

MEASURE 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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Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Oakland International High School

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Oakland International High School as “Approved,” with a base allocation of \$242,250.00, for a total amount not to exceed \$242,250.00.

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 H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

Oakland International High School

Measures N and H 2026-2027 Education Improvement Plan Assessment (Year Four of a Four-Year Cycle)

Final Recommendation

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

Rating¹: **Fully Approved** **Approved** **Conditionally Approved**

Strengths:

- All expenditures (newcomer assistants, consultants, and transportation expenses) were tightly aligned with the three goals for next year: a more structured intervention system, a clear work-based learning plan, and strengthening early college credit opportunities.

Key Questions:

- What are the ways of collecting evidence intermittently that show that you have achieved your 3 goals?

Budget Feedback:

- See below

Next Steps for Conditionally Approved Schools: N/A

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Oakland International High School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)				
<i>Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways</i>	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<input checked="" type="checkbox"/> The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators				
<input checked="" type="checkbox"/> Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.				
<input checked="" type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).				
<p>Score: <u> 4 </u></p> <p>Rationale: <i>Provide feedback only if the site receives a score of 3 or below.</i></p>				

Oakland International High School

Measures N and H 2026-2027 Education Improvement Plan Assessment (Year Four of a Four-Year Cycle)

Criterion: Evidence of Progress and Linked Learning Implementation

Section to be completed by Measures N and H Staff

Instructions: Review the *Work-Based Learning template*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input checked="" type="checkbox"/> Program of Study	<ul style="list-style-type: none"> • Clarify Post-Secondary and Community Partners at top of Program of Study • Strong DE offerings (including new Electricity course) • Strong list of colleges student visit; consider including Berkeley City College (given its strength in Multimedia Arts) and trades options outside of two-year colleges • Elements are missing (outdated Program of Study template); transfer content here and resubmit to Jan Quijada.
<input checked="" type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> • Some WBL benchmarks are integrated across grade levels, but gaps remain (PBL, career-connected guest speaker, informational interviews, and mock interviews) • Career-themed college visit offered for every grade level • Include specific industry partners and how they engaged in WBL with students
<input checked="" type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> • MST submitted and color-coded with one color for grades 10, 11 and 12 • Legend has three colors, one for each grade level but not highlighted in the master schedule • Not clear on which academic courses and sections are cohorted and aligned to specific pathway/grade level • Looks like the CTE courses may be Graphic Design 1, 2 and Video Production • Which academic courses (ELA, History, Math and/or Science) and teachers are integrated into your pathway by grade level? • Not clear which teachers share common collaboration/planning period or time. • How is common collaboration structured in the school day or after school through extended contracts?

School: Oakland International High School

Site #: 353

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$242,250.00	\$242,250.00	\$0.00

**Alternative Ed Schools Funding Formula (revised 4/21/2026): "Funding for 2026-27 is based on the highest second-semester enrollment count of Oakland residents in 2024-25, 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	Row Number
353-1	<p>Classified Support Salaries: Hire 3 Newcomer Assistants (NCA), for a total of 2.8 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including students with Interrupted and Formal Education, focused primarily on cohorting pathway classes in grades 9 and 10 and literacy classes in all grades. The NCAs will support full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, \$83,375.90 PCN 4885 Emmanuel Tril, at 1.0 FTE, \$66,704.55 PCN 4934 Nancy Clifton, at 0.80 FTE, \$57,333.48 Total FTE: 2.8 = \$207,413.93 (Salary and Benefit costs included)</p>	\$207,413.93	2205 - Classified Support Salaries	Classified Support Salaries	Assistant, Newcomer Learning Lab	2.65	Multimedia	1
353-2	<p>Professional Contracted Bus Services: Charter bus rentals for the Media pathway students to attend College and Career Exploration Visits. Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for to take all 11th and 12th graders to visit a 4 year college, approximately 120 students. Budget Calculation: 2 large charter buses not to exceed \$4986.07</p>	\$4,986.07	5826 - Professional Contracted Bus Service	Professional Contracted Bus Service			Multimedia	2
353-3	<p>Consultant Contract with East Bay Consortium to provide support for students in college preparatory courses to ensure students are qualified for admission and are prepared to succeed in college. East Bay Consortium will provide push in support for seniors during senior seminar course and also provide office hours for students needing additional support around post-secondary transitions. The contract will increase graduation rates and college preparedness, as well as support submission of applications to UC, CSU, and community colleges as well as financial aid requests. All 60 enrolled 12th graders will receive support during senior seminar. Additional subsets of students (approximately 25) will receive additional support according to post-secondary trajectory. Administrative fees included. Contract not to exceed \$15,000, inclusive of administrative fees</p>	\$15,000.00	5825 - Consultant Contract	Consultant Contract			Multimedia	3

353-4	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to process and pay-out the Student Internship Stipends for participating in the ECCCO (Exploring College and Career Opportunities) Program, through June 30, 2027.</p> <p>This money will be distributed through the Oakland Public Education Fund and the money will be used to issue student stipends for the summer internships coordinated with ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing them with real world experience directly related to their pathway and increasing their access to industry partners. With these funds we hope to serve approximately 27 students at \$500 each, including indirect costs for OPEF. This expenditure aligns with our Strategic Action of increasing student participation in Work Based Learning. (Administrative Fees Included)</p> <p>\$500 per student x 27 students = \$13,500 x 10% indirect cost = \$14,850</p> <p>OPEF can only invoice schools for student stipends with 100% participation and completion of the internships, in addition to the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</p>	\$14,850.00	5825 - Consultant Contract	Consultant Contract			Multimedia	4
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School Name:	Oakland International High School	Site #:	353
Pathway Name(s):	Multimedia		

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

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

School Demographics

2023-2024 Total Enrollment Grades 9-12		292							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	59.2%	40.8%	92.5%	100.0%	96.2%	1.4%	88.4%	1.4%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.1%		6.8%	80.1%			6.2%	0.3%	3.4%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Latino			

