

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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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: Madison Park Academy

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 Madison Park Academy as “Approved,” with a base allocation of \$319,600.00, for a total amount not to exceed \$319,600.00.

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)

Madison Park Academy

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:

- Your final year of this plan shows strong focus and growth as you've moved to a single pathway and increased access to work-based learning, especially for students with IEPs

Key Questions:

- What are the ways of collecting evidence intermittently that shows that you have made 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

Madison Park Academy

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

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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)

<p><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></p>	<p>Strategic & Aligned</p> <p>4</p>	<p>Partially Strategic & Aligned</p> <p>3</p>	<p>Unclear Strategy & Alignment</p> <p>2</p>	<p>Missing or Non-Compliant</p> <p>1</p>
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The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

Score: 3.5

Rationale: *Provide feedback only if the site receives a score of 3 or below.*

Madison Park Academy

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 type="checkbox"/> Program of Study	<ul style="list-style-type: none"> - Extensive list of industry and community partners - Consider partnerships with post-secondary, such as BCC and UC Berkeley for Multimedia - Continue refining Pathway Student Learning Outcomes to make them measurable, shared opportunities for grade-level teams to design integrated and aligned content to maximize student engagement and mastery of core and technical content. - Maximize integration via Integration Types - Prioritize HSLLO-led PBL professional development to increase integrated units in core academics - Significant list of colleges visited; consider including BCC for Multimedia and UC's - Maximize the regular planning time for the teachers who are integrating multimedia and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards integration to maximize engagement and content mastery.
<input type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> - Strong range of WBL experiences across grades 9–12 - Some WBL benchmarks are integrated across grade levels - Frequent college exposure across all grade levels - Career-themed college visits are specific, but industry partners for career exploration visits are not clearly identified - Includes additional WBL activities (professional email practice, financial literacy, opportunity fairs) - Advisory Board is noted, but student-facing involvement is unclear
<input checked="" type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> ● MST submitted and color coded by 10th, 11th and 12th grade ● Core academic courses highlighted by grade level and color coded ● Not clear on which core academic courses and sections are cohorted and aligned to specific pathways ● 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, especially teachers who are a member of a specific pathway

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$319,600.00	\$319,600.00	\$0.00
*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (376) multiplied by the per pupil amount of \$850.			

School: Madison Park Academy

Site #: 215

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
215-1	<p>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach at .50 FTE. The Pathway Coach will coordinate all aspects of Measure H Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)</p> <p>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</p>	\$95,042.18	2305 - Supervisor & Admin Salaries	Supervisor & Admin Salaries	College and Career Pathway Coach	0.50 FTE	Media Pathway
215-2	<p>Teacher Salaries: Hire a Teacher Structured English Immersion, to support as the Media Pathway Teacher at .80 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach Introduction to Media Course in the CTE Sequence Develop and maintain a gold standard curriculum aligned with Linked Learning and AME standards Build industry partner opportunities for students to career pathways in Media Arts Organize exhibitions for students, Media projects</p> <p>ANTICIPATED OUTCOMES: Students will learn and implement audio, film, and photography techniques in design Students will be able to engage with a variety of media design professionals Students will develop college and career readiness skills</p> <p>FOCAL STUDENT POPULATION: Students with IEPs New PCN 9961 - Hannah A. Scharlin-Pettee (Salary & Benefit Costs included)</p>	\$88,502.44	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.80 FTE	Media Pathway

<p>215-3</p>	<p>Teacher Salaries: Hire a Teacher Structured English Immersion, to support as the Media Pathway Teacher at .50 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach Advanced Media Course in the CTE Sequence Develop and maintain a gold standard curriculum aligned with Linked Learning and AME standards Build industry partner opportunities for students to career pathways in Media Arts Organize exhibitions for students, Media projects ANTICIPATED OUTCOMES: Students will learn and implement audio, film, and photography techniques in design Students will be able to engage with a variety of media design professionals Students will develop college and career readiness skills FOCAL STUDENT POPULATION: Students with EIPS New PCN 10126 - Sydney E. Colmenarez (Salary & Benefit Costs included)</p>	<p>\$59,057.81</p>	<p>1105 - Teacher Salaries</p>	<p>Teacher Salaries</p>	<p>TCHR STR ENG</p>	<p>0.50 FTE</p>	<p>Media Pathway</p>
<p>215-4</p>	<p>Clerical Salaries: Hire an Administrative Assistant 1 Bilingual at .40 FTE. This position will support administrative duties for the pathway, including purchasing, budget monitoring, order processing, extended contract management, and payment processing. This will allow students to receive project materials and teachers to receive professional development within an appropriate time frame. Processing items quickly will allow the pathway to plan and implement more projects and exhibitions in a timely manner. New PCN 10525 - Silvia Nuno Rodriguez (Salary and Benefit Costs Included)</p>	<p>\$50,312.97</p>	<p>2405 - Clerical Salaries</p>	<p>Clerical Salaries</p>	<p>Administrative Assistant 1 Bilingual</p>	<p>0.40 FTE</p>	<p>Media Pathway</p>
<p>215-5</p>	<p>Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS), at 0.15 FTE. The College and Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)</p>	<p>\$20,153.27</p>	<p>2205 - Classified Support Salaries</p>	<p>Classified Support Salaries</p>	<p>College and Career Readiness Specialist</p>	<p>0.15 FTE</p>	<p>Media Pathway</p>
<p>215-6</p>	<p>Professional Contracted Bus Services: Charter Bus rentals to provide transportation for pathway students to attend College and Career Exploration Field trips. The students are to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, and see the relevance/application of their school work. Budget Calculation: This total will fund up to 3 field trips and impact about 300 students in the pathway.</p>	<p>\$6,531.33</p>	<p>5826 - Professional Contracted Bus Service</p>	<p>Professional Contracted Bus Service</p>			<p>Media Pathway</p>

School Name:	Madison Park Academy	Site #:	215
Pathway Name(s):	Media Academy		

School Description
 Madison Park Media Academy is the upper campus serving 6-12 students. Our school campus located in the Sobrante Park neighborhood of East Oakland. MPA serves students in grades 6-12. Our academy model is designed to support all 6-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.

At MPA Secondary, we focus on student success in the classroom and beyond. In addition, MPA students are guided by a college and career center to stay on-track for high school graduation and to complete an individualized post-secondary plan for continuing education (trade-school, community college, apprenticeship or university). MPA has a over a 90% graduation rate with a large number of our students going on to college. MPA students are connected to a wide variety of resources, including summer programs and internships. Balancing out our academic program, our school offers electives, activities and sports programs. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.

School Mission and Vision
 Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

School Demographics

2023-2024 Total Enrollment Grades 9-12		424							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	51.4%	48.6%	98.3%	98.5%	36.6%	19.6%	10.4%	15.6%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	9.9%		0.7%	85.1%		1.7%	0.9%	0.2%	1.4%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Special Education			

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	97.6%	87.2%	98.0%	88.5%	N/A	99.0%	87.4%	N/A	100.0%	TBD	100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	
Four-Year Cohort Dropout Rate	2.4%	7.4%	2.0%	8.0%	N/A	1.0%	8.4%	N/A	0.0%	TBD	0.0%
A-G Completion Rate (12th Grade Graduates)	43.2%	32.1%	80.0%	70.1%	N/A	85.0%	80.2%	N/A	90.0%	TBD	90.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	
On Track to Graduate - 9th Graders	71.8%	72.3%	85.0%	66.3%	59.5%	90.0%	54.1%	52.0%	95.0%	TBD	95.0%
9th Graders meeting A-G requirements	54.5%	60.7%	75.0%	49.5%	45.2%	85.0%	33.3%	41.4%	95.0%	TBD	95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	45.0%	43.2%	15.0%	53.1%	44.8%	25.0%	56.3%	52.9%	50.0%	TBD	50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	67.0%	69.5%	60.0%	75.0%	70.5%	50.0%	69.8%	61.8%	80.0%	TBD	80.0%
Percentage of 10th-12th grade students in Linked Learning pathways	35.4%	90.4%	95.0%	100.0%	92.7%	97.0%	92.9%	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	27.7%	14.0%	80.0%	31.8%	0.0%	90.0%	65.2%	0.0%	100.0%	TBD	100.0%
CTE Participation (Continuation)*	N/A	N/A	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	28.6%	16.0%	22.0%	21.5%	N/A	33.0%	18.1%	N/A	40.0%	TBD	40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	17.9%	33.3%	20.0%	26.6%	N/A	30.0%	30.1%	N/A	40.0%	TBD	40.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	100.0%	76.9%	100.0%	76.9%	N/A	100.0%	81.8%	N/A	100.0%	TBD	100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	
Four-Year Cohort Dropout Rate	0.0%	7.7%	0.0%	15.4%	N/A	0.0%	9.1%	N/A	0.0%	TBD	0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	16.7%	0.0%	30.0%	50.0%	N/A	40.0%	44.4%	N/A	50.0%	TBD	50.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	
On Track to Graduate - 9th Graders	27.3%	50.0%	75.0%	44.4%	41.7%	85.0%	32.0%	17.6%	100.0%	TBD	100.0%
9th Graders meeting A-G requirements	18.2%	37.5%	60.0%	22.2%	16.7%	70.0%	20.0%	11.8%	80.0%	TBD	80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	53.8%	26.7%	30.0%	35.7%	30.0%	45.0%	0.0%	43.8%	60.0%	TBD	60.0%

Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	38.5%	33.3%	30.0%	42.9%	33.3%	45.0%	0.0%	43.8%	60.0%	TBD	60.0%
Percentage of 10th-12th grade students in Linked Learning pathways	28.9%	73.9%	80.0%	100.0%	94.2%	90.0%	92.5%	100.0%	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	7.7%	8.3%	20.0%	0.0%	0.0%	40.0%	0.0%	0.0%	50.0%	TBD	50.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	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	33.3%	10.0%	50.0%	10.0%	N/A	60.0%	TBD	N/A	70.0%	TBD	70.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	0.0%	20.0%	20.0%	20.0%	N/A	30.0%	TBD	N/A	40.0%	TBD	40.0%

