

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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Board Office Use: Legislative File Info.	
File ID Number	26-0541
Introduction Date	May 5, 2026
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Oakland Emiliano Zapata Street 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 Oakland Emiliano Zapata Street Academy as “Conditionally Approved,” with a base allocation of \$73,100.00 and a strategic carryover plan and budget of \$1,530.68, for a total amount not to exceed \$74,630.68.

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

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

Fiscal Impact Funding resource(s): Measure H

Attachments

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

Oakland Emiliano Zapata Street 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:

- Internships are aligned to the Education Child Development & Family Services Pathway;
- Master schedule will be moving towards ensuring that Street has an Intro, Concentrator and Capstone sequence
- All 3 domains of linked learning are addressed in budget: Integrated Program of Study, Work Based Learning and Integrated Supports.

Key Questions:

- What progress has the school made in goal areas identified in the 2025-2026 EIP Assessment?
- What system will be provided/used to track A-G completion?

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Oakland Emiliano Zapata Street Academy

Measures N and H 2026-2027 Education Improvement Plan Assessment

(Year Four of a Four-Year Cycle)

- How are Work Based Learning activities related to our pathway?

Budget Feedback:

- Review each goal and see how budget aligns. See further feedback in budget section.

Next Steps for Conditionally Approved Schools:

- Conduct a self-assessment using the Linked Learning Quality Standards and 2025-2026 Street Academy Quality Improvement Plan to measure progress towards pathway improvement
- Work with Linked Learning and High School Network staff to refine the 2026-2027 Quality Improvement Plan that builds on strengths and areas for growth from 2025-2026 with clear outcomes for June 2027 and quarterly benchmarks for progress monitoring
- Maintain regular communication and collaboration with Linked Learning Office, High School Network, and other designated pathway coaching staff to implement and monitor pathway improvement strategies

Oakland Emiliano Zapata Street Academy

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

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

Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)

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

**Strategic &
Aligned**

**Partially
Strategic &
Aligned**

**Unclear
Strategy &
Alignment**

**Missing or
Non-Compliant**

4

3

2

1

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____

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

\$63,500 ICRC contract is aligned with Goal 1 and needs a more explicit deliverable for dual enrollment. For example, "Identify and pursue articulation with 1-2 dual enrollment courses for 2027.

Investments are permissible, however, it is unclear if and how the school is investing in Goal areas 2 and 3 (partnership with a 4-year institution, and developing a system to identify and track students' college and career interests)

Oakland Emiliano Zapata Street 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 checked="" type="checkbox"/> Program of Study	<ul style="list-style-type: none"> ● Explore Education-sector Industry partners (OUSD, ACOE, local colleges and universities, childcare facilities, etc). ● Explore additional postsecondary partners, particularly those with Education programs (e.g., Cal State East Bay, Sonoma State, Berkeley City College). ● Look to readopt the third CTE/English course to re-establish a three-course sequence ● For integration types and projects: <ul style="list-style-type: none"> ○ Identify themes and skills to integrate across the curriculum to increase engagement and opportunities for mastery ○ Identify teachers to participate in PBL professional development offered by HS Linked Learning ● Consider ECCCCO for Summer Learning ● Design and implement Grade 9 Community Building and Motivational Activities and Trips
<input checked="" type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> ● Some WBL benchmarks are integrated across grade levels, but gaps remain (PBL, career-connected guest speaker, informational interviews, mock interviews, career-themed college visits) ● Include specific industry partners and how they engaged in WBL with students ● Strong partnerships, as evidenced by the same partners engaging with students multiple times a year
<input checked="" type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> ● Master Schedule submitted and color coding only identified the CTE courses (Concentrator and Capstone-no CTE introductory course offered on the schedule) ● Missing color coding by grade level and pathway ● Not clear on which academic courses and sections are cohorted and aligned to a specific pathway ● 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	\$73,100.00	\$73,100.00	\$0.00