SCHOOL PERFORMANCE GOALS AND INDICATORS
 Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data *as of 1/27/2025* (Optional)	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data *as of 1/15/2026 (Optional)	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	56.8%	64.6%	60.0%	61.2%	N/A	65.0%	46.2%	N/A	70.0%	TBD	70.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
Four-Year Cohort Dropout Rate	39.2%	26.0%	35.0%	30.6%	N/A	30.0%	45.4%	N/A	25.0%	TBD	25.0%
A-G Completion Rate (12th Grade Graduates)	79.4%	56.7%	80.0%	85.1%	N/A	82.5%	66.7%	N/A	85.0%	TBD	85.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
On Track to Graduate - 9th Graders	61.2%	43.9%	60.0%	43.4%	57.7%	65.0%	45.6%	62.5%	70.0%	TBD	70.0%
9th Graders meeting A-G requirements	58.9%	39.0%	70.0%	41.0%	53.3%	75.0%	36.8%	66.7%	80.0%	TBD	80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	18.6%	36.3%	15.0%	22.6%	14.5%	30.0%	20.0%	9.6%	50.0%	TBD	50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	25.7%	43.8%	20.0%	79.0%	58.4%	25.0%	61.3%	64.9%	30.0%	TBD	30.0%
Percentage of 10th-12th grade students in Linked Learning pathways	52.0%	90.0%	100.0%	92.1%	97.5%	100.0%	90.5%	98.6%	100.0%	TBD	100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	64.6%	0.0%	65.0%	61.1%	0.0%	70.0%	64.8%	0.0%	75.0%	TBD	75.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	11.3%	38.5%	20.0%	29.6%	N/A	25.0%	14.1%	N/A	30.0%	TBD	30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	11.3%	6.2%	12.5%	18.5%	N/A	15.0%	12.5%	N/A	17.5%	TBD	17.5%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	50.9%	59.4%	55.0%	55.9%	N/A	60.0%	40.9%	N/A	65.0%	TBD	65.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
Four-Year Cohort Dropout Rate	45.3%	35.9%	42.5%	35.3%	N/A	37.5%	50.4%	N/A	32.5%	TBD	32.5%
A-G Completion - 12th Grade (12th Grade Graduates)	77.4%	54.1%	77.5%	83.8%	N/A	80.0%	65.9%	N/A	82.5%	TBD	82.5%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
On Track to Graduate - 9th Graders	60.9%	45.4%	65.0%	45.7%	57.9%	67.5%	37.2%	69.2%	70.0%	TBD	70.0%
9th Graders meeting A-G requirements	58.2%	40.2%	72.5%	42.9%	50.0%	75.0%	25.6%	72.7%	80.0%	TBD	80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	16.5%	46.9%	15.0%	22.9%	16.7%	30.0%	22.0%	8.2%	50.0%	TBD	50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	20.9%	30.6%	15.0%	79.2%	55.7%	20.0%	59.3%	65.8%	25.0%	TBD	25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	53.7%	89.1%	100.0%	90.4%	97.9%	100.0%	93.0%	99.3%	100.0%	TBD	100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	0.0%	67.5%	68.3%	0.0%	70.0%	62.5%	0.0%	75.0%	TBD	75.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	9.8%	33.3%	20.0%	22.0%	N/A	25.0%	10.2%	N/A	30.0%	TBD	30.0%			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.2%	2.6%	10.0%	17.1%	N/A	12.5%	8.2%	N/A	15.0%	TBD	15.0%			
ROOT CAUSE ANALYSIS														
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.														
<table border="0" style="width:100%"> <tr> <td style="width:33%; vertical-align: top;"> <p>Indicator</p> <p><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></p> </td> <td style="width:33%; vertical-align: top;"> <p>Strengths</p> <p><i>What is our site doing well that's leading to improvements in this indicator?</i></p> </td> <td style="width:33%; vertical-align: top;"> <p>Challenges</p> <p><i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i></p> </td> </tr> </table>												<p>Indicator</p> <p><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></p>	<p>Strengths</p> <p><i>What is our site doing well that's leading to improvements in this indicator?</i></p>	<p>Challenges</p> <p><i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i></p>
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<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i></p>	<p>Our graduation and dropout rates are strong when compared to rates for newcomers in OUSD overall, yet still far weaker than we desire, particularly since the pandemic.</p>		<p>Our large population of Students with Limited or Interrupted Formal Education (SLIFE), estimated at approximately 2/3 of enrollment, means a majority of students enter with major interruptions in general education and often native language literacy. In order for these students to be college, career, and community ready our structures for targeted and systematic intervention must be stronger, particularly in grades 9 and 10, to provide access to the more rigorous content in grades 11 and 12.</p> <p>Our students are under significant pressure to work and also skew older than typical high school students, with 1/3 to 1/2 of students being 18 or older at any given time. Their adult age, lack of legal obligation to continue education, and economic necessities associated with life in general, and the Bay Area in particular, often combine in to prompt significant numbers of students to half their education in order to work full time, or transfer to Rudsdale Newcomer to complete their studies more rapidly with a more flexible schedule.</p>											
<p>A-G Completion - 12th Grade</p>	<p>In 2021-22 OIHS had the highest rate of A-G completion for 12th grade newcomer students in OUSD at 77.8%.</p>		<p>While our rate of A-G completion for 12th graders has been the highest or among the highest for newcomer students in OUSD, an ongoing challenge (related to graduation and dropout rates) is sustaining engagement of students into 11th and 12th grade as the advanced age of students and pressures to work mount and the complexity of academic work increase. As we succeed in reducing drop out rate we may struggle to sustain a high rate of A-G completion.</p>											
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p>	<p>OIHS is very successful in enrolling all students in a sequence of classes designed to keep them on track to graduate and create multiple opportunities for students to make up credits over the course of their career at the school. This increase in on-track to graduate status and A-G completion typically becomes evident between 11th and 12th grade.</p>		<p>Ninth grade students entering throughout the school year consistently lead to this data point being problematic for OIHS, as our 9th grade students often enter mid-year and only accrue second semester credits even though they are successful engaging in our programming. Our post session, summer programming, and general course of study provide multiple opportunities for credit recovery and accumulation of some redundant credits such that our rate of on-track to graduation is far higher by 12th grade than when measured in 9th grade.</p>											
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i></p>	<p>College enrollment in 4 year institutions for OIHS graduates is nearly double the district rate for newcomer graduates.</p>		<p>The alarming decline in college enrollment rates of OIHS graduates predates the pandemic and is rooted in a major demographic shift in student enrollment towards SLIFE and students who are significantly older than the typical high school age, as documented about related to drop out rates. Our focal student group, Latino students, are overrepresented in this demographic. Students who do complete our program are more likely to name work as their post-secondary objective than in earlier times. There is a lack of connection for students between post-secondary study and economic and career advancement.</p>											
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>Our students work and understand deeply the value of work and the necessity to position themselves as best as possible in their employment. There is general interest in experiences that may lead to better job skills and future employment opportunities. Our program of study creates flexible schedules for 12th graders that can provide significant time for engagement in internships.</p>		<p>Our internship programming and partnership largely collapsed during the pandemic, with only two remaining stable partnerships and a severely limited set of opportunities for students to participate in such experiences. We have similarly not fully explored opportunities to formalize work based learning opportunities tied to employment that students have obtained on their own without participation of school staff.</p>											
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>														
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>														
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>														
PATHWAY QUALITY ASSESSMENT														
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category														
Evidence of Strengths			Areas For Growth			Next Steps								
						Will any of these categories be a priority for your 3-year goals? If yes, which ones?								

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

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

<p>Goal #1: By 2026</p>	<p>By 2027 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by growth on the i-Ready (or similar) assessment of reading and other measures.</p>
<p>Goal #2: By 2026</p>	<p>By 2027 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.</p>
<p>Goal #3: By 2026</p>	<p>By 2027 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.</p>

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?