ROOT CAUSE ANALYSIS
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
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.	What is our site doing well that's leading to improvements in this indicator?	What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Our graduation rate has improved since the year before and we have larger classes (54 students our first year and 90 students last year). Our dropout rate has decreased even as our class size has increased.	One challenge is figuring out how to effectively serve the 2% of students as we have usually exhausted all of our interventions to increase the likelihood of graduation. We are impacted with budget cuts and cutting case managers at our school site.
A-G Completion - 12th Grade	Majority of are students are graduating and entering post-secondary plans with skills and knowledge of what career they want to pursue	Our data looks poor due to the fact we test many of our students out of language through the AVANT test and we have students taking dual enrollment language class. We have had major struggles finding an effective Language teacher, but we have been able to still ensure that students graduate A-G eligible.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	The past five years we have been offering double block algebra, which has contributed to students being on track to graduate in their 9th grade year.	Due to budget cuts, we will have to cut our double block algebra and we will move back to single block algebra. These cuts may impact students' on track status.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	We have an increased number of students who are pursuing post-secondary plans and the culture of alumni coming back to students has increased. The support that our alumni network has offered current students has positively impacted students' attitudes about post-secondary plans and allows students to see themselves in college institutions.	COVID and distance learning has still had negative impacts on students' entering a two or four year program right after high school. Many students are still opting for a gap year or heading straight to work to help support their families financially.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways	The majority of our students have now been placed in a pathway and our academic counselor has done a lot of intentional coding and scheduling to ensure that our students are in pathways.	We are shifting to a one pathway school and there will be shifts in students' schedules and ability to enroll in a pathway class next year. We may see a dip in our pathway enrollment as we navigate the new model.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT

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?
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	- Dual enrollment - CTE expo - College field trips	- Media pathway development - Common preps for teachers to co-design curriculum	Yes, we will work on our media pathway development with the support of the pathway coach, work-based learning liaison, and pathway director stipend. The transition to our one pathway school will require professional development and organization across the whole school site. The professional development team and administrative team will work together to begin the cohorting process and cross curricular efforts.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	- WBLL - Internship programming - College and career day - Mock interviews - College and internship fair	- Increase in career assessments - Job shadowing opportunities	No. Our goals includes increasing the number of students who engage in work-based learning and complete career assessments.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	- EBC partnership - Capstone class - Advisory - Family nights	- Increase access in 9th and 10th grade - Increase alumni panels	No. Our goals include increasing student supports in 9th and 10th grade and alumni panels for all grades.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals						
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.						
Goal #1: By 2026	By 2027, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohort model.					
Goal #2: By 2026	By 2027, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.					
Goal #3: By 2026	By 2027, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.					
Pathway Strategic Actions						
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?						
Strategic Actions for Goal #1	- Weekly meetings for pathway development team					
	- Collaborative professional development time for teachers to learn about pathway integration in their classes					
	- Annual pathway assessments to see areas of growth and strengths					
	- Hiring of pathway coach, media teacher					
Strategic Actions for Goal #2	- Pathway director stipend					
	- Developing and implementing post-secondary planning curriculum that is unique to students with IEPs					
	- Building partnerships with Disability Services at Peralta Community College to increase enrollment and engagement with community college					
	- Increase the number of students with IEPs in summer ECCCCO program					
Strategic Actions for Goal #3	- Hiring of pathway coach					
	- Hiring of WBLL					
	- Summer ECCCCO internships					
	- Hiring of Work Based Learning Liaison					
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)
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Bianca Lorenz (Salary & Benefit Costs included)	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
Teacher Salaries: Hire a Media Pathway Teacher, at 1.0 FTE. The teacher will lead, design, and further the mission of the Design pathway. Manage graphic design pathway sequencing for the high school. Develop and maintain gold standard curriculum aligned with Linked Learning and standards. Prepare and expose students to career pathways in graphic design. PCN 9582 - Syd Barnett (Salary & Benefit Costs included)	\$126,723.44	1105	Teacher Salaries	TCHR STRENG	1.0 FTE	Media Academy

<p>Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Brianna Wilkinson (Salary & Benefit Costs included)</p>	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy
<p>Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work.</p>	\$10,163.38	5826	Transportation Costs			Media Academy
<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Budget Calculation: \$38.50 x 104 hours x 25% benefits = \$5005.00 Media Pathway Director: Syd Barnett PCN 9582</p>	\$5,005.00	1120	Teacher Salaries Stipends			Media Academy
<p>Supplies and Materials: to purchase supplies & materials for the Media Academy including Dual Enrollment Courses. The supplies and materials will support projects for our Media Academy pathway. Dual enrollment expenses include materials required by professors. This will allow students to fully engage in dual enrollment classes and be successful through the class.</p>	\$2,990.00	4310	Supplies & Materials			Media Academy
<p>Equipment: to purchase equipment for projects for our Media Academy pathway. This equipment allows students to gain hands on technical experience.</p>	\$2,005.00	4410	Equipment			Media Academy

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, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	This year we are transitioned to have 90% of our students in our one media pathway. We also solidified three positions to allow for a CTE teacher for each grade level. In year 2024 -2025 we will have 3 teachers and all students 10 - 12th in the pathway. We are on track to accomplish this goal by 2026. Our progress was hindered momentarily by teacher retention but we hope to be fully staffed at the start of 2024 -2025 school year.	
By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	Currently we have 29.4% on track to graduate 9th graders as well as 17.6% of 9th graders with IEPs completing A-G requirements. However, we have 42.9% of our 12th graders with IEPs have passed at least 1 dual enrollment. An area of growth is to increase our clarity and coordination with SPED department to support A-G requirement completion. This year our pathway coach coordinated with Peralta counseling department to support students with IEPs transition to community college with a field trip to Laney and making appointments for their educational plan. Additionally, our IEP internship program began to build our relationship with the SPED department.	
By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	This year, in collaboration with the SPED Department and the Transition Partnership Program we provided career readiness training and utilized measure N/H funds to support and stipend a spring internship specifically for students with IEPs. We hope these efforts will reflect in our 23-24 internship data after the summer internships are completed and the data is complete.	
Pathway Strategic Actions Reflection		
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	- Weekly meetings for pathway development team	Through hiring our pathway coach, an additional media teacher and providing a stipend for our media teacher we had more buy-in and time to support pathway discussions. We saw a growth of media projects sprouting up from different teachers as media became a common language on campus. Providing the KQED PD at buy back day as well as the KQED 4 session workshop series extended contract for teachers impacted teachers seeing themselves as capable and with the right tools to integrate media into their learning. Our Pathway development team met weekly to discuss building out the new pathway, supporting teachers with media project integration, planning our MAD Art Show final exposition and working to hire a full team.
	- Collaborative professional development time for teachers to learn about pathway integration in their classes	
	- Annual pathway assessments to see areas of growth and strengths	
	- Hiring of pathway coach, media teacher	
	- Pathway director stipend	
23-24 Strategic Actions for	- Developing and implementing post-secondary planning curriculum that is unique to students with IEPs	Our Pathway Coach coordinated with Transitions Partnership Program to run career readiness workshops in an afterschool spring internship program as well as all study skills classrooms. This successful pilot program allowed students to build their job readiness skills and then practice them at school based stipended internships. Additionally, our pathway coach built a partnership with Peralta and organized a field trip to include meetings with counselors to complete students educational plans. We plan to increase our number of students with IEPs in the summer ECCCO program as well.
	- Building partnerships with Disability Services at Peralta Community College to increase enrollment and engagement with community college	

Goal #2	- Increase the number of students with IEPs in summer ECCCO program - Hiring of pathway coach, media teacher	
23-24 Strategic Actions for Goal #3	- Hiring of WBLL - Summer ECCCO internships - Hiring of Work Based Learning Liaison	Our work based learning liaison diligently supports students with IEPs and the ECCCO Summer internship application season has just begun. The individualized relationships and support our WBLL provides increases our students comfortability with applying and successfully completing summer internships.

Pathway Strategic Actions 2024-2025

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

Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	New or Revised Strategic Actions for Goal #1	Weekly meetings with pathway development team Hire 3 full time media positions to teach each level of pathway, 1 funded partially by Measure N Continue collaborative professional development time for teachers to learn about pathway integration in their classes Continue to fund Pathway Director Stipend continue to fund pathway coach
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	New or Revised Strategic Actions for Goal #2	Increase the number of students with IEPs in summer ECCCO program Enhance partnership with Disability Services at Peralta Community College to increase enrollment and engagement with community college Continue to implement post-secondary planning curriculum that is unique to students with IEPs organized by WBLL and Pathway Coach
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	New or Revised Strategic Actions for Goal #3	continue to fund WBLL Provide funds for internship stipends during the school year increase the number of students with IEPs in summer ECCCO Internships

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 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. 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 .							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of 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></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>							
\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy	Approved	
\$76,056.47	1105	Teacher Salaries	TCHR STRENG	.61 FTE	Media Academy	Approved	

<p>Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)</p>	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy	Approved
<p>Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. This will fund up to 5 field trips, one grade level college field trip for 9th - 12th grade as well as one media pathway specific career exploration field trip open to grades 10th - 12th.</p>	\$11,000.00	5826	Transportation Costs			Media Academy	Approved
<p>Consultant Contracts: Contract with The Oakland Public Ed Fund (OPEF) to process and pay-out the 2024-25 School year-round Internship Stipends, through June 30, 2025. Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning. Students are even more excited and engaged to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year. This opportunity will be open to all 9-12th grade with a specific focus on students with IEPs. They will serve up to 22 students with \$500 stipends, or 11 students with \$1000 stipends. This will directly support students college and career readiness to make informed decisions and postsecondary plans based on internship experiences. Opportunities for paid work internships to help students increase their college and career readiness. Budget: approximately \$500.00-\$1,000.00 per student stipend. (Includes Administrative Fees)</p>	\$11,000.00	5825	Consultant Contracts			Media Academy	Approved
<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Budget Calculation: \$38.50 x 208 hours x 25% benefits = \$10,010.00 Media Pathway Director: Syd Barnett PCN 9582</p>	\$10,010.00	1120	Teacher Salaries Stipends			Media Academy	Approved
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2025 Summer ECCCO Internship Stipends, through June 30, 2025. 9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready. Budget: approximately \$300 - \$1,000 per student stipend dependent on length of internship (Administrative Fees Included)</p>	\$46,470.35	5825	Consultant Contracts			Media Academy	Approved

2025-2026: YEAR THREE

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, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	We are successfully very close to our goal of 100% enrolled in the media pathway. Currently, we have 92.7% enrolled. The only hindrance to complete progress is prioritizing students credit recovery. If students need to make up classes to graduate on time as a senior, we prioritize their A-G and graduation requirements.
By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	Our A-G completion rate for students with IEPs increased 50% last year; to support this goal we review each transcript for students with IEPs regularly and include credit recovery when necessary. We also provided training over the summer for our case managers and SPED department. To provide more post-secondary engagement we provide individualized support and outreach by our WBLL to ensure interest and application support for internships and programs. Additionally, the SPED department has once a week college and career readiness workshops.
By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	In 2023 -2024 we increased students with an EIP who completed an internship by 9%, through weekly career readiness workshops and individualized outreach and communication we've been able to increase the number of students participating in an employer-evaluated internship or similar experience. One hindrance to this goal is finding supportive and relevant internships for students that may need different support due to their IEP. Additional challenges include transportation and students choosing to work a job that pays more than a stipend through ECCCO.

