester and will do another at the end of the year. The 11th graders have the process in place but it needs to be followed up on before the end of the year. Plans are in progress for a school-day pathway wide student exhibition event later in the spring.

We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.

On track to accomplish this by 2026. We have many external community and business partners that support with and consult on pathway projects. They are actively involved in the PBL units for each grade level as authentic audience members, and at times informing project design or connecting teachers with resources.

**Pathway Strategic Actions Reflection**

**2023-2024 Strategic Actions**

**Reflection on 2023-2024 Strategic Actions**

For the Strategic Action sets for each goal, answer:

- Are you on track for accomplishing the actions for the related goal this school year?
- If so, what has been done or will be done by the end of the year to accomplish it?
- If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

<b>23-24 Strategic Actions for Goal #1</b>	Utilize pathway professional development time for cohort teams to plan pathway-aligned projects	All actions for this goal are or will be done by the end of the school year. Pathway meeting time has been used to discuss vertical alignment of writing skills across content areas to support the graduate capstone research paper. Several team members participated in the summer PBL Institute to support ongoing integrated project design. Two of the English teachers are aligning goals, strategies, and practices to create more of an aligned experience for students.
	Pathway teachers will attend any project-based learning professional development offerings from the district.	
	Existing pathway projects will use previous year examples as foundational learning for improvement.	
<b>23-24 Strategic Actions for Goal #2</b>	At the beginning of sophomore year, students will be taught how to create a google folder where all final products and work will be placed to aid in the creation of a portfolio	All actions for this goal are or will be done by the end of the school year. Current 10th graders are enrolled in a Google Classroom that they will access through senior year and all pathway CTE teachers are connected to it. As part of their semester 1 final exam, 10th graders had to submit a portfolio artifact from their CTE course and one other pathway class. This included a reflection about what they did and what was learned or accomplished. Current 11th graders started the portfolio process last year but did not totally finish due to the teacher strike. The 11th grade CTE teacher will ensure these students catch up on portfolio submissions this semester. A final exhibition for the end of the year is currently being planned.
	Students will analyze and reflect on completed work at the end of each year to articulate student's growth	
	Students will analyze and reflect on completed work to choose a project or piece to exhibit to all Law & Social Justice students and advisors at an end of year exhibition	
	Teachers will work to create an end of year exhibit to showcase student work and build community within the pathway.	
<b>23-24 Strategic Actions for Goal #3</b>	Convene twice annual advisory board meetings to share student pathway work and receive input	All actions for this goal are on track for being complete. Advisory Board members have been in CTE classes regularly to review student work, collaborate with students, and serve as authentic audience members for final exhibitions. There is ongoing communication with members about projects and opportunities throughout the school year. Many who participate in single projects then return at the end of the year for larger pathway-wide events. Through the repeated involvement, many of the partners have formed mentor relationships with students.
	Prior to start of each semester, Pathway directors will send out an email to all advisory board members with units teachers will cover and needs of the group to solicit feedback	
	Increase advisory board member opportunities for classroom visits and project consultation and reflection	
	Establish a mentorship program utilizing advisory board resources.	

**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?*

<b>Goal #1:</b> By 2026	We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.	<b>New or Revised Strategic Actions for Goal #1</b>	Find opportunities for English and/or science to be integrated into existing or new projects.
			Several teachers participate in the PBL Institute to support integrated project planning over the summer Continue the alignment of writing skills across content areas through more student work analysis and teachers participating in writing instruction inquiry cycles.
<b>Goal #2:</b> By 2026	We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.	<b>New or Revised Strategic Actions for Goal #2</b>	Continue to have students submit artifacts to their portfolio
			Support students in off loading relevant work from OUSD Google Drive for access after graduation, and incorporating relevant parts into resumes, college applications and scholarship applications.
			Plan a spring student exhibition that includes families and partners Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the portfolio as needed.
<b>Goal #3:</b> By 2026	We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.	<b>New or Revised Strategic Actions for Goal #3</b>	Continue regular communication and outreach with advisory board members to support projects and curriculum design
			Develop a way to gather reflection and input from advisory board members after the spring exhibition event to inform future curriculum, project, and experience planning.
			Identify which partners can support the pathway in multiple ways, rather than just once for a particular event, so that more students can build relationships with them.

**Pathway Budget Expenditures**

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

**2024-2025 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b>  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b> (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>
<p><b>Student Meals for Overnight Trips</b>  Reimbursement for the purchase of meals for students on overnight retreats, on the second day and beyond, not to exceed \$20/student/day. The pathway does an annual senior overnight trip to Los Angeles where students visit law schools and other colleges, and also relevant museum exhibits. This impacts about 30 students in 12th grade. Teachers will purchase meals for students on the second and third day so that the whole group can have a meal together while on the trip. 30 students x 2 days x \$20.</p>	\$1,200.00	4311	Meeting Refreshments			Law & Social Justice (LSJ)	Approved	
<p><b>Teacher Substitutes</b>  Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$1628 will be enough for about 3 full-day substitutes.</p>	\$1,628.40	1150	Teacher Substitutes			Law & Social Justice (LSJ)	Approved	

<b>Pathway Name:</b>	<b>Rigor, Inclusion, Socio-emotional, English Language Development (RISE)</b>	<b>Program #:</b>	<b>3922</b>
<b>Mission and Vision</b>	When students leave RISE, they will be equipped with the necessary confidence and capabilities in English for academic, occupation, and social settings. Through an authentic business curriculum that incorporates partnerships with local businesses and community organizations, work ready skills development, and use of current technologies, students will have a solid foundation of skills to become active contributors in their communities. In order to support newcomers' unique set of needs, RISE offers wrap-around and personalized services, and a dedicated and experienced teaching and support staff that leverages the linguistic and cultural assets of their students.		