<p>Strategic Actions for Goal #1</p>	<p>Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum. With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction. Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12. Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.</p>
<p>Strategic Actions for Goal #2</p>	<p>Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities. Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities. Develop systems to support students who are already working in formalizing learning experiences associated with this employment.</p>

Strategic Actions for Goal #3	Based upon student input and industry partnerships, cultivate relationships with community college professors and programs leading to career certification opportunities.
	Develop school schedule that enables dual enrollment opportunities to fit within the school day.
	Articulate a programmatic structure that allows 12th grade students to participate in both internships and related early college credit opportunities.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

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

Classified Support Salaries: Hire 3 Newcomer Assistants; 2 at 1.0 FTE and 1 at .80 FTE for a total FTE of 2.80. The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session. PCN 4885 Yasser Alwan, at 1.0 FTE, \$79,267.33 PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, \$70,271.77 PCN 4934 Vacant, at .80 FTE, \$60,541.31 (Salary and Benefit costs included)	\$210,080.41	2205	Classified Support Salaries	Newcomer Assistant	2.80 FTE	Multimedia
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Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .30 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all 317 current students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .30 FTE, \$44,244.64 (The difference of \$5,894.95, to fully fund this employee will come from 2023-24 Strategic Carryover funds) (Salary and Benefit costs included)	\$38,349.69	1119	Teacher on Special Assignment School	11 Month Classroom TSA	.30 FTE	Multimedia
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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?
By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by growth on the i-Ready (or similar) assessment of reading and other measures.	All students in grades 9 and 10 are now served by re-articulated reading classes, driven by a placement assessment and with a cohort arc of literacy instruction grounded in the science of reading. Additional teacher FTE in this department allows additional differentiation of grouping and reduced class sizes. Fall to mid-year growth on i-Ready shows an average increase of 20.1 in scaled scores. SLIFE students are concentrated in Reading A, where an average growth of 44.1 was seen in scale scores from Fall 2023 to Winter 2024.
By 2026 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.	2023-24 was intended as a planning year in this area and a series of engagements during Fall 2023 took place to give shape to this nascent programming. The scope of this work within the 12th grade has been clarified and during Spring 2023 internship partnerships are being established and staffing for 2024-25 is being finalized.
By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.	We made accelerated growth in this area and now offer college math as our core 12th grade math option, meaning that all 12th graders have access to college credit earning during the school day. Hiring back a teacher who is also a DE professor for Merritt accelerated our progress in this area.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum.	- A stronger assessment coordinator role combined with moving of i-Ready test into reading classes has improved testing conditions and reach to all students. - A new reading data tracker exists to monitor reading growth and capture related reading data. - Reading TSA continues to develop curriculum for Reading A and Reading B class levels including embedded assessments and codify the distinction between these two levels of reading. - Developing a coherent arc of PD for other pathway teachers to support literacy development has not yet begun due to focus on curriculum development, but remains the plan for 2024-25 and the literacy TSA is beginning to join PD planning meetings for 2024-25.	
	With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction.		
	Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12.		
	Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.		
23-24 Strategic Actions for Goal #2	Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities.	- Staffing model for internship programming for 2024-25 is established and a person identified to hold the work in partnership with Learning Lab director. - A process to evaluate course of study for the entire school including 12th grade took place, and resulted in internship opportunities being situated alongside other 12th grade electives – accessible to nearly all students but without removing students from core classes. - A new structure to document and account for the hours of working students has been developed but has struggled to keep up with the constant shifts in the work lives of our students. A new approach is needed including potentially making this a key responsibility of new Community Relations Assistant for 2024-25 to reflect the time demands of tracking and updating these data.	
	Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities.		
	Develop systems to support students who are already working in formalizing learning experiences associated with this employment.		
23-24 Strategic Actions for Goal #3	Based upon student input and industry partnerships, cultivate relationships with community college professors and programs leading to career certification opportunities.	- All 12th graders have access to college math during the school day, a major acceleration of our original goals when the plan was written, enabled by strategic hiring of a teacher who is also a Merritt College instructor. - Development of partnerships with Peralta around CTE programming has moved more slowly, as the planning process at OIHS needed to take place to define the available times and spaces for these partnerships to exist. Now that these pieces are coming into focus, work to engage with Peralta can move forward more clearly. Establishing these relationships with Peralta is not always simple, so our own internal planning process combined with cracking into Peralta are delaying these partnerships.	
	Develop school schedule that enables dual enrollment opportunities to fit within the school day.		
	Articulate a programmatic structure that allows 12th grade students to participate in both internships and related early college credit opportunities.		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions <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>			
Goal #1: By 2026	By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by grown on the i-Ready (or similar) assessment of reading and other measures.	New or Revised Strategic Actions for Goal #1	With Reading A and B levels fully articulated with base curriculum and assessments developed, attention turns to Reading C and integrated 11th grade reading into the overall arc as Reading D. Teacher on special assignment collaborates on overall design of instructional program with reading department.
			Developing and delivering an arc of professional learning for all teachers that supports their capacity to build literacy across the curriculum in a way that is complementary to reading classes. Teacher on special assignment to design and lead professional development.
			Continued articulating of reading data tracking system to monitor student growth, make instructional adjustments, and understand the impact of reading instruction. Newcomer assistant staffing to support collection of 1:1 assessment data.
Goal #2: By 2026	By 2026 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.	New or Revised Strategic Actions for Goal #2	Continued development of internship partner sites, leveraging piloting during post session to make semester and year long partnerships. Newcomer assistant staffing to facilitate post session internship experiences.
			Establishment of internship support role within counseling team to interface with students and internship sites. This role will work closely with Learning Lab director who is establishing internship partnerships. Teacher on special assignment ensuring media pathway integration in development of internship program.
			Integrating new counselor (for 9/10) into planning and delivering workshops from grades 9-12 around career awareness and sharing work based learning opportunities for students. Newcomer assistants support implementation of these workshops to promote student engagement and relevance.
Goal #3: By 2026	By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.	New or Revised Strategic Actions for Goal #3	Develop support structure for students struggling in DE math that leverages newcomer assistant staffing to support students who need an additional support space to take best advantage of this course.
			Continued engagement with Peralta CTE programs to identify opportunities to create pipelines for our students to experience relevant CTE programming. Teacher on special assignment supporting/seeking these engagements.
			Explore additional DE opportunities beyond current math and English courses that could complement course of study, provide WBL opportunities, and/or pathway. Teacher on special assignment considering media-aligned DE courses that could fit within school day elective framework or exist as post-session courses.
Budget Expenditures <i>Effective July 1, 2024 - June 30, 2025</i>			
2024-2025 Budget: Enabling Conditions Whole School			