Pathway Strategic Actions Reflection			
2024-2025 Strategic Actions		Reflection on 2024-2025 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?	
24-25 Strategic Actions for Goal #1	Weekly meetings with pathway development team	We meet weekly as a pathway team to discuss curriculum alignment, students, equipment and how to be a successful pathway. We successfully hired 3 full time media positions with 1 partially funded by Measure H funds. We provide PD by KQED and offered extended contracts for teachers to plan media projects. Our pathway director planned, advised and supported the weekly meetings, curriculum alignment, and advising core teachers on media projects, as well as purchasing needed supplies. Continuing to fund the pathway coach has allowed us to build partnerships and support with continued learning and curriculum alignment and coaching for the pathway director.	
	Hire 3 full time media positions to teach each level of pathway, 1 funded partially by Measure N		
	Continue collaborative professional development time for teachers to learn about pathway integration in their classes		
	Continue to fund Pathway Director Stipend continue to fund pathway coach		
24-25 Strategic Actions for Goal #2	Increase the number of students with IEPs in summer ECCCO program	We increased the number of students with IEPs who participated in ECCCO by 5 students, a 9% increase for our 75 students at the school with IEPs. To accomplish the goal of increase the number of students again this year, we plan to work more closely with case managers, discussing options for individual students and providing materials to engage families. Additionally, we outreach through a summer opportunity fair and advisory slides. Our WBLL will also be going to each of our 25 advisories to discuss options with students. This individualized approach for students with the support of case managers we hope will increase students in ECCCO who have an IEP. Through our connect with counselors at Peralta we will connect our students to have full academic plans before they graduate high school. Through the whole school year we partnered with Transition Partnership Program to provide post secondary planning curriculum in study skills classes.	
	Enhance partnership with Disability Services at Peralta Community College to increase enrollment and engagement with community college		
24-25 Strategic Actions for Goal #3	Continue to implement post-secondary planning curriculum that is unique to students with IEPs organized by WBLL and Pathway Coach	We funded a WBLL and provided funds for students to do internships during the school year and summer which lead to an overall increase in the number of students who did internships from 138 to 164, out of those students 17 had IEPs in the 2023-2024 school year, which was an increase of 5 from the year prior. With 75 students currently with IEPs, 9% of students with IEPs were in an internships in 2023-2024. A main challenge was capacity to work with case managers and individually with students as well as build relationships with internship sites that support learning differences. By hiring both a WBL and a CCRS we will be able to collaborate more, build effective systems and provide individualized support to more students.	
	continue to fund WBLL		
	Provide funds for internship stipends during the school year		
	Increase the number of students with IEPs in summer ECCCO Internships		
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions			
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?			
Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohort model.	New or Revised Strategic Actions for Goal #1	Weekly meetings with pathway development team Provide professional development time for teachers to integrate media into their classes Fund Pathway Director Stipend Fund Pathway Coach
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	New or Revised Strategic Actions for Goal #2	WBLL collaborate with SPED case managers to support ECCCO internship application process Fund CCRS and WBLL to increase capacity for internship case management Provide training for SPED department in career readiness and post secondary planning
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	New or Revised Strategic Actions for Goal #3	Fund CCRS and WBLL to increase capacity for post secondary planning and our WBL Plan Provide Funds for internship stipends WBLL collaborate with SPED case managers to support ECCCO internship application process
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>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)</p>	\$90,288.71	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy	Approved	
<p>Classified Support Salaries: Hire a Work Based Learning Liaison at 1.0 FTE. The Worked Based Learning Liaison will implement our work based learning plan including internships and career readiness activities in the classroom and through industry experiences. The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with Future Center Team, SPED Department and Grade Level Teams. This will develop our pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCCO summer internships and Dual Enrollment. New Position: PCN 10725 (Salary & Benefit Costs included)</p>	\$139,935.46	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Media Academy	Approved	
<p>Clerical Salaries: Hire an Administrative Assistant 1 Bilingual at .40 FTE. This position will support with administrative duties for the pathway including purchasing, budget monitoring, processing orders, extended contracts and payments. This will allow students to receive materials for projects and teachers to receive professional development within an appropriate time frame. Processing items quickly will allow the pathway to plan and implement more projects and exhibitions in a timely manner. Vacancy: PCN 10525 (Salary and Benefit Costs Included)</p>	\$54,126.18	2405	Clerical Salaries	Administrative Assistant 1 Bilingual	.40 FTE	Media Academy	Approved	
<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Media Pathway Director: Sydney Colmenarez PCN 9582 Budget Calculation: \$47.50 x 262 hours x 25% benefits = \$15,556.25.</p>	\$15,556.25	1120	Teacher Salaries Stipends			Media Academy	Approved	

<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2026 Summer ECCCO Internship Stipends, through June 30, 2026. 9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready. Budget calculation: approximately \$300 - \$1,000 per student stipend dependent on length of internship. (Administrative Fees Included)</p>	\$40,943.40	5825	Consultant Contracts			Media Academy	Approved
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2026-2027: YEAR FOUR

Pathway Strategic Goals

By 2027, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohort model.

By 2027, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.

By 2027, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.

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

2026-27 Pathway Budget

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval
<p>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. 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.</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>							<p>Approval 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. (protected cells below are to be completed by MN/H staff only)</p>


<p>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach at .50 FTE. The Pathway Coach will coordinate all aspects of Measure H Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support, technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)</p> <p><i>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</i></p>	\$95,042.18	2305 - Supervisor & Admin Salaries	Supervisor & Admin Salaries	College and Career Pathway Coach	0.50 FTE	Media Pathway	Approved
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<p>Teacher Salaries: Hire a Teacher Structured English Immersion, to support as the Media Pathway Teacher at .80 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach Introduction to Media Course in the CTE Sequence Develop and maintain a gold standard curriculum aligned with Linked Learning and AME standards Build industry partner opportunities for students to career pathways in Media Arts Organize exhibitions for students, Media projects</p> <p>ANTICIPATED OUTCOMES: Students will learn and implement audio, film, and photography techniques in design Students will be able to engage with a variety of media design professionals Students will develop college and career readiness skills</p> <p>FOCAL STUDENT POPULATION: Students with IEPs New PCN 9961 - Hannah A. Scharlin-Pettee (Salary & Benefit Costs included)</p>	\$88,502.44	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.80 FTE	Media Pathway	Approved
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<p>Teacher Salaries: Hire a Teacher Structured English Immersion, to support as the Media Pathway Teacher at .50 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach Advanced Media Course in the CTE Sequence Develop and maintain a gold standard curriculum aligned with Linked Learning and AME standards Build industry partner opportunities for students to career pathways in Media Arts Organize exhibitions for students, Media projects ANTICIPATED OUTCOMES: Students will learn and implement audio, film, and photography techniques in design Students will be able to engage with a variety of media design professionals Students will develop college and career readiness skills FOCAL STUDENT POPULATION: Students with EIPS New PCN 10126 - Sydney E. Colmenarez (Salary & Benefit Costs included)</p>	\$59,057.81	1105 - Teacher Salaries	Teacher Salaries	TCHR STR ENG	0.50 FTE	Media Pathway	Approved
<p>Clerical Salaries: Hire an Administrative Assistant 1 Bilingual at .40 FTE. This position will support administrative duties for the pathway, including purchasing, budget monitoring, order processing, extended contract management, and payment processing. This will allow students to receive project materials and teachers to receive professional development within an appropriate time frame. Processing items quickly will allow the pathway to plan and implement more projects and exhibitions in a timely manner. New PCN 10525 - Silvia Nuno Rodriguez (Salary and Benefit Costs Included)</p>	\$50,312.97	2405 - Clerical Salaries	Clerical Salaries	Administrative Assistant 1 Bilingual	0.40 FTE	Media Pathway	Approved
<p>Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS), at 0.15 FTE. The College and Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)</p>	\$20,153.27	2205 - Classified Support Salaries	Classified Support Salaries	College and Career Readiness Specialist	0.15 FTE	Media Pathway	Approved
<p>Professional Contracted Bus Services: Charter Bus rentals to provide transportation for pathway students to attend College and Career Exploration Field trips. The students are to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, and see the relevance/application of their school work. Budget Calculation: This total will fund up to 3 field trips and impact about 300 students in the pathway.</p>	\$6,531.33	5826 - Professional Contracted Bus Service	Professional Contracted Bus Service			Media Pathway	Conditionally Approved