**PATHWAY QUALITY ASSESSMENT**

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	RISE uses instructional practices that are student-centered, collaborative, and project-based. Teachers offer many opportunities for students to reflect on their learning experiences. Teachers also focus on equitable access to instruction through scaffolding, attention to building academic mindsets, and developing socio-emotional learning competencies that are so important for the newcomer population. The pathway relies on a couple of partnerships like the district's ELLMA office and the newcomer social worker through our on-campus wellness center for instructional guidelines and student supports and intervention.	Several teachers have participated in professional development for project-based learning but we'd like to see even more incorporated into curriculum design, particularly for more cross-content and/or business theme integration. Related to that would be developing a graduate capstone project that more closely aligns with pathway business theme. We would also like to develop more standardized assessments for various subjects, grades, and/or English Language Development (ELD) levels. While we haven't had a dual enrollment course offered to students in recent years, we hopeful we can return that program in 23-24.	Creating cross-subject project-based learning; more standardized course assessments
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Business courses guide students in development of resume-writing and interview/presentation skills, as well as some financial literacy. Students in business classes also receive feedback from industry partners. ELD classes, especially at higher levels, incorporate career/post-secondary education exploration into curricula, including online self-assessments, research, and interviews with professionals.	Develop a substantial work-based learning plan that includes career exploration (both general and related to the business theme) and also college exploration and enrollment support as well.	Work-based learning plans for all students that most teachers (Business/ELD/content) incorporate into curricula
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	RISE students have access and are encouraged to use our school's future center for college interest exploration. RISE students also have a social worker that provides social, emotional, and legal support for students. Teachers have begun training in Restorative Justice to deal with conflict/ issues with students.	Find more ways to support our social worker and case manager with their large caseload of students. Working with students to map out individual plans for post-graduation.	College visits/ registration support; dual-enrollment course; build out student mentorship program

**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.*

<b>Goal #1:</b> By 2026	All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.
<b>Goal #2:</b> By 2026	We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.
<b>Goal #3:</b> By 2026	We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.

**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?*

Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development.
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<b>Strategic Actions for Goal #1</b>	Use a teacher retreat day to further develop and plan these projects
	Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.
<b>Strategic Actions for Goal #2</b>	Research WBL plan models/templates and adapt to fit needs of our students
	Collaborate with Future Center and Business Courses partners to develop WBL plan
	Pilot use of such plans in ELD 4 classes
<b>Strategic Actions for Goal #3</b>	Elect one person to be the point of contact for coordinating with our future center
	Coordinate with our future center and Community Colleges to schedule a registration event for our students
	Plan class activities that allow students to include, reflect, revise goals after events in WBL plan

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b>						
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 <a href="#">EIP Budget Justification Instructions</a> .						
- 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 <a href="#">OUSD's Object Codes</a> 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.						
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>
<b>Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings.</b> The RISE teacher team meets biweekly for 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 5 months total (approximately 10 hours/semester). (Salary and Benefit Costs Included)	\$5,663.57	1120	Teacher Salaries Stipends			Recent Immigrant Support & Engagement (RISE)
<b>Transportation Costs: for charter bus rentals for students to attend the RISE Business Course for Work Based Learning.</b> This expenditure is to cover the cost of transportation for career and college exploration trips for students in the CTE business courses, as well as transportation costs to public exhibition events for project-based learning culminating experiences. Charter bus rentals are usually about \$2,000.00 per day. These funds would allow for about 2 trips with approximately 50 students and 5 teachers/chaperones each trip. This expenditure is aligned with our goals to increase engagement in students and exposure to possible colleges, work places, etc. for post-high school planning while building out the scope and sequence of WBL events for the CTE business courses. This will improve student engagement by connecting students to mentors in the business profession as they learn more about the industry and what it is like to work in it. All CTE business students will have the opportunity to participate (about 70 students).	\$4,000.00	5826	Transportation Costs			Recent Immigrant Support & Engagement (RISE)
<b>Admission Fees: Admission fees for the students who attend field trips that connect to the RISE pathway projects and curriculum.</b> Various admissions fees for field trips related to the RISE pathway projects that will take the curriculum beyond the walls of the classroom. These trips include work based learning experiences, but also experiences related to integrated projects and career-technical education themed curriculum. This expenditure is aligned to the goal of increasing project-based learning components into pathway curricula and extending classroom work beyond the physical classroom. Engagement will increase through students being able to apply their classroom learnings and understandings to other contexts and transferring skills to different environments. This expenditure addresses the need for newcomer students to have access to trips and experiences that they otherwise would not be able to participate in on their own. This supports all (about 115) RISE students.	\$1,000.00	5829	Admission Fees			Recent Immigrant Support & Engagement (RISE)