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> **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.</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>Classified Support Salaries: Hire 4 Newcomer Assistants, at 3.06 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorting pathway classes in grades 9 and 10 and literacy classes in all grades, supporting full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE \$77,272.00 PCN 4885 Emmanuel Tril, at 1.0 FTE \$60,274.54 PCN 4934 Nancy Clifton, at 1.0 FTE \$65,504.99 PCN 4494 Anna Akpawu, at 0.06 FTE \$3,442.32 (Salary and Benefit costs included)</p>	\$206,493.85	2205	Classified Support Salaries	Newcomer Assistant	3.06	Multimedia		
<p>Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .11 FTE. The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities. PCN 9480 Mallory Moser, at .11 FTE \$18,553.14 (Salary and Benefit costs included)</p>	\$18,553.14	1119	Teacher on Special Assignment School	11 Month Classroom TSA	0.11	Multimedia	Approved	
<p>Student Internships: Contract to provide stipends for student participation in ECCCO program to facilitate participation in experiential work based learning activities..</p>	\$523.22	5825	Consultants			Multimedia		Conditionally Approved
2025-2026: YEAR THREE								
Pathway Strategic Goals								
<p><i>Pathway Quality Strategic 3 Year Goal</i></p>	<p>Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>							
<p>By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by growth on the i-Ready (or similar) assessment of reading and other measures.</p>	<p>The rearticulation of reading classes has progressed to grades 9-11 with four levels, each of which includes strategic phonics instruction, small group engagement with text, and independent practice supported by paraprofessionals and reduced class sizes. A placement system supports students to receive literacy supports commensurate with their needs, and multiple assessments are used to monitor student progress and tailor instruction. As of mid-year i-Ready assessment, the average growth for Fall Semester exceeded the year-long literacy growth targets articulated by i-Ready for high school students far below grade level.</p>							
<p>By 2026 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.</p>	<p>Structures were established to allow internships to take place compatible with student schedules, and new internship partners were established. Despite this, participation in internships is lower than expected, with various barriers surfacing, including access to opportunities for students due to varying documentation statuses. Due to these limitations, the structures have been expanded to also include greater access to CTE opportunities within the Peralta system.</p>							
<p>By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.</p>	<p>OIHS continued to offer college math as the core class for all 12th grade students, providing universal access to college credit during the school day. Integration into the schedule and a Peralta instructor who is also an OIHS teacher made this program possible.</p>							
Pathway Strategic Actions Reflection								
<p><i>2024-2025 Strategic Actions</i></p>	<p>Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>							

<p>24-25 Strategic Actions for Goal #1</p>	<p>With Reading A and B levels fully articulated with base curriculum and assessments developed, attention turns to Reading C and integrated 11th grade reading into the overall arc as Reading D. Teacher on special assignment collaborates on overall design of instructional program with reading department.</p> <p>Developing and delivering an arc of professional learning for all teachers that supports their capacity to build literacy across the curriculum in a way that is complementary to reading classes. Teacher on special assignment to design and lead professional development.</p> <p>Continued articulating of reading data tracking system to monitor student growth, make instructional adjustments, and understand the impact of reading instruction. Newcomer assistant staffing to support collection of 1:1 assessment data.</p>	<p>- Reading levels A, B and C are now fully articulated with curriculum and assessments developed, and the placement framework has expanded to include Reading D which is next in line for a curricular overhaul.</p> <p>- Newcomer assistants provide for station rotation model allowing for targeted phonics instruction and small group intervention for students far below grade level whose lack of English literacy impedes access to pathway courses.</p> <p>- PD space has reflected strategies to support literacy across the curriculum, yet there is a broad agreement around the need for more depth and focus. Hence, PD to support literacy development across the curriculum planning for 2025-26 and supported by new planning grant received by Reading teachers.</p> <p>- Reading department collects additional assessment data three times a year with support from paraprofessionals to monitor growth in phonics/phonemic awareness.</p>
<p>24-25 Strategic Actions for Goal #2</p>	<p>Continued development of internship partner sites, leveraging piloting during post session to make semester and year long partnerships. Newcomer assistant staffing to facilitate post session internship experiences.</p> <p>Establishment of internship support role within counseling team to interface with students and internship sites. This role will work closely with Learning Lab director who is establishing internship partnerships. Teacher on special assignment ensuring media pathway integration in development of internship program.</p> <p>Integrating new counselor (for 9/10) into planning and delivering workshops from grades 9-12 around career awareness and sharing work based learning opportunities for students. Newcomer assistants support implementation of these workshops to promote student engagement and relevance.</p>	<p>- Establishing stable internship partnerships has been a continued challenge, due to variability in student interest, challenges with student documentation at some internships, and interfaces with the school bell schedule limiting student availability.</p> <p>- Internship support role established within counseling team and holding support class for interns as well as working students and those participating in Peralta CTE program. This programmatic growth has been positive and aligned with our intentions, yet yielded a number of learnings to inform a refinement of the structure for 2025-26 to provide greater schedule flexibility and provide for differentiated support for working students and those doing internship/CTE exploration experiences.</p> <p>- Workshops related to work based learning have occurred or will occur before end of 2024-25 in grades 9-12. While the arc is more fully articulated in 11/12, all students are now afforded career awareness activities, improved ECCCO recruitment, and opportunities to enroll in internship program (for 11/12)</p>
<p>24-25 Strategic Actions for Goal #3</p>	<p>Develop support structure for students struggling in DE math that leverages newcomer assistant staffing to support students who need an additional support space to take best advantage of this course.</p> <p>Continued engagement with Peralta CTE programs to identify opportunities to create pipelines for our students to experience relevant CTE programming. Teacher on special assignment supporting/seeking these engagements.</p> <p>Explore additional DE opportunities beyond current math and English courses that could complement course of study, provide WBL opportunities, and/or pathway. Teacher on special assignment considering media-aligned DE courses that could fit within school day elective framework or exist as post-session courses.</p>	<p>- Newcomer assistant staffing supported student access to college math, however a decrease in the passing rate for 2024-25 as compared to 2023-24 has been noted and raised questions about how to better support students to access this opportunity. Students frequently not available to participate in an extra support space are shifting planning to in-class supports and scheduling changes to promote higher passing rates.</p> <p>- Students in internship classes have engaged with Peralta CTE programs, participating in EMT, electrical, and other programming facilitated by new internship support role and modifications in master schedule.</p> <p>- Year long DE planning process including sessions to collect interests and rankings from rising 12th graders (class of 2026) are leading to a revised bell schedule providing access to DE courses during the school day for students in grades 11-12 and 1-2 new CTE electives offered on campus, including anticipated new media-aligned course MMART 3.</p>