MPA - Media Pathway Program of Study

Industry Sector: Arts Media and Entertainment

Industry Partners:  MPA Industry Contacts 26-27 Measure H

Post-Secondary Partners: Peralta, Oakland Promise

Community-Based Partners:  MPA Community Based Partners Measure H 26-27

Pathways: Media Arts and Design



Pathway Vision	<ul style="list-style-type: none"> Ensuring students have foundational math and literacy skills in order to access grade-level content. Students improve their literacy through artist statements and student talk protocols Students develop the technical skills to tell stories through media, art and design 							
Pathway COP Meeting Time: Wednesdays 1:20 - 2:20	6th	7th	8th	9th Grade Program	10th Grade Program	11th Grade Program	12th Grade Program	Graduate Pathway Outcomes
Academic Core Student Cohort Integrity <i>Course all students take</i> (Replace with course names linked to course descriptions)	ELA 6 Ancient World History Science 6 Math 6	ELA 7 Medieval World History Science 7 Math 7	ELA 8 Early American History Science 8 Math 8	English 9 Ethnic Studies Biology Algebra Geometry	English 10 - Robinson World History - Rounds Chemistry - Goetz Geometry - Wong Algebra II - Lazarus	English 11 - Boron US History - Grunau Physics - Lewis Algebra II - Lazarus Math Analysis - Lazarus	English 12 & Senior Capstone - Choi Government/Economics - Grunau Physics - Lewis AP Calculus - Wong	
Media Pathway	Media Literacy	Media Literacy	Media Literacy	Design Elements in Art	Introduction to Media	Intermediate Media	Advanced Media	Pathway Learning Outcomes
Integration Types					Practices -Equipment Check-Out Routine Events - MAD Art Show	Practices -Equipment Check-Out Routine Events - MAD Art Show	Practices -Equipment Check-Out Routine Projects: Capstone Events - MAD Art Show	
Dual Enrollment				6 DE options each semester including 1 language	6 DE options each semester including 1 language	6 DE options each semester including 1 language	6 DE options each semester including 1 language	
Integrated Projects/Common Performance Assessments	English District Assessment Math District Assessment iReady	English District Assessment Math District Assessment iReady	English District Assessment Math District Assessment iReady	English District Assessment Math District Assessment iReady MAD Art Show	English District Assessment Math District Assessment iReady MAD Art Show	English District Assessment Math District Assessment iReady MAD Art Show	Capstone English District Assessment Math District Assessment iReady MAD Art Show	
Defenses or Capstones			8th Grade Defense				Graduate Capstone in Senior Seminar Class Podcast in Advanced Media	
Other Courses/Electives	ELD Reading Intervention PE	ELD Reading Intervention PE	ELD Reading Intervention PE	Study Skills ELD Audio Production Film Studies Critical Thinking African American Cultural Identity PE	Study Skills ELD Audio Production Film Studies Critical Thinking African American Cultural Identity Advanced Art Yearbook PE	Study Skills ELD Audio Production Film Studies Critical Thinking African American Cultural Identity Advanced Art Yearbook PE	Study Skills ELD Audio Production Film Studies Critical Thinking African American Cultural Identity Advanced Art Yearbook PE	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Outdoor Field Trip Career Day Talent Show Honor Roll Assembly	Outdoor Field Trip Career Day Talent Show Honor Roll Assembly	Outdoor Field Trip Career Day Talent Show Oakland Promise Curriculum College Field Trip Honor Roll Assembly	Pi-Day Week Events Honor Roll Assembly	Pi-Day Week Events Honor Roll Assembly Outdoor Field Trip	Pi-Day Week Events Honor Roll Assembly Outdoor Field Trip	Pi-Day Week Events Honor Roll Assembly Outdoor Field Trip Senior Planned Events	

Work-Based Learning Lead: Bree Wilkinson_____ Pathway Name: Media Art and Design_____

Collaborators: Bree Wilkinson, Sydney Colmenaraz, Giovanna Munoz Ortiz_____

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](#)
- [MPA WBL Plan 23-24](#)

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. 160+ students participating in internship/work experience
2. Plan and Execute 4 college field trips with at least 60% attendance
3. 10th - 12th graders receive a CTE Exploration Field Trip

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	SF State HBCU Caravan Career Day CTE Guest Speakers	Advisory Internship/Program Slides Advisory monthly career and college exploration Financial Literacy Vituity Cares Internship	Internships	OakTowns -early childhood development credential Internships

	<p>A-G Presentation</p> <p>Fall/Spring Opportunity Fair</p> <p>Professional Email Practice - Advisory</p> <p>CTE EXPO - MAD Art Show</p>			
10th	<p>CSU East Bay</p> <p>HBCU Caravan</p> <p>Career Day</p> <p>CTE Field Trip (Career Exploration Visit)</p> <p>CTE Guest Speaker</p> <p>A-G Presentation</p> <p>Fall/Spring Opportunity Fair</p> <p>Professional Email Practice - Advisory</p> <p>CTE EXPO - MAD Art Show</p>	<p>Advisory Internship/Program Slides</p> <p>Advisory monthly career and college exploration</p> <p>Financial Literacy</p> <p>Vituity Cares Internship</p>	<p>Internships</p>	<p>OakTowns -early childhood development credential</p> <p>Internships</p> <p>MAD Advisory Board</p>
11th	<p>MFG DAY</p> <p>OUSD Trades Day</p> <p>Sacramento State</p> <p>HBCU Caravan</p> <p>Career Day</p> <p>CTE Field Trip</p> <p>CTE Guest Speakers</p> <p>Professional Email Practice - Advisory</p>	<p>Advisory Internship/Program Slides</p> <p>Advisory Monthly career and college exploration</p> <p>Financial Literacy</p> <p>Vituity Cares Internship</p> <p>Mock Interview and Resume Day</p> <p>Job Application Support</p>	<p>Internships</p> <p>PeerForward</p>	<p>OakTowns -early childhood development credential</p> <p>Internships</p> <p>MAD Advisory Board</p>

	CTE EXPO - MAD Art Show Fall/Spring Opportunity Fair			
12th	MFG Day OUSD Trades Day San Jose State Field Trip HBCU Caravan Alumni Panel + 6 Guest Speakers CTE Field Trip CTE Guest Speakers CCC Campus Visits Professional Email Practice - Advisory CTE EXPO - MAD Art Show Fall/Spring Opportunity Fair	Advisory Internship/Program Slides Advisory Monthly career and college exploration Financial Literacy Vituity Cares Internship Interview email communication for Capstone Interview for Capstone Mock Interview and Resume Day Job Application Support	Internships PeerForward	OakTowns -early childhood development credential Internships MAD Advisory Board

General Roles/Responsibilities:

Person or Position	Responsibilities
Bree Wilkinson - Pathway Coach	Plan Career Day Plan Mock Interviews Plan exploration and field trips Create career exploration etc. advisory curriculum One on One coaching, editing and internship/job applications One on One 12th grade career/college coaching, editing and counseling Dual Enrollment and Concurrent enrollment Coach teachers and staff on pathway development
Giovanna Munoz - CCRS	Plan College Trips

	<p>Post Secondary presentations for all grade levels 12th grade post secondary planning Senior Family Night One on One 12th grade career/college coaching, editing and counseling</p>
Saul Maciel - Academic Counselor	<p>Transcript review On track to graduate and GPA monitoring CSAC confirmation Official Transcripts Work Permits One on One 12th grade career/college coaching, editing and counseling</p>
Han Choi - Capstone Teacher	<p>Capstone logistics, curriculum and organization Post high school plan support and advising</p>
Sydney Colmenaraz- Pathway Director	<p>Supports Career Exploration in Media classes Manages media partners Supports CTE Field Trips Plans MAD Art Show</p>

2025-2026		10th	11th	12th																Sch	Crs	Tm	Sm	Cls		
Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Grp	Grp	Nm	Grp	Link	T/A			
306	5	Y	MTWTF	B0701	ART ADV P	B	45	Martinez, A.	304	5	10	12	30	19	7	36.8	12 63.2									
Totals:			Seats:	Students: 19			Class Average: 19			Boys: 7			Pct: 36.8			Girls: 12			Pct: 63.2			Other: 0 Pct: 0				
404	2	Y	MTWTF	B0750	ART DESIGN	B	45	Martinez, A.	304	5	9	12	30	27	19	70.4	8 29.6									
131	3	Y	MTWTF	B0750	ART DESIGN	B	45	Martinez, A.	304	5	9	12	30	23	12	52.2	11 47.8									
237	4	Y	MTWTF	B0750	ART DESIGN	B	45	Martinez, A.	304	5	9	12	30	20	11	55	9 45									
701	7	Y	MTWTF	B0750	ART DESIGN	B	45	Martinez, A.	304	5	9	12	30	20	12	60	8 40									
829	8	Y	MTWTF	B0750	ART DESIGN	B	45	Martinez, A.	304	5	9	12	30	22	16	72.7	6 27.3									
Totals:			Seats:	Students: 112			Class Average: 22.4			Boys: 70			Pct: 62.5			Girls: 42			Pct: 37.5			Other: 0 Pct: 0				
380	3	Y	MTWTF	B7001	YEARBOOK	B	21	Colmenarez, S.	126A	5	9	12	30	11	3	27.3	8 72.7									
Totals:			Seats:	Students: 11			Class Average: 11			Boys: 3			Pct: 27.3			Girls: 8			Pct: 72.7			Other: 0 Pct: 0				
225	2	Y	MTWTF	E1222	GRAD WRITE	E	39	Choi, H.	210	5	12	12	33	28	15	53.6	13 46.4			E	200					
422	4	Y	MTWTF	E1222	GRAD WRITE	E	39	Choi, H.	210	5	12	12	32	30	9	30	21 70			E	201					
659	6	Y	MTWTF	E1222	GRAD WRITE	E	39	Choi, H.	210	5	12	12	34	26	10	38.5	16 61.5			E	202					
Totals:			Seats:	Students: 84			Class Average: 28			Boys: 34			Pct: 40.5			Girls: 50			Pct: 59.5			Other: 0 Pct: 0				
796	6	Y	MTWTF	E1703	DRAMA P	E	24	Robinson, K.	422	5	9	12	30	24	9	37.5	15 62.5									
Totals:			Seats:	Students: 24			Class Average: 24			Boys: 9			Pct: 37.5			Girls: 15			Pct: 62.5			Other: 0 Pct: 0				
100	1	Y	MTWTF	E1901	ENG 1 P	E	6	Dickel, A.	402	5	9	12	30	14	8	57.1	6 42.9									
500	2	Y	MTWTF	E1901	ENG 1 P	E	6	Dickel, A.	402	5	9	12	30	20	11	55	9 45									
300	4	Y	MTWTF	E1901	ENG 1 P	E	6	Dickel, A.	402	5	9	12	30	17	13	76.5	4 23.5									
600	7	Y	MTWTF	E1901	ENG 1 P	E	6	Dickel, A.	402	5	9	12	30	19	11	57.9	8 42.1									
800	8	Y	MTWTF	E1901	ENG 1 P	E	6	Dickel, A.	402	5	9	12	30	20	14	70	6 30									
Totals:			Seats:	Students: 90			Class Average: 22.5			Boys: 57			Pct: 63.3			Girls: 33			Pct: 36.7			Other: 0 Pct: 0				
2025-2026																						3/13/21				
																						Page 2				
Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch	Crs	Tm	Sm	Cls	T/A			
123	1	F	MTWTF	E1904	ENGLISH 1 P A	E	6	Dickel, A.	402	5	9	12	5	0	0	0	0									
520	2	F	MTWTF	E1904	ENGLISH 1 P A	E	6	Dickel, A.	402	5	9	12	5	1	1	100	0 0									
411	4	F	MTWTF	E1904	ENGLISH 1 P A	E	6	Dickel, A.	402	5	9	12	5	1	1	100	0 0									
700	7	F	MTWTF	E1904	ENGLISH 1 P A	E	6	Dickel, A.	402	5	9	12	5	0	0	0	0									
804	8	F	MTWTF	E1904	ENGLISH 1 P A	E	6	Dickel, A.	402	5	9	12	5	0	0	0	0									