**Alternative Ed Schools Funding Formula (revised 4/21/2026): "Funding for 2026-27 is based on the highest second-semester enrollment count of Oakland residents in 2024-25, multiplied by the per-pupil amount of \$850."*

School: Oakland Emiliano Zapata Street Academy

Site #: 313

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
313-1	<p>Consultant Contracts (Object Code 5825): The school will establish a consultant contract for Internship and College Readiness Coordinator (ICRC) services to support the Education, Child Development, and Family Services pathway. This role provides a dedicated coordinator to manage student internships, cultivate industry partnerships, and provide intensive postsecondary advising that supplements the school's Counselor-Teacher-Mentor (CTM) model. This expenditure directly addresses priority areas in the 2025 Quality Improvement Plan, specifically the need for an on-site monitoring team and strengthened college/career advising support to bridge gaps in the academic core.</p> <p>The contract deliverables include: * WBL Continuum Access: Ensuring 100% of students in grades 9–12 (approximately 90–100 students) participate in a full continuum of work-based learning, including career awareness and exploration. * Academic Advising Support: Collaborating with CTMs to ensure all seniors receive a comprehensive graduation and A-G progress review once per trimester. * Stakeholder Engagement: Facilitating at least two formal family/student meetings per year focused on postsecondary transitions and the Linked Learning model. * Pathway Development: Providing technical support to update the Program of Study and Master Schedule to reflect intentional integration of CTE standards and industry partners.</p> <p>The total contract value reflects a partial salary (base of \$63,500), associated benefits, and administrative fees. This role is supplemental to the core program as it provides specialized coordination and advising services not otherwise funded through general-purpose resources.</p>	\$61,100.00	5825 - Consultant Contract	Consultant Contract	Internship and College Readiness Coordinator	0.8	Education, Child Development, and Family Services	1

<p>313-2</p>	<p>Consultant Contracts (Object Code 5825): The school will establish a consultant contract with the Street Academy Foundation (SAF) to subcontract with Attitudinal Healing Connection (AHC) / ArtEsteem from August 12, 2026, through May 19, 2027. This program provides 20 students in the Education, Child Development, and Family Services pathway with intensive Work-Based Learning (WBL) and educational leadership training. Utilizing the 12 Principles of Attitudinal Healing, students develop self-reflection and inner healing skills to transform fear and judgment into self-empowerment. These students will apply these principles by designing and instructing art courses for younger peers at partnering elementary and middle schools, directly practicing the core competencies of the Education pathway.</p> <p>This expenditure directly addresses the 2025 Quality Improvement Plan (QIP) by expanding the WBL continuum and providing supplemental pathway development support that strengthens student mastery of Pathway Student Learning Outcomes.</p> <p>The contract deliverables include: * Pathway Instruction Training: Completion of 48 hours of internship training per trimester where students design and facilitate art curriculum for middle and elementary school students. * Integrated Student Supports: Weekly workshops based on the 12 Principles of Attitudinal Healing to foster emotional resilience and positive youth development. * Public Demonstration of Learning: An end-of-year community showcase where interns present their work to parents, faculty, and industry partners to increase stakeholder understanding of the Linked Learning model. * WBL Participation: Serving a target group of 20 pathway students through the full continuum of career preparation.</p> <p>The total contract includes all specialized instructional materials, site coordination, and administrative fees. These services are supplemental as they provide context-rich, arts-integrated mentorship that is not available through the core academic program.</p>	<p>\$6,500.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Education, Child Development, and Family Services</p>	<p>2</p>
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313-3	<p>Consultant Contracts (Object Code 5825): The school will establish a consultant contract with The Street Academy Foundation (SAF) to implement the Peacekeeping and Mentorship Training Program (PMTP) from August 12, 2026, through May 19, 2027. This contract funds specialized Work-Based Learning (WBL) and intensive student support services for students in the Education, Child Development, and Family Services pathway. The program provides a year-long intensive mentorship for 15 students and an introductory Peacekeeping course for 100% of all incoming students (approximately 15–45 students annually).</p> <p>This expenditure directly addresses priority areas in the 2025 Quality Improvement Plan by providing supplemental pathway development support and strengthening postsecondary advising for the school's Counselor-Teacher-Mentor (CTM) model.</p> <p>The contract deliverables include: * WBL and PBL Integration: Implementing interdisciplinary Peacekeeping projects in collaboration with 2–5 Counselor-Teacher-Mentors (CTMs), serving approximately 90–100 students total. * Intensive Mentorship: Delivering weekly Wednesday workshops focused on conflict resolution and mental health development for the core cohort of 15 pathway students. * Pathway Progress Monitoring: Participating in the Continuous Accountability & Resource Engagement (CARE) Team and Pathway Development Team to monitor student progress against EIP benchmarks. * Stakeholder Engagement: Facilitating student-led family meetings to increase engagement in postsecondary transition planning and community-based support.</p> <p>The total contract amount includes administrative fees. This service is supplemental to the core academic program, providing context-rich, deeper learning that strengthens the pathway instructional core as identified in the 2025 QIP.</p>	\$5,500.00	5825 - Consultant Contract	Consultant Contract		Education, Child Development, and Family Services	3
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School Name:	Oakland Emiliano Zapata Street Academy	Site #:	313
Pathway Name(s):	Education, Child Development & Family Services		