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

<p>Goal #1: By 2026</p>	<p>By 2026 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by growth on the i-Ready (or similar) assessment of reading and other measures.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>Pilot 12th grade reading 'elective' to provide intensive support to seniors with major literacy needs, with strategic support from newcomer assistants.</p> <p>Develop new SIFE support center with teachers and newcomer assistants for students in grades 9/10 who are in Reading A to receive daily (or near daily) phonics instruction, better aligning our literacy support with research-based best practice.</p> <p>Begin articulation of Reading D curriculum (anticipated over two academic years) to fully complete four course arc of reading courses open to students in grades 9-11.</p>
<p>Goal #2: By 2026</p>	<p>By 2026 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>Further articulation of workshops and other career exploration/exposure experiences for students in grades 9-12, with an emphasis on strengthening foundational experiences in grades 9/10.</p> <p>Leverage successful ECCCO placements to further develop a set of strong internship sites for students to engage with during the school year.</p> <p>Provide improved structure and support for internship support class to provide a more coherent and predictable base of support for students in external work-based learning experiences.</p>
<p>Goal #3: By 2026</p>	<p>By 2026 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<p>Implement new structure for college math that allows students to pick two paths to attain math credit, one semester long approach and another year-long approach for those needing more support to pass. Leverage newcomer assistant support to promote student success in year-long pathway.</p> <p>Restructure master schedule to allow integration of college courses as electives into the regular school day schedule, providing students with the opportunity to elect to take 1 of 3-4 Peralta courses offered on campus. Leverage newcomer assistant support to promote student success in college courses.</p> <p>Provide greater flexibility for twelfth grade schedules to permit greater access to off campus concurrent enrollment opportunities previously incompatible with school bell schedule.</p>

Budget Expenditures

Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></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 details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Fully Approved</p> <p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved</p> <p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p>Classified Support Salaries: Hire 4 Newcomer Assistants (NCA), for a total of 3.10 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including students with Interrupted and Formal Education, focused primarily on cohort pathway classes in grades 9 and 10 and literacy classes in all grades. The NCAs will support full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration.</p> <p>PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, \$79,053.50 PCN 4494 Anna Akpawu, at .30 FTE, \$18,930.35 PCN 4885 Emmanuel Tril, at 1.0 FTE, \$63,068.91 PCN 4934 Nancy Clifton, at .80 FTE, \$54,442.37 (this PCN is multi-funded) Total FTE: 3.10 = \$214,595.16 (Salary and Benefit costs included)</p>	\$214,595.16	2205	Classified Support Salaries	Newcomer Assistant	3.10 FTE	Multimedia	Approved	
<p>Professional Contracted Bus Services: Charter bus rentals for Meadlie pathway students to attend College and Career Exploration Visits. Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for transportation for four trips, to include students in both grades 11 and 12. Budget Calculation: 1 charter bus not to exceed \$2,521.81</p>	\$2,521.81	5826	Professional Contracted Bus Services			Multimedia		Conditionally Approved

2026-2027: YEAR FOUR

Pathway Strategic Goals

- By 2027 we will have a stronger and more structured and systematic system of intervention to support literacy development for all students, particularly SLIFE, to enable access to pathway instruction, as measured by growth on the i-Ready (or similar) assessment of reading and other measures.
- By 2027 we will have a clear Work Based Learning plan that enables all students to access work based learning experiences as part of the core academic program at OIHS, including a formal set of internship partners and an arc of learning from grades 9 up through 12 that facilitates student access to these opportunities, as measured by the percentage of students participating.
- By 2027 we will strengthen our early college credit opportunities to enable enrollment during the regular school day as well as facilitate enrollment in college coursework tied to career-based certification programs.

Budget Expenditures
Effective July 1, 2026 - June 30, 2027

2026-27 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</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>We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></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 details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Approval</p> <p>Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required.</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	

<p>Classified Support Salaries: Hire 3 Newcomer Assistants (NCA), for a total of 2.8 FTE. The Newcomer Assistants will support instruction and learning for all students in the pathway, with a focus on including students with Interrupted and Formal Education, focused primarily on cohorted pathway classes in grades 9 and 10 and literacy classes in all grades. The NCAs will support full engagement in media integration within those classes as well as media pathway activities, including college and career field trips, academic interventions including after school tutoring and media club, portfolio assessments, and post session. These actions align with our focus on literacy development across the pathway in tandem with media integration. PCN 4369 Juan Carlos Ocasio, at 1.0 FTE, \$83,375.90 PCN 4885 Emmanuel Tri, at 1.0 FTE, \$66,704.55 PCN 4934 Nancy Clifton, at 0.80 FTE, \$57,333.48 Total FTE: 2.8 = \$207,413.93 (Salary and Benefit costs included)</p>	<p>\$207,413.93</p>	<p>2205 - Classified Support Salaries</p>	<p>Classified Support Salaries</p>	<p>Assistant, Newcomer Learning Lab</p>	<p>2.65</p>	<p>Multimedia</p>	<p>Approved</p>
<p>Professional Contracted Bus Services: Charter bus rentals for the Media pathway students to attend College and Career Exploration Visits. Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for to take all 11th and 12th graders to visit a 4 year college, approximately 120 students. Budget Calculation: 2 large charter buses not to exceed \$4986.07</p>	<p>\$4,986.07</p>	<p>5826 - Professional Contracted Bus Service</p>	<p>Professional Contracted Bus Service</p>			<p>Multimedia</p>	<p>Conditionally Approved</p>
<p>Consultant Contract with East Bay Consortium to provide support for students in college preparatory courses to ensure students are qualified for admission and are prepared to succeed in college. East Bay Consortium will provide push in support for seniors during senior seminar course and also provide office hours for students needing additional support around post-secondary transitions. The contract will increase graduation rates and college preparedness, as well as support submission of applications to UC, CSU, and community colleges as well as financial aid requests. All 60 enrolled 12th graders will receive support during senior seminar. Additional subsets of students (approximately 25) will receive additional support according to post-secondary trajectory. Administrative fees included. Contract not to exceed \$15,000, inclusive of administrative fees</p>	<p>\$15,000.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Multimedia</p>	<p>Approved</p>
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to process and pay-out the Student Internship Stipends for participating in the ECCCO (Exploring College and Career Opportunities) Program, through June 30, 2027. This money will be distributed through the Oakland Public Education Fund and the money will be used to issue student stipends for the summer internships coordinated with ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing them with real world experience directly related to their pathway and increasing their access to industry partners. With these funds we hope to serve approximately 27 students at \$500 each, including indirect costs for OPEF. This expenditure aligns with our Strategic Action of increasing student participation in Work Based Learning. (Administrative Fees Included) \$500 per student x 27 students = \$13,500 x 10% indirect cost = \$14,850 OPEF can only invoice schools for student stipends with 100% participation and completion of the internships, in addition to the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</p>	<p>\$14,850.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Multimedia</p>	<p>Approved</p>

OIHS-Multimedia & Technology Academy Program of Study

Industry Sector: Media/Technology/Communications [111 Graphic Arts / Media Production](#)