	Totals:	Seats:		Students: 2		Class Average:	0.7			Boys: 2			Pct: 100		Girls: 0	Pct: 0		Other: 0	Pct: 0				
211	2	Y	MTWTF		E	54 Boron, Khryzel	201	5	12	12	10	5	2	40	3	60		0	0				
				E1913		Academic ELD 4																	
202	5	Y	MTWTF		E	6 Dickel, A.	402	5	12	12	10	1	1	100	0	0		0	0				
				E1913		Academic ELD 4																	
526	5	Y	MTWTF		E	54 Boron, Khryzel	201	5	12	12	10	3	2	66.7	1	33.3		0	0				
				E1913		Academic ELD 4																	
	Totals:	Seats:		Students: 9		Class Average:	3			Boys: 5			Pct: 55.6		Girls: 4	Pct: 44.4		Other: 0	Pct: 0				
177	1	Y	MTWTF		S	49 Alvendia, M.	401	5	9	12	30	16	11	68.8	5	31.3		0	0				
				E1920		ETHNIC STDS P																	
271	2	Y	MTWTF		S	49 Alvendia, M.	401	5	9	12	30	27	15	55.6	12	44.4		0	0				
				E1920		ETHNIC STDS P																	
583	5	Y	MTWTF		S	49 Alvendia, M.	401	5	9	12	30	28	13	46.4	15	53.6		0	0				
				E1920		ETHNIC STDS P																	
770	7	Y	MTWTF		S	49 Alvendia, M.	401	5	9	12	30	17	13	76.5	4	23.5		0	0				
				E1920		ETHNIC STDS P																	
805	8	Y	MTWTF		S	49 Alvendia, M.	401	5	9	12	30	22	15	68.2	7	31.8		0	0				
				E1920		ETHNIC STDS P																	
	Totals:	Seats:		Students: 110		Class Average:	22			Boys: 67			Pct: 60.9		Girls: 43	Pct: 39.1		Other: 0	Pct: 0				
175	1	F	MTWTF		S	49 Alvendia, M.	401	5	10	12	3	1	0	0	1	100		0	0				
				E1920A		ETHNIC STDS P																	
124	1	F	MTWTF		S	17 Gallardo, I.	401	5	10	12	3	0	0	0	0	0		0	0				
				E1920A		ETHNIC STDS P																	
269	2	F	MTWTF		S	49 Alvendia, M.	401	5	10	12	2	0	0	0	0	0		0	0				
				E1920A		ETHNIC STDS P																	
581	5	F	MTWTF		S	49 Alvendia, M.	401	5	10	12	1	1	1	100	0	0		0	0				
				E1920A		ETHNIC STDS P																	
768	7	F	MTWTF		S	49 Alvendia, M.	401	5	10	12	2	0	0	0	0	0		0	0				
				E1920A		ETHNIC STDS P																	
899	8	F	MTWTF		S	49 Alvendia, M.	401	5	10	12	2	0	0	0	0	0		0	0				
				E1920A		ETHNIC STDS P																	
	Totals:	Seats:		Students: 2		Class Average:	2			Boys: 1			Pct: 50		Girls: 1	Pct: 50		Other: 0	Pct: 0				
176	1	S	MTWTF		S	49 Alvendia, M.	401	5	9	12	1	0	0	0	0	0		0	0				
				E1920B		ETHNIC STDS P																	
2025-2026																							
																	3/13/21			Page 3			
Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A
270	2	S	MTWTF			S		49 Alvendia, M.	401	5	10	12	2	0	0	0	0						
				E1920B				ETHNIC STDS P															
582	5	S	MTWTF			S		49 Alvendia, M.	401	5	9	12	1	1	1	100	0	0					
				E1920B				ETHNIC STDS P															
769	7	S	MTWTF			S		49 Alvendia, M.	401	5	9	12	3	0	0	0	0						
				E1920B				ETHNIC STDS P															
802	8	S	MTWTF			S		49 Alvendia, M.	401	5	9	12	3	0	0	0	0						
				E1920B				ETHNIC STDS P															
	Totals:	Seats:		Students: 1		Class Average:	1			Boys: 1			Pct: 100		Girls: 0	Pct: 0		Other: 0	Pct: 0				
107	1	S	MTWTF			E		6 Dickel, A.	402	5	9	12	5	0	0	0	0						
				E1924				ENGLISH 1 P B															
514	2	S	MTWTF			E		6 Dickel, A.	402	5	9	12	5	0	0	0	0						
				E1924				ENGLISH 1 P B															
494	4	S	MTWTF			E		6 Dickel, A.	402	5	9	12	5	1	1	100	0	0					
				E1924				ENGLISH 1 P B															
728	7	S	MTWTF			E		6 Dickel, A.	402	5	9	12	5	0	0	0	0						
				E1924				ENGLISH 1 P B															
893	8	S	MTWTF			E		6 Dickel, A.	402	5	9	12	5	1	0	0	1	100					

Totals:		Seats:		Students: 2		Class Average: 0.7		Boys: 1		Pct: 50		Girls: 1		Pct: 50		Other: 0 Pct: 0			
193	1 Y	MTWTF	E2201	ENG 2 P	E	24	Robinson, K.	422	5	10	12	30	21	9	42.9	12	57.1	0	0
287	2 Y	MTWTF	E2201	ENG 2 P	E	24	Robinson, K.	422	5	10	12	30	23	11	47.8	12	52.2	0	0
365	3 Y	MTWTF	E2201	ENG 2 P	E	24	Robinson, K.	422	5	10	12	30	13	4	30.8	9	69.2	0	0
504	7 Y	MTWTF	E2201	ENG 2 P	E	24	Robinson, K.	422	5	10	12	30	14	9	64.3	5	35.7	0	0
882	8 Y	MTWTF	E2201	ENG 2 P	E	24	Robinson, K.	422	5	10	12	30	17	9	52.9	8	47.1	0	0
Totals:		Seats:		Students: 88		Class Average: 22		Boys: 42		Pct: 47.7		Girls: 46		Pct: 52.3		Other: 0 Pct: 0			
195	1 F	MTWTF	E2204	ENG 2 P A	E	24	Robinson, K.	422	5	9	12	3	0	0	0	1	100	0	0
289	2 F	MTWTF	E2204	ENG 2 P A	E	24	Robinson, K.	422	5	11	12	3	1	0	0	1	100	0	0
367	3 F	MTWTF	E2204	ENG 2 P A	E	24	Robinson, K.	422	5	11	12	3	0	0	0	0	0	0	0
783	7 F	MTWTF	E2204	ENG 2 P A	E	24	Robinson, K.	422	5	11	12	3	0	0	0	0	0	0	0
880	8 F	MTWTF	E2204	ENG 2 P A	E	24	Robinson, K.	422	5	11	12	3	0	0	0	0	0	0	0
Totals:		Seats:		Students: 1		Class Average: 1		Boys: 0		Pct: 0		Girls: 1		Pct: 100		Other: 0 Pct: 0			
194	1 S	MTWTF	E2224	ENG 2 P B	E	24	Robinson, K.	422	5	11	12	3	0	0	0	0	0	0	0

3/13/21

2025-2026

Page 4

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A	
288	2	S	MTWTF	E2224	ENG 2 P B	E	24	Robinson, K.	422	5	11	12	3	1	0	0	1	100						
366	3	S	MTWTF	E2224	ENG 2 P B	E	24	Robinson, K.	422	5	11	12	3	0	0	0	0							
503	7	S	MTWTF	E2224	ENG 2 P B	E	24	Robinson, K.	422	5	11	12	3	0	0	0	0							
881	8	S	MTWTF	E2224	ENG 2 P B	E	24	Robinson, K.	422	5	11	12	3	1	1	100	0	0						
Totals:		Seats:		Students: 2		Class Average: 0.7		Boys: 1		Pct: 50		Girls: 1		Pct: 50		Other: 0 Pct: 0								
186	1	Y	MTWTF	E2901	ENG 3 P	E	54	Boron, Khryzel	201	5	11	12	30	29	17	58.6	12	41.4						
389	3	Y	MTWTF	E2901	ENG 3 P	E	54	Boron, Khryzel	201	5	11	12	30	24	14	58.3	10	41.7						
497	4	Y	MTWTF	E2901	ENG 3 P	E	54	Boron, Khryzel	201	5	11	12	30	11	8	72.7	3	27.3						
506	6	Y	MTWTF	E2901	ENG 3 P	E	54	Boron, Khryzel	201	5	11	12	30	19	9	47.4	10	52.6						
Totals:		Seats:		Students: 83		Class Average: 27.7		Boys: 48		Pct: 57.8		Girls: 35		Pct: 42.2		Other: 0 Pct: 0								
109	1	F	MTWTF	E2904	ENG 3 P A	E	54	Boron, Khryzel	201	5	9	12	0	0	0	0	0							
205	3	F	MTWTF	E2904	ENG 3 P A	E	54	Boron, Khryzel	201	5	9	12	6	1	1	100	0	0						
378	4	F	MTWTF	E2904	ENG 3 P A	E	54	Boron, Khryzel	201	5	9	12	0	0	0	0	0							
379	6	F	MTWTF	E2904	ENG 3 P A	E	54	Boron, Khryzel	201	5	9	12	6	2	0	0	2	100						