School Description

The vision of Oakland Emiliano Zapata Street Academy (OEZSA/Street Academy) is to prevent drop/push outs by providing youth a small, safe high school with a social justice focused, college preparatory education. Youth placed at high risk due to a variety of social determinants can work hard for a "second chance" to earn a diploma here. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students are enrolled in A-G required courses during the core day. In the afternoon, class schedules are tailored to the individual needs of students. Afternoon program provides credit recovery, enrichment and/or extracurricular activities such as fine or physical arts and tutoring. Every student participates in our Social Justice & Community Organizing Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Workforce Wednesdays.

Street Academy teachers ascribe to the philosophy of what Enrique Trueba refers to as "pedagogical optimism." This is the belief that, through education, we can make the world a better place. All students are required to complete 60 hours of community service, and all are enrolled in A-G required classes which includes our A-G approved Ethnic Studies courses. We are the "Street" Academy because education happens or should happen inside and outside of the classroom. Students learn by doing. Presentation skills are refined through participation in Get Informed Fridays, political consciousness raising activities and reflection. Students earn Political Action Units by participating in these political consciousness raising activities and community organizing events. Once a senior, all must complete a rigorous English 4 Senior Action Research Project. Through participation in restorative justice talking circles, students develop empathy and learn to challenge viewpoints respectfully as participants in debate and other structured academic discussions.

All staff have voice and we meet three times each week to inform decision making, to evaluate the program, and to share best practices on how to best support individual student's success. Street Academy has solved what is probably the greatest problem of American secondary schools - the anonymity and adult/student disconnect of factory-model high schools. The Counselor Teacher Mentor advisory structure fosters strong relationships between youth and adults. The "consulting teacher" is a real force in our youngsters' lives, holding students accountable for minor wrongdoing; providing advice about course schedule, jobs, college, and health when needed. The CTM keeps in constant contact with families around progress. The unstated assumption of the consulting teacher system is that each adolescent is worthy of sustained individual attention from a school adult. The CTM, in conjunction with the student, manages a contract that travels from class to class so academic and behavioral data is collected and shared daily with student, CTM and family.

In addition, CTM and staff rely on their training in the principles of Restorative Justice talking circles to build community and to establish alternative ways to repair harm while simultaneously addressing the social emotional needs of youth through Transformative Life Skills (dynamic mindfulness). This combination contributes to an intentional school culture and climate where violence is rare. Since its inception in 1973, Street Academy has averaged 1-2 fights per year.