Industry Partners: YouthBeat (KDOL), Civic Design Studio



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

<p>Academy Vision</p>	<p>The Oakland International High School Multimedia California Partnership Academy (CPA) gives students technology skills to be competitive for college and careers in the 21st century. Industry skills are taught both in pathway electives and throughout content classes, with all students participating in the multimedia pathway classes. Working in small groups, students learn academic content, art, music and technology through rigorous, hands-on projects as they learn a new language.</p> <ul style="list-style-type: none"> All students take a series of classes and participate in a variety of interdisciplinary projects designed to build student's skills in technology, web design, video and sound editing, and facility with learning new web based programs. In 12th grade, we have students who intern at the KDOL studio in the Spring. <p>OIHS partners with a variety of technology and multi-media organizations. We offer after school classes in partnership with KDOL. Thanks to Oakland Undivided, students receive a computer for their use throughout the school year. Through a partnership with the Association for Continuing Education, students learn industry computer skills starting in 11th grade.</p>			
<p>Academy Meeting Time:</p>	<p>10th Grade Program Grade level meeting time: Weds 2:55-3:55</p>	<p>11th Grade Program Grade level meeting time: Weds 2:55-3:55</p>	<p>12th Grade Program Grade level meeting time: Weds 2:55-3:55</p>	<p>Graduate Academy Outcomes (Student Learning Outcomes)</p>
<p>Academic Core Student Cohort Integrity</p>	<p>English 10 World History Adv Bio Integrated Math 2</p>	<p>English 11 US History Physics Integrated Math 3 Ethnic Studies</p>	<p>English 12 Gov/Econ Senior Seminar</p>	<p>All graduates have completed the Media Academy sequence, with a majority earning 6 college credits upon graduating high school.</p>
<p>Technical Core/Theme (CTE Sequence) CTE Course Resources</p>	<p>Graphic Design 1P R6001</p>	<p>Graphic Design 2P R6101</p>	<p>Video Production R6615</p>	<p>All graduates successfully create and critique rigorous, hands-on multimedia projects. Students are savvy and self reflective digital citizens.</p>
<p>Dual Enrollment [Link to Dual Enrollment]</p>	<p>ESOL 263A : Listening and Speaking 3 (4 units) <i>This course provides students with college credit and accelerated support with English acquisition necessary to access the Media academy course of study.</i></p> <p>MATH 15: Mathematics for Liberal Arts Students (3 units) <i>All 12th graders take this course</i></p> <p>MMART 3: Introduction to Digital Art (3 units) <i>This elective allows students to extend Media learning while earning college credit.</i></p> <p>E/ET 203: Basic Electricity (3 units) <i>This introductory course is offered as an elective and provides hands on experience aligned to student career interests.</i></p> <p>DANCE 93: Salsa (1 unit) <i>This DE course allows students to earn PE credit through dance.</i></p>			<p>All students have grown their English skills through their engagement in rigorous, hands-on multimedia projects.</p>

OIHS-Multimedia & Technology Academy Program of Study

Industry Sector: *Media/Technology/Communications* [111 Graphic Arts / Media Production](#)

Industry Partners: *YouthBeat (KDOL), Civic Design Studio*



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Integrated Projects/ Common Performance Assessments	Integrated Project: 9/10 Podcasts in World History ELA & Graphic Design	Integrated Projects: Physics & Coding ELA & Video Production	Senior Project	
Defenses or Capstones	10th grade portfolio	11th grade portfolio	12th grade portfolio	
Other Courses / Electives	Advisory (all students) PE Reading (all students)	Advisory (all students) Advanced Math Reading (all students)	Advisory (all students) Dual Enrollment Math Advanced Media Projects (possibly DE) Internships Reading	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	<p>OIHS expects every student in every class, at every grade level, to engage in at least one multimedia project during the year.</p> <p>Every student participates in an annual Portfolio Project and Presentation. This requires the use of multimedia and technology by way of documenting, presenting, and defending their learning. In the past students have built and maintained portfolio websites. We are currently exploring other means of electronically collecting student work with Google apps.</p> <p>All students engage in mixed grade level post session classes for three weeks at the end of every school year. Some post session classes are aligned with our Multimedia Program of Study. Post session course offerings include movie making, photography, and art/design classes.</p> <p>OIHS student movies are screened during the annual International Festival, which is attended by students, families, staff, and community partners.</p> <p>OIHS hosts an annual Film Festival event where student films and multimedia projects are given awards based evaluations by a panel of teachers and staff. The projects created during the post session are viewed on Exhibition Day, which is attended by students, teachers, staff, and community partners.</p>			
Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator]	<p>Students engage in career exploration and analysis of educational attainment vs. potential earnings in 9/10 algebra classes.</p> <p>Every Spring, OIHS holds Career Week. Students explore industry sectors in preparation for guest speakers. Each advisory has 1 to 2 guest speakers representing various industry sectors.</p>	<p>Career Week Panels, Informational Interviews with outside professionals done off campus, summer Internships for 50 of rising seniors. (See WBL Plan)</p>	<p>Career Week Panels, trip for 30 students to Peralta CTE programs, spring internships for 30 on-track seniors (See WBL Plan)</p>	<p>Certifications</p> <p>There are currently no industry certifications that students can earn in the academy. One of our partners provide internships and give students college credit. In this industry, there are few useful or recognized industry certifications that students could earn. The industry is changing too fast for certifications to be created, which our advisory board agrees to be true. As a result, we focus on giving students skills and hands-on experience, instead of preparing for obsolete certifications.</p>
Student Leadership	Art teacher has students display and present their work in school exhibition space in main office / library.	Students develop exhibitions in partnership with Civic Design Studio for exhibition at main branch of Oakland Public Library.	Students delivery daily announcements via livestream. Students create content for annual film festival.	
Summer Learning	OIHS offers 3-4 courses each summer in the areas of language development and math/data science.			

OIHS-Multimedia & Technology Academy Program of Study

Industry Sector: *Media/Technology/Communications* [111 Graphic Arts / Media Production](#)

Industry Partners: *YouthBeat (KDOL), Civic Design Studio*



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

(Summer Bridge, summer learning, credit recovery)				
College Exposure	Laney College	Fall- UC Berkeley & Berkeley City College Spring- SF State Spring- College of Alameda	Fall- UC Davis Spring- Merritt College	
Advisory Structure	Most students are in heterogeneous grade level advisories (in teams.)			
Use of expanded learning time (before or after school)	After School Programs with partners Soccer without Borders, New Roots & Safe Passages	After School Programs with partners Soccer without Borders, New Roots & Safe Passages	After School Programs with partners Soccer without Borders, New Roots & Safe Passages	

Central Resources

- [WBL Continuum](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N EIPs](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Expanding opportunities for career exploration and work based learning during school year – so that more students have the opportunity to visit work sites and be connected to high-impact work based learning experiences
2. Deepening support for summer WBL programming – increasing number of students connected to and successful within ECCCO, and other non-ECCCO placements
3. Leverage Senior Seminar space for Tier 1 WBL work in 12th grade, with early exposure opportunities for 11th graders spring semester