Totals:	Seats:	Students: 3	Class Average:	1.5	Boys: 1	Pct: 33.3	Girls: 2	Pct: 66.7	Other: 0	Pct: 0
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2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A	
115	1	Y	MTWTF			M		55 DeBakcsy, D	202	5	9	12	30	17	11	64.7	6 35.3							
				M1001	ALGEBRA 1 P																			
209	2	Y	MTWTF			M		55 DeBakcsy, D	202	5	9	12	30	16	10	62.5	6 37.5			AL		902		
				M1001	ALGEBRA 1 P																			
685	3	Y	MTWTF			M		55 DeBakcsy, D	202	5	9	12	30	16	10	62.5	6 37.5			AL		903		
				M1001	ALGEBRA 1 P																			
755	4	Y	MTWTF			M		55 DeBakcsy, D	202	5	9	12	30	18	10	55.6	8 44.4			AL		903		
				M1001	ALGEBRA 1 P																			
523	5	Y	MTWTF			M		55 DeBakcsy, D	202	5	9	12	30	29	16	55.2	13 44.8			AL		903		
				M1001	ALGEBRA 1 P																			
858	8	Y	MTWTF			M		55 DeBakcsy, D	202	5	9	12	30	19	12	63.2	7 36.8			AL		903		
				M1001	ALGEBRA 1 P																			
Totals:	Seats:	Students: 115	Class Average:	23	Boys: 69	Pct: 60	Girls: 46	Pct: 40	Other: 0	Pct: 0														

168	1	F	MTWTF			M		55 DeBakcsy, D	202	5	10	12	0	0	0	0	0							
				M1004	ALG 1 P A																			
206	2	F	MTWTF			M		55 DeBakcsy, D	202	5	10	12	2	1	1	100	0 0							
				M1004	ALG 1 P A																			
683	3	F	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	0	0	0	0							
				M1004	ALG 1 P A																			
762	4	F	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	1	1	100	0 0							
				M1004	ALG 1 P A																			
575	5	F	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	0	0	0	0							
				M1004	ALG 1 P A																			
865	8	F	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	1	0	0	1 100							
				M1004	ALG 1 P A																			

Totals:	Seats:	Students: 3	Class Average:	1	Boys: 2	Pct: 66.7	Girls: 1	Pct: 33.3	Other: 0	Pct: 0														
169	1	S	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	0	0	0	0							
				M1024	ALG 1 P B																			
207	2	S	MTWTF			M		55 DeBakcsy, D	202	5	10	12	2	1	1	100	0 0							
				M1024	ALG 1 P B																			
684	3	S	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	0	0	0	0							
				M1024	ALG 1 P B																			
763	4	S	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	0	0	0	0							
				M1024	ALG 1 P B																			
576	5	S	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	0	0	0	0							
				M1024	ALG 1 P B																			
866	8	S	MTWTF			M		55 DeBakcsy, D	202	5	10	12	5	1	0	0	1 100							
				M1024	ALG 1 P B																			

Totals:	Seats:	Students: 2	Class Average:	0.7	Boys: 1	Pct: 50	Girls: 1	Pct: 50	Other: 0	Pct: 0														
111	1	Y	MTWTF			M		9 Wong, E.	227	5	9	12	30	22	14	63.6	8 36.4							
				M3501	GEOMETRY P																			
408	3	Y	MTWTF			M		9 Wong, E.	227	5	9	12	30	20	7	35	13 65							
				M3501	GEOMETRY P																			
212	6	Y	MTWTF			M		9 Wong, E.	227	5	9	12	30	23	12	52.2	11 47.8							
				M3501	GEOMETRY P																			
705	7	Y	MTWTF			M		9 Wong, E.	227	5	9	12	30	17	4	23.5	13 76.5							
				M3501	GEOMETRY P																			

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A
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426	6	S	MTWTF	M4234	ALGEBRA 2 P B	M	48	Lazarus, D.	222	5	11	12	5	3	1	33.3	2	66.7	0	0
724	7	S	MTWTF	M4234	ALGEBRA 2 P B	M	48	Lazarus, D.	222	5	11	12	5	1	1	100	0	0	0	0
Totals:				Seats:	Students: 5	Class Average:	1.3			Boys: 2				Pct: 40		Girls: 3	Pct: 60	Other: 0	Pct: 0	
103	1	Y	MTWTF	M5011	INT MATH 1	M	11	Lorenz, B.	9	5	9	12	16	14	12	85.7	2	14.3	0	0
204	2	Y	MTWTF	M5011	INT MATH 1	M	11	Lorenz, B.	9	5	9	12	16	10	7	70	3	30	0	0
104	3	Y	MTWTF	M5011	INT MATH 1	M	11	Lorenz, B.	9	5	9	12	16	10	8	80	2	20	0	0
105	4	Y	MTWTF	M5011	INT MATH 1	M	11	Lorenz, B.	9	5	9	12	16	9	7	77.8	2	22.2	0	0
Totals:				Seats:	Students: 43	Class Average:	10.8			Boys: 34				Pct: 79.1		Girls: 9	Pct: 20.9	Other: 0	Pct: 0	
698	4	Y	MTWTF	M8101	MATH ANALYSIS	M	48	Lazarus, D.	222	5	9	12	30	25	11	44	14	56	0	0
Totals:				Seats:	Students: 25	Class Average:	25			Boys: 11				Pct: 44		Girls: 14	Pct: 56	Other: 0	Pct: 0	
464	4	Y	MTWTF	M8401	AP CALC AB	M	9	Wong, E.	227	5	10	12	30	14	7	50	7	50	0	0
Totals:				Seats:	Students: 14	Class Average:	14			Boys: 7				Pct: 50		Girls: 7	Pct: 50	Other: 0	Pct: 0	
691	2	Y	MTWTF	N5710	MUSIC PROD	N	33	Fiorentini, C.	302	5	9	12	30	24	13	54.2	11	45.8	0	0
433	4	Y	MTWTF	N5710	MUSIC PROD	N	33	Fiorentini, C.	302	5	9	12	30	22	17	77.3	5	22.7	0	0
Totals:				Seats:	Students: 46	Class Average:	23			Boys: 30				Pct: 65.2		Girls: 16	Pct: 34.8	Other: 0	Pct: 0	
488	4	Y	MTWTF	P1301	PE	P	35	McDermott, S.	GYM	5	9	12	50	48	27	56.3	21	43.8	0	0
598	5	Y	MTWTF	P1301	PE	P	35	McDermott, S.	GYM	5	9	12	55	50	23	46	27	54	0	0

3/13/21
Page 9

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A	
676	6	Y	MTWTF	P1301	PE	P	35	McDermott, S.	GYM	5	9	12	50	44	32	72.7	12	27.3	0	0				
795	7	Y	MTWTF	P1301	PE	P	35	McDermott, S.	GYM	5	9	12	50	42	24	57.1	18	42.9	0	0				
878	8	Y	MTWTF	P1301	PE	P	35	McDermott, S.	GYM	5	9	12	50	38	20	52.6	18	47.4	0	0				
Totals:				Seats:	Students: 222	Class Average:	55.5			Boys: 126				Pct: 56.8		Girls: 96	Pct: 43.2	Other: 0	Pct: 0					
720	7	Y	MTWTF	P1331	PE 10-12	P	35	McDermott, S.	GYM	5	9	12	2	0	0	0	0	0	0					
Totals:				Seats:	Students: 0	Class Average:	0			Boys: 0				Pct: 0		Girls: 0	Pct: 0	Other: 0	Pct: 0					
120	1	Y	MTWTF	Q0101	BIOLOGY P	Q	10	Goetz, S.	322A	5	9	12	27	25	13	52	12	48	0	0				
399	3	Y	MTWTF	Q0101	BIOLOGY P	Q	10	Goetz, S.	322A	5	9	12	30	28	19	67.9	9	32.1	0	0				
602	6	Y	MTWTF	Q0101	BIOLOGY P	Q	5	Lewis, W.	324A	5	9	12	30	28	17	60.7	11	39.3	0	0				
727	7	Y	MTWTF	Q0101	BIOLOGY P	Q	5	Lewis, W.	324A	5	9	12	30	23	15	65.2	8	34.8	0	0				
Totals:				Seats:	Students: 104	Class Average:	26			Boys: 64				Pct: 61.5		Girls: 40	Pct: 38.5	Other: 0	Pct: 0					
116	1	F	MTWTF	Q0104	BIOLOGY P A	Q	10	Goetz, S.	322A	5	10	12	6	3	1	33.3	2	66.7	0	0				
397	3	F	MTWTF	Q0104	BIOLOGY P A	Q	10	Goetz, S.	322A	5	10	12	6	0	0	0	0	0	0					