<p><b>Meeting Refreshments for the RISE Teacher Team Retreat.</b> Meeting refreshments for the teachers who attend the retreat to work on curriculum development, develop shared practices, and plan interventions and support for students of concern in the RISE pathway. This expenditure supports pathway development by allowing the teacher team to spend a significant amount of time together to collaborate and plan, something this team has never been able to do. With two new co-directors and several new teachers on the team, it is important to have time to work together in a deep and sustained way with minimal distractions. This retreat will improve student engagement because as a result of this, teachers will have more shared practices and a greater understanding of our students, therefore creating greater alignment of and connections across classes for students. All RISE students will benefit, around 115 students. The retreat addresses the need for the teacher team to have a long period of uninterrupted time to plan and work on implementing Measure N goals and strategic actions (as opposed to biweekly 1 hour meetings). (Meals for retreats are not to exceed \$40 per person per day)</p>	\$500.00	4311	Meeting Refreshments		Recent Immigrant Support & Engagement (RISE)
<p><b>Teacher Substitutes</b> Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.</p>	\$1,675.63	1150	Teacher Substitutes		Recent Immigrant Support & Engagement (RISE)
<b>2024-2025: YEAR TWO</b>					
<b>Pathway Strategic Goals</b>					
<b>Pathway Quality Strategic 3 Year Goal</b>	<p><b>Check in on 3-Year Goals</b> <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>				
All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.	RISE is on track for accomplishing this goal by 2026. Three teachers participated in the monthly PBL PD at Oakland Hih. No cross-curricular projects are fully planned yet but PBL is a good foundation for that. One teacher did the Hight Tech High PBL Leadership Academy as well. We're still mostly on track for getting an integrated unit planned. Other tasks became more of a priority, like receiving many new students at the beginning of the second semester.				
We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.	We started work on this goal and are on track. The ELD 4 teacher has begun exploring templates to build on for this work and is seeking a partner teacher or coach to more fully build out a plan.				
We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.	The team is making good progress on this goal. In 23-24 students are visiting SFSU, UC Berkeley and Berkeley City, Merritt, plus one more community college to learn about the programs, admissions, take tours, and talk to current students at some of the visits. The focus on visiting colleges came from a focus group with current students about what they want and need out of the RISE program - many of them want more college exposure.				
<b>Pathway Strategic Actions Reflection</b>					
<b>2023-2024 Strategic Actions</b>	<p><b>Reflection on 2023-2024 Strategic Actions</b> <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>				
<b>23-24 Strategic Actions for Goal #1</b>	<p>Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development.</p> <p>Use a teacher retreat day to further develop and plan these projects</p> <p>Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.</p>	Teachers did professional development on PBL, the fall teacher retreat focused on integrating WBL into units and projects, and the teachers who did the PD have applied elements of the PBL framework into curriculum design. In regards to PBL, individual teachers have incorporated 1-2 elements of the PBL framework, like critique and revision, to build as a more regular practice to be set up to better facilitate at PBL unit. Through the WBL focused team retreat teachers generated a better understanding of the different ways WBL can easily be integrated into curriculum. All are or will be complete by the end of the 23-24 school year.			
<b>23-24 Strategic Actions for Goal #2</b>	<p>Research WBL plan models/templates and adapt to fit needs of our students</p> <p>Collaborate with Future Center and Business Courses partners to develop WBL plan</p> <p>Pilot use of such plans in ELD 4 classes</p>	Research has been done, and a pathway-wide draft WBL plan has been started, after a pathway team retreat day to work on it with pathway coach and work based learning liaison. Aspects of the plan are being piloted this spring with CTE-themed college visits. A challenge around tracking and reflecting is that the trips are opt-in and students from various classes participate, rather than all students from a particular class. The pilot of the plans will be done in all ELD 4 classes, as the same person teaches all those classes. The Future Center has supported the planning of the college visits. Once the WBL plan is finalized we will share it with the partners who frequently support the business CTE classes. <u>We are on track for accomplishing most of these actions by the end of the year.</u>			
<b>23-24 Strategic Actions for Goal #3</b>	<p>Elect one person to be the point of contact for coordinating with our future center</p> <p>Coordinate with our future center and Community Colleges to schedule a registration event for our students</p> <p>Plan class activities that allow students to include, reflect, revise goals after events in WBL plan</p>	We unexpectedly had a new college and career readiness specialist start at the beginning of the year so we have primarily been working with the work based learning liaison to set up college visits. We've had one RISE teacher help to coordinate these trips. We're hoping to implement the use of a reflection and tracking tool in spring semester. We are on track for accomplishing most of these actions by the end of the year.			
<b>Pathway Strategic Actions 2024-2025</b>					
<p><b>2024-2025 Strategic Actions</b> <i>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?</i></p>					
	All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.			Half of the teacher team, including at least 1 ELD teacher, 1 math, and 1 science or social studies teacher, will participate in project-based learning professional development, either through the summer PBL Institute and/or school-year offerings TBD	