Calendaring WBL (in [Program of Study](#)):

- For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	College & Career night		Resume Building College Visit	Career Week - Career Exploration Hands-On Presentations ECCCO Outreach	COA CTE Visit	
	Focal students					Career-Exploration Post Session Classes ECCCO / Summer	

						Programming Hands-on Application Support	
10	All-Students	College & Career night		College Visit Resume update Career exploration visit?	Career Week - Career Exploration Hands-On Presentations ECCCO Outreach	COA CTE Visit	
	Focal students					Career-Exploration Post Session Classes ECCCO / Summer Programming Hands-on Application Support	
11	All-Students	College & Career night		Resume update College Visit	Career Week - Career Exploration Hands-On Presentations Career Visits ECCCO Outreach		
	Focal students		Skilled Trades Fair @ Cypress Mandela	Laney "Eagles Day" Visit		Career-Exploration Post Session Classes ECCCO / Summer Programming Hands-on Application Support	
12	All-Students	College & Career night		College Visit Resume update Newcomer College Visit to Laney	ECCCO Outreach Career Week - Career Exploration Hands-On Presentations		
	Focal students		Skilled Trades Fair @ Cypress Mandela	Laney "Eagles Day" Visit	Job Shadows	Career-Exploration Post Session Classes	

				Job Shadows		ECCCO / Summer Programming Hands-on Application Support Job Shadows	
Partner-Staff Engagements Advisory board meetings, externships, etc.		N/A					

General Roles/Responsibilities:

Person or Position	Responsibilities
Dayana Merino Cañas - 12th Grade Counselor	<ul style="list-style-type: none"> ● Provides Tier 1 WBL programming for 12th grade in senior seminar ● Point person for WBL fiend trip support and recruitment
Karla Maldonado - Teacher	<ul style="list-style-type: none"> ● Serve as internship advisor for student interns ● Teach a WBL Career Exploration class
Lauren Markham - Learning Lab	<ul style="list-style-type: none"> ● Building and maintaining WBL partnerships ● Supporting WBL lead efforts as needed ● Support Career Week
Jizabel Navarette - Head Counselor	<ul style="list-style-type: none"> ● Directs College & Career Work ● Oversees counseling team, which coordinates Career Week and College & Career Night
TBD	<ul style="list-style-type: none"> ● Liaise with Counseling Team ● Serve as point person for summer program connection (including ECCCO) ● Support Career Week

Next Steps in Plan Development / Implementation:

- Identify WBL lead and review/improve plan based on their capabilities and availability
- Transition ECCCO institutional knowledge from Paul to new person

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> • Workplace tour • Guest speaker / teacher • Career fair • Visit a workplace 	<ul style="list-style-type: none"> • Informational interview • Job shadow • Virtual exchange with a partner 	<ul style="list-style-type: none"> • Student-run enterprise with partner involvement • Virtual enterprise • Integrated projects with partners • Service projects • Internships 	<ul style="list-style-type: none"> • Internship required for a credential or entry to occupation • Apprenticeship • Clinical experience • On-the-job training • Work experience
9th				
10th				
11th				
12th				

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

2025-2026

Master Schedule - Trimester 3

Page 1

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
929 Anna Kaplan	ADVISORY/Y		ENG 1 P/Y	ENG 1 P/Y	ENG 1 STRATEG/Y	ENG 1 P/Y			ENG 1 P/Y
929 Anna Kaplan			ENG 2 P/Y	ENG 2 P/Y	ENG 1 STRATEG/Y	ENG 2 P/Y			ENG 2 P/Y
929 Anna Kaplan				ENG 2 P/Y	ENG 2 STRATEG/Y	PEER TUTORING/Y			ENG 2 P/Y
929 Anna Kaplan				PEER TUTORING/Y	ENG 2 STRATEG/Y				
24 Chari Parla				HS ELD 2/Y		HS ELD 2/Y	HS ELD 2/Y	HS ELD 2/Y	
24 Chari Parla				PEER TUTORING/Y		PEER TUTORING/Y	PEER TUTORING/Y	PEER TUTORING/Y	
8 Christopher Groth	ADVISORY/Y	BIOLOGY P/Y		BIOLOGY P/Y	ENG 1 STRATEG/Y			BIOLOGY P/Y	BIOLOGY P/Y
8 Christopher Groth		ADV BIOLOGY P/Y		BIOLOGY P/Y	ENG 1 STRATEG/Y			BIOLOGY P/Y	BIOLOGY P/Y
8 Christopher Groth				ADV BIOLOGY P/Y	ENG 2 STRATEG/Y			ADV BIOLOGY P/Y	ADV BIOLOGY P/Y
8 Christopher Groth				ADV BIOLOGY P/Y	ENG 2 STRATEG/Y			ADV BIOLOGY P/Y	ADV BIOLOGY P/Y
3 Daniel Yoo			WORLD HIST P/Y				WORLD HIST P/Y	WORLD HIST P/Y	WORLD HIST P/Y
3 Daniel Yoo								WORLD HIST P/Y	WORLD HIST P/Y
3 Daniel Yoo								PEER TUTORING/Y	PEER TUTORING/Y
42 Dayana Merino	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y
42 Dayana Merino	NO CLASS/Y	NO CLASS 1/Y	NO CLASS 2/Y	NO CLASS 3/Y	NO CLASS 4/Y	NO CLASS 5/Y	NO CLASS 6/Y	NO CLASS 7/Y	NO CLASS 8/Y
947 Emmanuel Medina	ADVISORY/Y			DE PLCHLDR 1/Y				PROB/STAT P/Y	
947 Emmanuel Medina								DE PLCHLDR 6/Y	
36 Erica Webb	ADVISORY/Y		ENG 3 P/Y	ENG 3 P/Y		ENG 3 P/Y	HS ELD 5 P/Y		ENG 3 P/Y
36 Erica Webb				ENG 3 P/Y					ENG 3 P/Y
34 Estrella Flores					STUDY SKILLS/Y				STUDY SKILLS/Y
27 Eunjae Min	ADVISORY/Y	INT MATH SEI 2/Y	INT MATH SEI 2/Y			ART 1 P/Y		INT MATH SEI 2/Y	INT MATH SEI 2/Y
27 Eunjae Min		INT MATH SEI 2/Y	INT MATH SEI 2/Y			ART 1 P/Y		INT MATH SEI 2/Y	INT MATH SEI 2/Y
27 Eunjae Min		INT MATH SEI 2/Y	INT MATH SEI 2/Y					INT MATH SEI 2/Y	INT MATH SEI 2/Y
27 Eunjae Min		PEER TUTORING/Y	PEER TUTORING/Y					INT MATH SEI 2/Y	INT MATH SEI 2/Y
27 Eunjae Min								PEER TUTORING/Y	PEER TUTORING/Y
27 Eunjae Min								PEER TUTORING/Y	