	Totals:	Seats:	Students: 3	Class Average:	1			Boys: 1		Pct: 33.3		Girls: 2	Pct: 66.7	Other: 0	Pct: 0
304	3 Y	MTWTF	S	11 Lorenz, B.	31	5	9 12 31	25	20	80	5 20	0 0			
			S3703	Crit Think Soc											
327	5 Y	MTWTF	S	11 Lorenz, B.	31	5	9 12 31	27	20	74.1	7 25.9	0 0			
			S3703	Crit Think Soc											
	Totals:	Seats:	Students: 52	Class Average:	26			Boys: 40		Pct: 76.9		Girls: 12	Pct: 23.1	Other: 0	Pct: 0
403	4 Y	MTWTF	S	49 Alvendia, M.	401	5	11 12 30	16	11	68.8	5 31.3	0 0	H	40	
			S7601	US HISTORY P											
498	4 Y	MTWTF	S	16 Grunau, H.	423	5	11 12 30	21	14	66.7	7 33.3	0 0	H	40	
			S7601	US HISTORY P											
510	5 Y	MTWTF	S	16 Grunau, H.	423	5	11 12 32	27	15	55.6	12 44.4	0 0	H	40	
			S7601	US HISTORY P											
615	6 Y	MTWTF	S	16 Grunau, H.	423	5	11 12 30	25	13	52	12 48	0 0	H	40	
			S7601	US HISTORY P											
	Totals:	Seats:	Students: 89	Class Average:	29.7			Boys: 53		Pct: 59.6		Girls: 36	Pct: 40.4	Other: 0	Pct: 0
416	4 Y	MTWTF		16 Grunau, H.	423	5	9 12 2	0	0		0	0			
			S7604	US HIST P A											
413	4 Y	MTWTF		49 Alvendia, M.	401	5	9 12 0	0	0		0	0			
			S7604	US HIST P A											
507	5 Y	MTWTF		16 Grunau, H.	423	5	9 12 0	1	1	100	0 0	0 0			
			S7604	US HIST P A											
	Totals:	Seats:	Students: 1	Class Average:	1			Boys: 1		Pct: 100		Girls: 0	Pct: 0	Other: 0	Pct: 0
415	4 Y	MTWTF		49 Alvendia, M.	401	5	9 12 0	0	0		0	0			
			S7624	US HIST P B											
412	4 Y	MTWTF		16 Grunau, H.	423	5	9 12 2	0	0		0	0			
			S7624	US HIST P B											
516	5 Y	MTWTF		16 Grunau, H.	423	5	9 12 0	0	0		0	0			
			S7624	US HIST P B											
616	6 S	MTWTF		16 Grunau, H.	423	5	9 12 2	1	0	0	1 100	0 0			
			S7624	US HIST P B											

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	Tot/F	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A
	Totals:	Seats:		Students: 1	Class Average:	1							Boys: 0		Pct: 0		Girls: 1	Pct: 100			Other: 0	Pct: 0	
298	2 Y	MTWTF		T0260	HS ELD 1	T	36	Gounalis, Nicole	207	5	9 12 0	0	0	0	0	0	0						
305	3 Y	MTWTF		T0260	HS ELD 1	T	36	Gounalis, Nicole	207	5	9 12 15	14	7	50	7 50		0 0						
517	5 Y	MTWTF		T0260	HS ELD 1	T	36	Gounalis, Nicole	207	5	9 12 10	5	3	60	2 40		0 0						
	Totals:	Seats:		Students: 19	Class Average:	6.3							Boys: 10		Pct: 52.6		Girls: 9	Pct: 47.4			Other: 0	Pct: 0	
299	2 Y	MTWTF		T0261	HS ELD 2	T	36	Gounalis, Nicole	207	5	9 12 0	2	2	100	0 0		0 0						
307	3 Y	MTWTF		T0261	HS ELD 2	T	36	Gounalis, Nicole	207	5	9 12 10	7	5	71.4	2 28.6		0 0						
518	5 Y	MTWTF		T0261	HS ELD 2	T	36	Gounalis, Nicole	207	5	9 12 0	3	1	33.3	2 66.7		0 0						
	Totals:	Seats:		Students: 12	Class Average:	4							Boys: 8		Pct: 66.7		Girls: 4	Pct: 33.3			Other: 0	Pct: 0	
199	2 Y	MTWTF		T0262	HS ELD 3	T	36	Gounalis, Nicole	207	5	9 12 20	1	1	100	0 0		0 0	N	NE	102			
308	3 Y	MTWTF		T0262	HS ELD 3	T	36	Gounalis, Nicole	207	5	9 12 20	1	1	100	0 0		0 0	N	NE	102			
522	5 Y	MTWTF		T0262	HS ELD 3	T	36	Gounalis, Nicole	207	5	9 12 20	8	4	50	4 50		0 0	N	NE	102			
	Totals:	Seats:		Students: 10	Class Average:	3.3							Boys: 6		Pct: 60		Girls: 4	Pct: 40			Other: 0	Pct: 0	

101	2	Y	MTWTF							36	Gounalis, Nicole	207	5	9	12	20	10	5		50	5	50	0	0	N	NE	103		
				T6152	HS ELD 4		T			36	Gounalis, Nicole	207	5	9	12	20	0	0		0		0	0	N	NE	103			
524	5	Y	MTWTF							36	Gounalis, Nicole	207	5	9	12	20	2	0	0	2	100	0	0	N	NE	103			
				T6152	HS ELD 4																								
Totals:						Students: 12				Class Average: 6												Boys: 5		Pct: 41.7		Girls: 7	Pct: 58.3	Other: 0	Pct: 0
732	8	Y	MTWTF				E			42	Hernandez, C.	8	5	9	12	11	7	6		85.7	1	14.3	0	0					
				WM100	ENGLISH 1 L1																								
Totals:						Students: 7				Class Average: 7												Boys: 6		Pct: 85.7		Girls: 1	Pct: 14.3	Other: 0	Pct: 0
733	8	Y	MTWTF				E			42	Hernandez, C.	8	5	10	12	10	9	7		77.8	2	22.2	0	0					
				WM101	ENGLISH 2 L1																								
Totals:						Students: 9				Class Average: 9												Boys: 7		Pct: 77.8		Girls: 2	Pct: 22.2	Other: 0	Pct: 0
135	3	Y	MTWTF				E			42	Hernandez, C.	8	5	11	12	7	8	6		75	2	25	0	0					
				WM101	ENGLISH 3 L1																								

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A						
136	3	Y	MTWTF				E	42 Hernandez, C.	8	5	12	12	7	3	2	66.7	1	33.3				2	25	0	0				
				WM101	ENGLISH 4 L1																								
Totals:						Students: 8				Class Average: 8												Boys: 6		Pct: 75		Girls: 2	Pct: 25	Other: 0	Pct: 0
877	6	Y	MTWTF				S	42 Hernandez, C.	8	5	10	12	10	10	7	70	3	30				1	33.3	0	0				
				WM201	WORLD HIST L1																								
Totals:						Students: 3				Class Average: 3												Boys: 2		Pct: 66.7		Girls: 1	Pct: 33.3	Other: 0	Pct: 0
587	4	Y	MTWTF				S	42 Hernandez, C.	8	5	10	11	10	4	3	75	1	25				3	30	0	0				
				WM201	US HIST L1																								
Totals:						Students: 10				Class Average: 10												Boys: 7		Pct: 70		Girls: 3	Pct: 30	Other: 0	Pct: 0
482	5	F	MTWTF				S	42 Hernandez, C.	8	5	12	12	10	2	1	50	1	50				1	25	0	0				
				WM211	AMER GOV L1																								
Totals:						Students: 4				Class Average: 4												Boys: 3		Pct: 75		Girls: 1	Pct: 25	Other: 0	Pct: 0
483	5	S	MTWTF				S	42 Hernandez, C.	8	5	12	12	10	2	1	50	1	50				1	50	0	0				
				WM211	ECONOMICS L1																								
Totals:						Students: 2				Class Average: 2												Boys: 1		Pct: 50		Girls: 1	Pct: 50	Other: 0	Pct: 0
771	6	Y	MTWTF				M	40 Reed, David	5	5	9	12	13	7	6	85.7	1	14.3				0	0	0	0				
				WM300	ALGEBRA 1 L1																								
Totals:						Students: 2				Class Average: 2												Boys: 1		Pct: 50		Girls: 1	Pct: 50	Other: 0	Pct: 0
219	2	Y	MTWTF				M	40 Reed, David	5	5	9	12	15	14	10	71.4	4	28.6				1	14.3	0	0				
				WM301	GEOMETRY L1																								
Totals:						Students: 7				Class Average: 7												Boys: 6		Pct: 85.7		Girls: 1	Pct: 14.3	Other: 0	Pct: 0
452	1	Y	MTWTF				Q	40 Reed, David	5	5	9	12	12	7	5	71.4	2	28.6				4	28.6	0	0				
				WM400	BIOLOGY L1																								
Totals:						Students: 14				Class Average: 14												Boys: 10		Pct: 71.4		Girls: 4	Pct: 28.6	Other: 0	Pct: 0
108	7	Y	MTWTF				Q	40 Reed, David	5	5	9	12	15	13	10	76.9	3	23.1				2	28.6	0	0				
				WM421	CHEMISTRY L1																								
Totals:						Students: 7				Class Average: 7												Boys: 5		Pct: 71.4		Girls: 2	Pct: 28.6	Other: 0	Pct: 0
Totals:						Students: 13				Class Average: 13												Boys: 10		Pct: 76.9		Girls: 3	Pct: 23.1	Other: 0	Pct: 0

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A			
183	1	Y	MTWTF				Y	12 Hernandez, A.	8	5	9	12	5	3	2	66.7	1	33.3				0	0	0	0	
				WM520	STDY SKL 9 L1																					
280	2	Y	MTWTF				Y	12 Hernandez, A.	8	5	9	9	5	4	2	50	2	50				0	0	0	0	
				WM520	STDY SKL 9 L1																					
385	3	Y	MTWTF				Y	50 Guzman, Z.	5	5	9	12	5	1	0	0	1	100				0	0	0	0	