<p><b>Goal #1:</b> By 2026</p>		<p><b>New or Revised Strategic Actions for Goal #1</b></p>	<p>Use a teacher retreat day to further develop and plan these projects, building off what was accomplished this year and supporting new RISE teachers to get up to speed.</p> <p>Have teachers try out various elements of the OUSD project-based learning framework on individual projects or units, as integrated ones get developed.</p> <p>Use teacher meeting time to reflect on use of the elements of PBL from the OUSD framework and integrate into existing protocols of sharing and reflecting on talk structures.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.</p>	<p><b>New or Revised Strategic Actions for Goal #2</b></p>	<p>Pathway Coach, ELD 4 teacher, plus one more teacher or RISE staff will take a release day to explore WBL plan templates, build out a plan for RISE students, and set up a Google Classroom to house the work and reflections.</p> <p>Create and use a Google Form that tracks student participation in WBL activities and prompts them to reflect on the experience. Students will be required to complete it after all WBL activities. Teachers will review responses to inform future planning, and share responses back to students so they can be incorporated into the Google Classroom postsecondary</p> <p>Conduct another focus group of students to get input on what they want and need from WBL and college trips. Incorporate reflections into these conversations.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.</p>	<p><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>Continue to offer a variety of college-based trips and experiences that appeal to students interests</p> <p>Build relationships with representatives from different colleges to coordinate the planning of trips and other experiences</p> <p>Research intensive college bridge programs that are equipped to work with newcomers and English learners</p>

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

**2024-2025 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	<p><b>COST</b></p>	<p><b>OBJECT CODE</b></p>	<p><b>OBJECT CODE DESCRIPTION</b></p>	<p><b>POSITION TITLE</b></p>	<p><b>FTE</b></p>	<p><b>PATHWAY NAME (if applicable)</b></p>	<p><b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i></p>
<p><b>Teacher Salaries Stipends: Extended Contracts to pay teachers for working after hours to participate in the pathway team meetings.</b> The RISE teacher team meets biweekly for at least 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 10 months total (approximately 20 hours each). 2 meetings per month x 10 months = 20 hours x 38.50/hour = \$770 + 30% benefits = \$1,001 per teacher x 12 teachers = \$12,012 (Salary and Benefit Costs Included)</p>	<p>\$12,012.00</p>	<p>1120</p>	<p>Teacher Salary Stipends</p>			<p>Recent Immigrant Support and Engagement (RISE)</p>	<p>Approved</p>	



<p><b>Meeting Refreshments for the RISE Team/Industry Partner Collaboration.</b> Meeting refreshments for meetings between teachers and industry partners to work on curriculum that integrates CTE standards and industry themes. This expenditure supports pathway development by increasing the rigor of the curriculum that students are exposed to. This type of collaboration will improve student engagement because as a result of this, students will experience more real-world learning aligned to pathway themes and content. All RISE students will benefit. (Meals for retreats are not to exceed \$40 per person per day. This is enough for meals at 1 collaboration retreat for 15 people - 15 x \$40)</p>	\$600.00	4311	Meeting Refreshments			Recent Immigrant Support and Engagement (RISE)	Approved	
<p><b>Teacher Substitutes</b> Substitutes are required when pathway teachers are attending work-based learning or community building trips and events, and not all of their class sections are participating. Substitute costs are about \$430/day per class, including benefits. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers. \$3000 will be enough for about 7 full-day substitutes.</p>	\$3,000.00	1150	Teacher Substitutes			Recent Immigrant Support and Engagement (RISE)	Approved	
<p><b>Teacher Professional Development</b> The RISE team will research and identify at least one professional development opportunity (conference, workshop, seminar, etc.) for all teachers on the team to participate in. The topic of the opportunity will be aligned to supporting the needs of the student population they teach so that could include instructional practices for language acquisition, culturally relevant pedagogy for newcomer students, action projects, etc. This expense will align with Goal #1 around designing integrated curriculum and will benefit all students in the RISE pathway next year.</p>	\$2,388.00	5826	Professional/Contracted Services			Recent Immigrant Support and Engagement (RISE)		Conditionally Approved