Note: Teacher Aide classes not printed

Oakland International High School

3/13/2026

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2025-2026

Master Schedule - Trimester 3

Page 2

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
27 Eunjae Min								PEER TUTORING/Y	
999 Felix, Tom								Academic ELD 4/Y	
941 Genevieve Leslie		HS ELD 5 P/Y	HS ELD 5 P/Y					SEE COUNSELOR/Y	
200 Guillermo Garcia	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y
200 Guillermo Garcia		SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y		SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y
200 Guillermo Garcia									SEE COUNSELOR/Y
1 Huanvy Phan	ADVISORY/Y	ETHNIC STDS P/Y	ETHNIC STDS P/Y		DE PLCHLDR 2/Y	ETHNIC STDS P/Y	ETHNIC STDS P/Y		
22 Irene Cocco	ADVISORY/Y		ENG 1 P/Y	ENG 1 P/Y	ACAD LITERACY/Y	ENG 1 P/Y		PEER TUTORING/Y	ENG 1 P/Y
22 Irene Cocco			ENG 2 P/Y	ENG 2 P/Y		ENG 2 P/Y			ENG 2 P/Y
22 Irene Cocco				PEER TUTORING/Y		PEER TUTORING/Y			ENG 2 P/Y
22 Irene Cocco									PEER TUTORING/Y
2 Jennifer Kelly-Dewitt				HS ELD 1/Y		HS ELD 1/Y	HS ELD 1/Y	HS ELD 1/Y	
2 Jennifer Kelly-Dewitt				PEER TUTORING/Y			PEER TUTORING/Y	PEER TUTORING/Y	
2 Jennifer Kelly-Dewitt								PEER TUTORING/Y	
955 Jizabel Navarrete	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y
16 Joseph Gapuz		INT MATH SEI 3/Y	INT MATH SEI 3/Y	INT MATH SEI 3/Y		HS ELD 5 P/Y		INT MATH SEI 3/Y	INT MATH SEI 3/Y
16 Joseph Gapuz		PEER TUTORING/Y	PEER TUTORING/Y					PEER TUTORING/Y	PEER TUTORING/Y
16 Joseph Gapuz		PEER TUTORING/Y	PEER TUTORING/Y						PEER TUTORING/Y
16 Joseph Gapuz		PEER TUTORING/Y							
934 Julia Carson	ADVISORY/Y	ENG 4 P/Y	ENG 4 P/Y	ART 1 P/Y		ENG 4 P/Y	ENG 4 P/Y		
934 Julia Carson				ART 1 P/Y					
29 Karla Maldonado	ADVISORY/Y				INTERNSHIP 1/Y				
31 Katy Reese								PEER TUTORING/Y	PEER TUTORING/Y
922 Loraine Woodard				HS ELD 4/Y		HS ELD 4/Y	HS ELD 4/Y	HS ELD 4/Y	
35 Miguel Vasquez	ADVISORY/Y		US HISTORY P/Y		PE 11-12/Y		US HISTORY P/Y	US HISTORY P/Y	US HISTORY P/Y

Note: Teacher Aide classes not printed

Oakland International High School

3/13/2026

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2025-2026

Master Schedule - Trimester 3

Page 3

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
35 Miguel Vasquez			US HISTORY P/Y					US HISTORY P/Y	US HISTORY P/Y
40 Molly Farmer	ADVISORY/Y	ART 1 P/Y		HS ELD 3/Y		HS ELD 3/Y	HS ELD 3/Y	HS ELD 3/Y	
40 Molly Farmer		ART 1 P/Y							
38 Noor Ashour	ADVISORY/Y	PHYSICS P/Y		PHYSICS P/Y				PHYSICS P/Y	PHYSICS P/Y
38 Noor Ashour				PHYSICS P/Y				PHYSICS P/Y	PHYSICS P/Y
38 Noor Ashour				PHYSICS A/Y					
43 Paul Hadweh		PE/Y	PE/Y		DE PLCHLDR 4/Y	PE/Y	PE/Y		
43 Paul Hadweh		PE/Y	PE/Y			PE/Y	PE/Y		
33 Ryan Deng	ADVISORY/Y	INT MATH SEI 1/Y	INT MATH SEI 1/Y		ENG 1 STRATEG/Y			INT MATH SEI 1/Y	INT MATH SEI 1/Y
33 Ryan Deng		INT MATH SEI 1/Y	INT MATH SEI 1/Y		ENG 1 STRATEG/Y			INT MATH SEI 1/Y	INT MATH SEI 1/Y
33 Ryan Deng		PEER TUTORING/Y	PEER TUTORING/Y		ENG 2 STRATEG/Y			INT MATH SEI 1/Y	INT MATH SEI 1/Y
33 Ryan Deng					ENG 2 STRATEG/Y			PEER TUTORING/Y	PEER TUTORING/Y
944 Sara Stillman		GRAPHIC DES 1 P/Y		GRAPHIC DES 1 P/Y		GRAPHIC DES 1 P/Y	GRAPHIC DES 1 P/Y		
944 Sara Stillman		GRAPHIC DES 1 P/Y		GRAPHIC DES 1 P/Y		GRAPHIC DES 1 P/Y	GRAPHIC DES 1 P/Y		
32 Sean Ogami	ADVISORY/Y	BIOLOGY P/Y		BIOLOGY P/Y			ART 1 P/Y	BIOLOGY P/Y	BIOLOGY P/Y
32 Sean Ogami		ADV BIOLOGY P/Y		BIOLOGY P/Y			ART 1 P/Y	BIOLOGY P/Y	BIOLOGY P/Y
32 Sean Ogami				ADV BIOLOGY P/Y				ADV BIOLOGY P/Y	ADV BIOLOGY P/Y
32 Sean Ogami				ADV BIOLOGY P/Y				ADV BIOLOGY P/Y	ADV BIOLOGY P/Y
953 Susan Keen	ADVISORY/Y		WORLD HIST P/Y		ENG 1 STRATEG/Y		WORLD HIST P/Y	WORLD HIST P/Y	WORLD HIST P/Y
953 Susan Keen			WORLD HIST P/Y		ENG 1 STRATEG/Y			WORLD HIST P/Y	WORLD HIST P/Y
953 Susan Keen					ENG 2 STRATEG/Y			PEER TUTORING/Y	
953 Susan Keen					ENG 2 STRATEG/Y				
7 Zak Silverman	ADVISORY/Y	GRAPHIC DES 2 P/Y	VIDEO PROD/Y	GRAPHIC DES 2 P/Y	ADV MEDIA ARTS/Y	GRAPHIC DES 2 P/Y	GRAPHIC DES 2 P/Y		
7 Zak Silverman		VIDEO PROD/Y			DE PLCHLDR 3/Y	VIDEO PROD/Y	VIDEO PROD/Y		

Note: Teacher Aide classes not printed