358	4	Y	MTWTF	WM520	STDY SKL 9 L1	Y	50	Guzman, Z.	5	5	9	12	5	1	0	0	1	100	0	0
406	5	Y	MTWTF	WM520	STDY SKL 9 L1	Y	40	Reed, David	5	5	9	12	5	3	3	100	0	0	0	0
777	7	Y	MTWTF	WM520	STDY SKL 9 L1	Y	42	Hernandez, C.	8	5	9	9	5	4	4	100	0	0	0	0
				WM520	STDY SKL 9 L1															
	Totals:		Seats:		Students: 16		Class Average:		2.7					Boys: 11		Pct: 68.8		Girls: 5	Pct: 31.3	Other: 0 Pct: 0
182	1	Y	MTWTF			Y	12	Hernandez, A.	8	5	10	12	5	6	3	50	3	50	0	0
281	2	Y	MTWTF	WM521	STDY SKL 10 L1	Y	12	Hernandez, A.	8	5	10	12	5	3	2	66.7	1	33.3	0	0
384	3	Y	MTWTF	WM521	STDY SKL 10 L1	Y	50	Guzman, Z.	5	5	10	12	5	2	1	50	1	50	0	0
357	4	Y	MTWTF	WM521	STDY SKL 10 L1	Y	50	Guzman, Z.	5	5	10	12	5	0	0	0			0	0
405	5	Y	MTWTF	WM521	STDY SKL 10 L1	Y	40	Reed, David	5	5	10	12	10	4	3	75	1	25	0	0
704	7	Y	MTWTF	WM521	STDY SKL 10 L1	Y	42	Hernandez, C.	8	5	10	10	5	0	0	0			0	0
				WM521	STDY SKL 10 L1															
	Totals:		Seats:		Students: 15		Class Average:		3.8					Boys: 9		Pct: 60		Girls: 6	Pct: 40	Other: 0 Pct: 0
184	1	Y	MTWTF			Y	12	Hernandez, A.	8	5	11	12	5	3	3	100	0	0	0	0
282	2	Y	MTWTF	WM521	STDY SKL 11 L1	Y	12	Hernandez, A.	8	5	11	12	5	5	4	80	1	20	0	0
383	3	Y	MTWTF	WM521	STDY SKL 11 L1	Y	50	Guzman, Z.	5	5	11	12	10	0	0	0			0	0
359	4	Y	MTWTF	WM521	STDY SKL 11 L1	Y	50	Guzman, Z.	5	5	11	12	5	1	1	100	0	0	0	0
407	5	Y	MTWTF	WM521	STDY SKL 11 L1	Y	40	Reed, David	5	5	11	12	5	1	1	100	0	0	0	0
711	7	Y	MTWTF	WM521	STDY SKL 11 L1	Y	42	Hernandez, C.	8	5	11	11	5	1	0	0	1	100	0	0
				WM521	STDY SKL 11 L1															
	Totals:		Seats:		Students: 11		Class Average:		2.2					Boys: 9		Pct: 81.8		Girls: 2	Pct: 18.2	Other: 0 Pct: 0
185	1	Y	MTWTF			Y	12	Hernandez, A.	8	5	12	12	5	1	0	0	1	100	0	0
283	2	Y	MTWTF	WM521	STDY SKL 12 L1	Y	12	Hernandez, A.	8	5	12	12	5	2	2	100	0	0	0	0
382	3	Y	MTWTF	WM521	STDY SKL 12 L1	Y	50	Guzman, Z.	5	5	12	12	5	1	0	0	1	100	0	0
360	4	Y	MTWTF	WM521	STDY SKL 12 L1	Y	50	Guzman, Z.	5	5	12	12	5	2	2	100	0	0	0	0
				WM521	STDY SKL 12 L1															

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A
597	5	Y	MTWTF			Y	40	Reed, David	5	5	12	12	5	0	0	0	0						
718	7	Y	MTWTF	WM521	STDY SKL 12 L1	Y	42	Hernandez, C.	8	5	12	12	5	1	0	0	1	100	0	0	0	0	
				WM521	STDY SKL 12 L1																		
	Totals:		Seats:		Students: 7		Class Average:		1.4					Boys: 4		Pct: 57.1		Girls: 3	Pct: 42.9	Other: 0 Pct: 0			
901	9	Y	MTWTF			Y	21	Colmenarez, S.	126A	2.5	9	12	25	19	11	57.9	8	42.1	0	0	0	0	
906	9	Y	MTWTF	Y7001A	ADVISORY	Y	9	Wong, E.	227	2.5	9	12	25	18	8	44.4	10	55.6	0	0	0	0	
911	9	Y	MTWTF	Y7001A	ADVISORY	Y	48	Lazarus, D.	222	2.5	9	12	25	19	12	63.2	7	36.8	0	0	0	0	

914	9	Y	MTWTF	Y7001A	ADVISORY	Y	39	Choi, H.	210	2.5	9	12	25	20	12	60	8	40	0	0
917	9	Y	MTWTF	Y7001A	ADVISORY	Y	43	Rounds, A.	421	2.5	9	12	25	18	14	77.8	4	22.2	0	0
918	9	Y	MTWTF	Y7001A	ADVISORY	Y	45	Martinez, A.	304	2.5	9	12	25	19	10	52.6	9	47.4	0	0
919	9	Y	MTWTF	Y7001A	ADVISORY	Y	10	Goetz, S.	322A	2.5	9	12	25	20	7	35	13	65	0	0
920	9	Y	MTWTF	Y7001A	ADVISORY	Y	55	DeBakcsy, D	202	2.5	9	12	25	19	10	52.6	9	47.4	0	0
923	9	Y	MTWTF	Y7001A	ADVISORY	Y	16	Grunau, H.	423	2.5	9	12	25	22	12	54.5	10	45.5	0	0
928	9	Y	MTWTF	Y7001A	ADVISORY	Y	5	Lewis, W.	324A	2.5	6	12	25	20	14	70	6	30	0	0
929	9	Y	MTWTF	Y7001A	ADVISORY	Y	6	Dickel, A.	402	2.5	9	12	25	18	12	66.7	6	33.3	0	0
930	9	Y	MTWTF	Y7001A	ADVISORY	Y	49	Alvendia, M.	401	2.5	9	12	25	14	7	50	7	50	0	0
931	9	Y	MTWTF	Y7001A	ADVISORY	Y	54	Boron, Khryzel	201	2.5	9	12	25	19	14	73.7	5	26.3	0	0
935	9	Y	MTWTF	Y7001A	ADVISORY	Y	24	Robinson, K.	422	2.5	9	12	25	19	9	47.4	10	52.6	0	0
936	9	Y	MTWTF	Y7001A	ADVISORY	Y	36	Gounalis, Nicole	207	2.5	9	12	25	18	9	50	9	50	0	0
938	9	Y	MTWTF	Y7001A	ADVISORY	Y	33	Fiorentini, C.	302A	2.5	9	12	25	19	10	52.6	9	47.4	0	0
939	9	Y	MTWTF	Y7001A	ADVISORY	Y	37	Scharlin-Pettee, Hannah	403	2.5	9	12	25	18	10	55.6	8	44.4	0	0
940	9	Y	MTWTF	Y7001A	ADVISORY	Y	11	Lorenz, B.	42	2.5	9	12	22	30	18	60	12	40	0	0
942	9	Y	MTWTF	Y7001A	ADVISORY	Y	11	Lorenz, B.	30	2.5	6	12	30	23	0	0	23	100	0	0
Totals:				Seats:	Students: 372	Class Average:	19.6		Boys: 199		Pct: 53.5		Girls: 173	Pct: 46.5	Other: 0	Pct: 0				
941	9	Y	MTWTF	Y7041	ADVISORY	Y	11	Lorenz, B.	32	5	12	12	25	11	6	54.5	5	45.5	0	0

2025-2026

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A
Totals:				Seats:	Students: 11	Class Average:	11						Boys: 6		Pct: 54.5		Girls: 5	Pct: 45.5	Other: 0	Pct: 0			
122	1	Y	MTWTF	YY001	INTERNSHIP 1	Z	21	Colmenarez, S.	126A	5	9	12	2	0	0	0	0						
110	1	Y	MTWTF	YY001	INTERNSHIP 1	Z	31	Gonzales, G.	MS Off	5	9	12	1	1	0	0	1	100					
217	2	Y	MTWTF	YY001	INTERNSHIP 1	Z	31	Gonzales, G.	MS Off	5	9	12	2	1	0	0	1	100					
296	2	Y	MTWTF	YY001	INTERNSHIP 1	Z	11	Lorenz, B.	OFFICE	5	9	12	3	3	1	33.3	2	66.7					
312	3	Y	MTWTF	YY001	INTERNSHIP 1	Z	21	Colmenarez, S.	126A	5	9	12	2	1	0	0	1	100					
381	3	Y	MTWTF	YY001	INTERNSHIP 1	Z	31	Gonzales, G.	MS Off	5	9	12	1	0	0	0	0						
477	4	Y	MTWTF	YY001	INTERNSHIP 1	Z	11	Lorenz, B.	OFFICE	5	9	12	2	2	0	0	2	100					
499	4	Y	MTWTF	YY001	INTERNSHIP 1	Z	31	Gonzales, G.	MS Off	5	9	12	1	1	0	0	1	100					

2025-2026																								
Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dpt	TN	Teacher Name	Room	CR	LO	HI	MX	Tot	TotM/Pct	TotF/P	TotOGn/P	Sch Grp	Crs Grp	Tm Nm	Sm Grp	Cls Link	T/A	
702	7	Y	MTWTF	Z5701	NO CLASS 7	Z	11	Lorenz, B.	OFFICE	0	6	12	150	135	58	43	77	57	0	0				
Totals:		Seats:		Students: 135		Class Average:		135		Boys: 58		Pct: 43		Girls: 77		Pct: 57		Other: 0		Pct: 0				
870	8	Y	MTWTF	Z5704	NO CLASS 8	Z	11	Lorenz, B.	OFFICE	0	10	12	200	150	68	45.3	82	54.7	0	0				
Totals:		Seats:		Students: 150		Class Average:		150		Boys: 68		Pct: 45.3		Girls: 82		Pct: 54.7		Other: 0		Pct: 0				
703	7	Y	MTWTF	Z5801	CONCURRENT	Z	3	Wilkinson, B.	Pt 42	0	9	12	20	0	0			0						
888	8	Y	MTWTF	Z5801	CONCURRENT	Z	3	Wilkinson, B.	Pt 42	0	9	12	20	0	0			0						
Totals:		Seats:		Students: 0		Class Average:		0		Boys: 0		Pct: 0		Girls: 0		Pct: 0		Other: 0		Pct: 0				