MEASURE N 2022-2023 CARRYOVER PLAN							REVISED 2/16/24
School Name	OAKLAND HIGH SCHOOL				Site Number	304	
Why were you unable to expend all your funds in the 2022-2023 school year?	We think that one main reason why we had funds leftover from the 22-23 school year was due to some vacant, Measure-N funded positions. There were a couple of positions that did not get filled until later in the school year, so the full FTE for those positions were not used. Another reason is that Measure N funds require more oversight than other funding sources and therefore more steps are involved to justify, modify, and get approval for use of the funds. It just takes longer to get things done, and that can prevent us from spending the funds on certain things (like unexpected yet allowable trips or events or supplies) due to needing the funds sooner than later. For example, some pathways only had access to carryover funds but those can't be spend until January of a given year, then we have to have everything spend by the end of March so it just isn't enough time to get all expenses fulfilled. There were also changes from procurement to how funds can be spend for travel and teacher retreat expenses. Lastly, due to the teacher strike in the spring, there were some trips and events that were funded by Measure N that could not get paid, along with the FTEs in the Measure N plan that are part of OEA and therefore also did not get paid for the strike days.						
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(Including accumulated carryover from previous years)</i>	\$1,587,429.58	Projected Carryover Amount from Fiscal Year 2022-2023					\$221,890.56
Projected Carryover Amount from Fiscal Year 2022-2023	\$221,890.56	Total Budgeted Amount					\$221,890.56
Percentage of 2022-2023 Carryover to Measure N Funds	14.0%	Remaining Amount					\$0.00
<b>NOTE:</b>	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.						
<b>Directions:</b>	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.						
<b>Resources:</b>	<a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>						
<b>BUDGET JUSTIFICATION</b> 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 <a href="#">Budget Expenditure Instructions</a>  - 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 <a href="#">OUSD's Object Codes</a> 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 Measures N and H Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>Teacher Salaries Stipends: Extended Contracts for 9 Senior Seminar Pathway Teachers to teach the Senior Seminar classes, through June 30, 2024.</b> Teaching this course, where the majority of the work for the Graduate Capstone project is implemented requires much more time and commitment beyond the daily prep period each teacher already has. These teachers must support all students in college-level research and writing, that also often includes and "action" component that could be an expert interview or community-based survey. They also coordinate intra-pathway advisory programs where all pathway teachers advise students in this project, and help to set up school-wide scoring sessions for the papers and presentations. There is an increased time commitment as well for reading and providing detailed feedback and revision suggestions for all student papers. In order to do all of this in an aligned and equitable way across all pathways, this group of teachers also regularly meets with the Pathway Coach to do necessary planning, and also participate in district-offered professional development specific to the graduate capstone project. All senior students will be served, approximately 300. Budget: 40 hours x 9 teachers at \$38.50 per hour + 25% benefit costs = \$17,325.00. (Salary & Benefit Costs Included)	\$17,325.00	1120	Teacher Salaries Stipends			Whole School - all pathways	Rigorous Academics (Integrated Program)

<p><b>Consultant Contracts: Contract with Destination College Advising Corps to hire 1 employee to support our students in the college application process and awareness, through June 30, 2024.</b>  This person will support in our service to our 1635 student population (398 Freshmen, 433 Sophomores, 418 Juniors, 386 Seniors) in providing support in college awareness and for applying to colleges, financial aid, and scholarships. Specifically that might include, but not limited to, teaching students of A - G requirements, helping students and families investigate colleges and career options, creating a 4 year plan for college readiness, providing information and guidance for the college application process, help students in completing college applications, identifying scholarships and supporting the application process for those scholarships, completing financial aid forms, supporting students in applying for the college entrance tests. Supporting families in completing the now state law required FAFSA. Many of these services will be provided in person either one on one or in small groups, but there may be some virtual options that include workshops offered via zoom to students, families, and classrooms or on on one support via zoom for families who cannot attend in person.  (Admin Fees Waived - Flat Rate Fee)</p>	\$18,000.00	5825	Consultant Contracts			Whole School - all pathways	Integrated Student Supports
<p><b>Teacher Salaries Stipends: Extended Contracts for 6 Teachers to Teach in the 2023 Summer Bridge Program, through June 30, 2024.</b>  Extended contracts for 6 staff to support our Summer Bridge Program which focuses on supporting student transitions into Oakland High School. This program goes through June 30, 2024. We aim to serve 90 students, with the goal of getting students set up to be successful, connected and prepared to enter high school and be successful and engaged in all that their pathways have to offer.  Is this expenditure already approved in your 22-23 MN Plan? - No.  Budget: 104 hours at \$38.50 hourly rate + 25% benefit costs x 6 teachers = \$30,030.00 (Salary &amp; Benefits included)</p>	\$30,030.00	1120	Teacher Salaries Stipends			Whole School - all pathways	Integrated Student Supports
<p><b>Teacher Salary Stipends: Extended Contracts for 35 Non-Pathway Teachers that participate in the Graduate Capstone Scoring Sessions, through June 30, 2024.</b>  Extended contract hours for 35 non-pathway teachers who are required to support Graduate Capstone scoring sessions (2 in December for papers; 1 in April and 1 in May for presentations). In order to score all students on these pathway-aligned, graduation requirement projects, we need all teachers to participate. Due to the number of papers and presentations to score for over 300, 12th grade students, the hours of the scoring sessions go over the contracted hours for teachers (they extend beyond 3:30 pm). Pathway teachers are able to get paid through existing extended contracts, but non-pathway teachers are not.  Budget: 2 hours at \$38.50 hourly rate + 25% benefit costs x 35 teachers = \$3,368.75 (Salary &amp; Benefit Costs Included)</p>	\$3,368.75	1120	Teacher Salaries Stipends			Whole School - all pathways	
<p><b>Teacher Salaries Stipends: Extended Contracts for 5 Teachers to participate in the ECCCO (Exploring College, Career, and Community Options) Summer Program, through June 30, 2024.</b>  This is to pay for 5 teachers, at a cost of approximately \$6,500 each to run the ECCCO summer internship program for all participating Oakland High students. These teachers host a weekly class for students that guides them through their internship experience. The rest of the time is spent visiting (in person or via Zoom) students at their internship sites to evaluate and support the students as they complete this important experience. This position is critical for students' success in the program, as it provides an adult liaison role between the student and the hosting organization that can help ensure students are doing what is required of them and also support the host organization and ensuring their interactions and expectations for students are appropriate. We estimate 110-120 Oakland High students will participate in ECCCO the summer of 2024.  Budget: 135 hours at \$38.50 hourly rate + 25% benefit costs x 5 teachers = \$32,484.38. (Salary &amp; Benefit Costs)</p>	\$32,500.00	1120	Teacher Salaries Stipends			Whole School - all pathways	Work-Based Learning

<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Tigers) -9th Grade Family to attend meetings for Professional Learning Community services, through June 30, 2024.</b></p> <p>The teachers will attend after hours meetings to align student intervention work, community building and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and supports on campus, teachers plan community building experiences for these students off campus as well, engagement activities to keep students motivated and connected to school. 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 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and academic literacy). Budget: 29 hours at \$38.50 hourly rate + 25% benefit costs x 5 teachers = \$6,978.13. (Salary &amp; Benefits Included)</p>	\$7,000.00	1120	Teacher Salaries Stipends			9th Grade	Integrated Student Supports
<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Cheetahs) -9th Grade Family to attend meetings for Professional Learning Community services, through June 30, 2024.</b></p> <p>The teachers will attend after hours meetings to align student intervention work, community building and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and supports on campus, teachers plan community building experiences for these students off campus as well, engagement activities to keep students motivated and connected to school. 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 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and academic literacy). Budget: 29 hours at \$38.50 hourly rate + 25% benefit costs x 5 teachers = \$6,978.13. (Salary &amp; Benefits Included)</p>	\$7,000.00	1120	Teacher Salaries Stipends			9th Grade	Integrated Student Supports
<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Panthers) -9th Grade Family to attend meeting for Professional Learning Community services, through June 30, 2024.</b></p> <p>The teachers will attend after hours meetings to align student intervention work, community building and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and supports on campus, teachers plan community building experiences for these students off campus as well, engagement activities to keep students motivated and connected to school. 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 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and academic literacy). Budget: 29 hours at \$38.50 hourly rate + 25% benefit costs x 5 teachers = \$6,978.13. (Salary &amp; Benefits Included)</p>	\$7,000.00	1120	Teacher Salaries Stipends			9th Grade	Integrated Student Supports
<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Pumas) -9th Grade Family to attend meetings for Professional Learning Community services, through June 30, 2024.</b></p> <p>The teachers will attend after hours meetings to align student intervention work, community building and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and supports on campus, teachers plan community building experiences for these students off campus as well, engagement activities to keep students motivated and connected to school. 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 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and academic literacy). Budget: 29 hours at \$38.50 hourly rate + 25% benefit costs x 5 teachers = \$6,978.13. (Salary &amp; Benefits Included)</p>	\$7,000.00	1120	Teacher Salaries Stipends			9th Grade	Integrated Student Supports

<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Teachers from the (Jaguars) -9th Grade Family to attend meetings for Professional Learning Community services, through June 30, 2024.</b></p> <p>The teachers will attend after hours meetings to align student intervention work, community building and introduction to our pathways. This supports student pathway alignment and awareness and impacts approximately 80 students. It addresses the need for teachers to work together to support students in the classroom and with other interactions and activities throughout campus. In addition to events and supports on campus, teachers plan community building experiences for these students off campus as well, engagement activities to keep students motivated and connected to school. 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 9th graders remain connected to the school community and earn Cs or better in all family-connected classes (Algebra, Biology, English, and academic literacy). Budget: 29 hours at \$38.50 hourly rate + 25% benefit costs x 5 teachers = \$6,978.13. (Salary &amp; Benefits Included)</p>	\$7,000.00	1120	Teacher Salaries Stipends			9th Grade	Integrated Student Supports
<p><b>Teacher Salaries Stipends: Extended Contracts to pay 12 RISE teachers for working after hours to participate in the pathway team meetings, through June 30, 2024.</b></p> <p>The RISE teachers team meets biweekly for 1 hour to work on pathway development and student support and intervention. This expenditure is aligned with our goals to increase shared practices and to develop integrated projects across content-area classes and English Language Development classes. In addition to those priorities, these meetings are also when various things get planned such as: off-campus student trips that align with curriculum and projects, after-school tutoring program, family nights, senior showcase, and curriculum sharing. -The 12 teachers on the pathway team will be paid at the extended contract rate of \$38.50 per hour for attending 2 meetings per month for 5 months total (approximately 10 hours/semester). (Salary and Benefit Costs Included)</p>	\$5,775.00	1120	Teacher Salaries Stipends			Recent Immigrant Support and Engagement - RISE	Integrated Student Supports
<p><b>Conference Expenses: Conference &amp; travel expenses for teachers/staff to attend the High Tech High Project Based Learning Leadership Academy.</b></p> <p>Airfare and lodging for no more than 8 teachers/staff to participate in the High Tech High Project Based Learning Leadership Academy in 2023-24. There is an in-person convening in April 2024 and monthly virtual convenings beginning in October (no expense from Measure N related to the online convenings). The Project Based Learning Leadership Academy is a year-long in-person and online teacher professional development program for diverse teams of California public educators to grow project-based learning within their schools, especially as a means to improve educational experiences for traditionally marginalized students. This action aligns with many of the pathway's goals around increasing project-based learning for all students across campus.</p>	\$3,000.00	5220	Conference Expenses			Whole School - all pathways	Rigorous Academics (Integrated Program)
<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2024 Summer Internship stipends for the ESA pathway students, through June 30, 2024.</b></p> <p>Summer internship for Environmental Science Academy students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career. The \$3,500 will cover stipends for up to 7 students. (Admin Fees Included)</p>	\$3,500.00	5825	Consultant Contracts			Environmental Science Academy	Work-Based Learning

<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2024 Summer Internship stipends for the RISE pathway students, through June 30, 2024.</b></p> <p>Summer internship for Recent Immigrant Support and Engagement students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career. The \$1,000 will cover stipends for up to 2 students. (Admin Fees Included)</p>	\$1,000.00	5825	Consultant Contracts			Recent Immigrant Support and Engagement - RISE	Work-Based Learning
<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2024 Summer Internship stipends for the VAAMP pathway students, through June 30, 2024.</b></p> <p>Summer internship for Visual Arts Academy Magnet Program students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career. The \$6,000 will cover stipends for up to 10 students. (Admin Fees Included)</p>	\$6,000.00	5825	Consultant Contracts			Visual Arts & Academy Magnet Program (VAAMP)	Work-Based Learning
<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) Summer Internship stipends for the PHA pathway students, through June 30, 2024.</b></p> <p>Summer internship for Public Health Academy students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career. The \$14,000 will cover stipends for up to 28 students. (Admin Fees Included)</p>	\$14,000.00	5825	Consultant Contracts			Public Health Academy	Work-Based Learning
<p><b>Teacher Substitutes: Substitute coverage for the RISE Pathway Teachers, through May 23, 2024.</b></p> <p>Substitutes are required when pathway teachers are attending work-based learning or pathway specific trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.</p>	\$4,000.00	1150	Teacher Substitutes			Recent Immigrant Support and Engagement - RISE	Rigorous Academics (Integrated Program)
<p><b>Teacher Substitutes: Substitute coverage for the IDEA Pathway Teachers, through May 23, 2024.</b></p> <p>Substitutes are required when pathway teachers are attending work-based learning or pathway specific trips and events, and not all of their class sections are participating. Substitute costs are about \$300/day per class. We will utilize our STIP sub and collapse classes whenever possible to reduce the amount needed for substitute teachers.</p>	\$2,000.00	1150	Teacher Substitutes			Innovative Design & Engineering Academy (IDEA)	Rigorous Academics (Integrated Program)
<p><b>Correcting Negatives in Measure N &amp; H accounts:</b></p> <p>These funds are to offset all of the negatives in Measure N - Resource 9333 &amp; Measure H - Resource 9339.</p> <p>The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary &amp; Benefit Costs, as well as Mid-Year Salary Adjustments.</p> <p>This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$25.00	1xxx & 3xxx	Salary & Benefit Costs Negatives			Whole School	Enabling Conditions
<p><b>Strategic Carryover for Fiscal Year 2024-2025:</b></p> <p>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.</p>	\$26,233.29	4390	Carryover - Future			Whole School	Enabling Conditions

<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) Summer Internship stipends for the PHA pathway students, through June 30, 2024.</b></p> <p>Summer internship for Public Health Academy students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career.</p> <p>The \$1,521.65 will cover stipends for up to 3 additional students. This will bring the total for Public Health Academy contribution to \$15,521.65, to 30 student stipends.</p> <p>(Admin Fees Included)</p>	\$1,521.65	5825	Consultant Contracts			Public Health Academy	Work-Based Learning
<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) Summer Internship stipends for the IDEA pathway students, through June 30, 2024.</b></p> <p>Summer internship for Innovative Design and Engineering Academy students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career.</p> <p>The \$9,400.35 will cover stipends for up to 18 students.</p> <p>(Admin Fees Included)</p>	\$9,400.35	5825	Consultant Contracts			Innovative Design & Engineering Academy (IDEA)	Work-Based Learning
<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2024 Summer Internship stipends for the ESA pathway students, through June 30, 2024.</b></p> <p>Summer internship for Environmental Science Academy students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career.</p> <p>The \$2,856.60 will cover stipends for up to 4 students. This is in addition to what was already allocated for this action, bringing the total to ESA contribution to \$6,356.60 for up to 12 students.</p> <p>(Admin Fees Included)</p>	\$2,856.60	5825	Consultant Contracts			Environmental Science Academy	Work-Based Learning
<p><b>Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) Summer Internship stipends for the LSJ pathway students, through June 30, 2024.</b></p> <p>Summer internship for Public Health Academy students through the ECCCO program to guide and prepare our students for success in college, career, and their communities. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the amount of students in internships and overall exposing them to more work-based learning opportunities to prepare them for college and career.</p> <p>The \$6,354.92 will cover stipends for up to 12 students.</p> <p>(Admin Fees Included)</p>	\$6,354.92	5825	Consultant Contracts			Law & Social Justice	Work-Based Learning

**MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN**

*Effective: July 1, 2024 - June 30, 2025*

<b>Name of School Site</b>	<b>OAKLAND HIGH SCHOOL</b>	<b>Site #</b>	<b>304</b>
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	\$26,233.29	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$26,233.29	Given historical experience, we know that we may not be able to anticipate all pathway needs for the following school year in the previous spring. Therefore, we would like to make funds available at the start of the school year to support expenditures and associated needs that are identified after the start of the school year.	
<b>Remaining Amount to Budget</b>	\$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 Measures N and H Education Improvement Plan (EIP) to support students and pathway development.  
**\*\*Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.**

**Resources:** [Measures N and H 2024-2025 Permissible Expenses](#)  
[Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development](#)

<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items,</b> enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE,</b> please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (no additional Justification Form required)	Conditionally Approved (Justification Form is required)
								<i>(protected cells below to be completed by MN/H staff only)</i>	<i>(protected cells below to be completed by MN/H staff only)</i>
<b>Strategic Carryover for Fiscal Year 2024-2025:</b> 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.	\$26,233.29	4390	Carryover - Future			Whole School			Conditionally Approved



# Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[[Oakland HS](#)]

**Checklist of Required Elements:**

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

<b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> 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)? <small>(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.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> 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:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Reflections in the EIP for the school and each pathway are thorough and clear.</li> <li>Schoolwide and pathway goals and actions are clear and explicitly address the identified areas of need. Areas of need are informed by qualitative and quantitative data.</li> <li>EIP reflections and evidence indicate Oakland High and Oakland High pathways remain committed to continuous progress.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Oakland High pathways may benefit from closely monitoring students who are off track for graduation and A-G. Similarly, pathway attention to systematic communication and interventions related to A-G and graduate status is critical.</li> </ul>			

**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><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>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"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges their reflection logically into their actions</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Oakland High School has equitable pathways.</li> <li>Oakland High School pathways have a well-defined CTE course sequence and intentional efforts are made to integrate pathway themes into core classes.</li> <li>Students in each pathway have a strong pathway-informed identity; this is promoted by specific pathway experiences.</li> <li>Reflection is evident in Strengths and Challenges, though the role of pathways is less clear.</li> <li>All pathways complete pathway quality assessments, including concrete examples of strengths, areas for growth, and next steps.</li> <li>Pathways have specific pathway-theme projects that all pathways students complete.</li> <li>Instructional focus is not consistently evident in goals.</li> <li>Strategic goals of pathways are specific and aligned with the three domains of Linked Learning</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>For newcomers, examine the extent to which pathways are or could be leveraged to support greater success for students.</li> <li>Identify and be explicit about the role of pathways in improving core indicators. Consider the role pathways will play in improve dual enrollment access and success, increasing supports for students' success in A-G classes</li> <li>Consider the role of integration and student supports in improving students' success in A-G classes.</li> <li>Leverage staff PD and ILT to increase staff understanding of the connection between pathway-level goals and school-wide goals.</li> </ul>			

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

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p><b>Instructions:</b> 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><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Expenditures have clear and thorough justifications and they are aligned with Linked Learning domains. The school ensures that Measure N/H funding is utilized to promote the refinement of Linked Learning pathways.</li> </ul>			

**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.

### Rating<sup>1</sup>: 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.

### Strengths:

- The EIP reflects strong staff collaboration and pathway identity.
- Pathway strategic actions are explicit and can be easily measured for progress.
- The EIP reflections demonstrate a commitment to Linked Learning.
- The EIP content suggests strong guidance from a high capacity pathway coach.
- Pathway content indicates a strong vision for each pathway.

### Key Questions:

- With teacher attrition in mind, how will the school intentionally orient new teachers when they join a pathway?
- How can the school engage in strong cycles of inquiry to effectively address lagging A-G rates?
- What systems can be built within pathway structures to identify areas where students are struggling to meet A-G and respond to the challenges students face in these specific content areas?
- Oakland High School invests in field trips. How do pathway teachers make connections between learning in the classroom and field

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### <sup>1</sup>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*

trips?

- How might the pathway team engage more intentionally in student access to and success in dual enrollment and internships?
- What actions need to be taken to ensure pathway teams play a greater role in improving graduation?
- The EIP indicates pathway commitment to tier 1 supports. How do pathways and/or the school address students who exhibit a need for tier II and III interventions?

**Budget Feedback:**

- How can the school leverage available resources to address newcomer and long term English Language Learner needs?

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

What	Suggested Lead	Deliverable	Date