School Mission and Vision

ACADEMIC ACHIEVEMENT: Students who may have otherwise dropped out of high school become college eligible.
CIVIC ENGAGEMENT: Students are taught to take responsibility for themselves, others, and the improvement of society by actively engaging in struggles against oppression in all its forms.
RESPECT: Students learn to respect themselves and others while the Counselor Teacher Mentor (CTM) establishes genuine relationships with youth built on high expectations and mutual respect.
RESPONSIBILITY: Students are inspired by culturally relevant curriculum emphasizing social justice.
UNITY: Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students. We celebrate our diversity through our unity as a Street Academy family.

Consistent with Street Academy's founding purpose, our educational philosophy states that we believe education must accomplish the following:

- Education today must challenge our youth to recognize that a fundamental goal of learning has always been and continues to be: "Know Thyself." This concept means that we must all accept that individuals are unique, physical, mental, and spiritual beings and that we are also interrelated and mutually dependent on each other for survival. Self knowledge also makes the student aware that s/he is a part of a cultural and her/ historical reality which will continue to shape not only her/his own life and future, but the lives of future generations.
- Education today must inspire young people to struggle for change in themselves and in their society. Viable alternatives to violence, materialism, and alienation must be offered. Above all, education must help young people to put into action the ideas and values which can transform their lives in visible ways.
- Education must be conducted in a fashion where adults and young people are participants in the learning process, where teachers are students and students are teachers; where the experiences of young people are a vital part of the school curriculum; and where young people in fact have substantial influence on this curriculum.
- Education must challenge the students to recognize their responsibilities to their families, their community, and their world. Such an education will reinforce these ties by incorporating parents and community members into its operations and into its curriculum.
- Education should focus on creating responsible, self-determined, successful, and empowered individuals. The goal of the Street Academy will be fulfilled if the students educated here become the leaders, parents, innovators, and the creators of a tomorrow free of the social, cultural, and economic strife which has dictated and shaped so many of the harsh realities which determine the lives of students today.

School Demographics

2023-2024 Total Enrollment Grades 9-12		56							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	42.9%	57.1%	92.9%	98.6%	12.5%	10.7%		26.8%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	46.4%	1.8%	1.8%	41.1%			1.8%	5.4%	1.8%
Focal Student Population	Which student population will you focus on in order to reduce disparities?							Female	

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	51.7%	28.6%	53.0%	18.2%	N/A	54.0%	21.9%	N/A	55.0%	TBD	55.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Drop-out Rate	10.3%	9.5%	9.8%	18.2%	N/A	9.0%	43.8%	N/A	9.0%	TBD	9.0%
A-G Completion Rate (12th Grade Graduates)	0.0%	20.0%	8.6% [1]	0.0%	N/A [2]	12.9%	14.3% [3]	N/A	18.0%	TBD	18.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A [4]	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	5.9%	0.0%	16.0% [5]	18.2%	0.0%	32.0%	21.4% [6]	0.0%	48.0%	TBD	48.0%
9th Graders meeting A-G requirements	5.9%	0.0%	16.0% [7]	18.2%	0.0% [8]	32.0%	21.4% [9]	0.0%	48.0%	TBD	48.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	40.0%	63.6%	25.0%	62.5%	34.2%	37.5%	34.2% [10]	12.2%	50.0%	TBD	50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	9.1%	6.1%	Not Applicable Yet	8.3%	7.9%	15.0%	7.9% [11]	0.0%	20.0%	TBD	20.0%
Percentage of 10th-12th grade students in Linked Learning pathways	0.0%	0.0%	25.0% [12]	0.0%	0.0%	37.5%	0.0%	0.0%	50.0%	TBD	50.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	15.0% [13]	0.0%	0.0%	22.5%	0.0%	6.7%	31.0%	TBD	31.0%
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	21.7%	0.0%	25.0%	42.9%	N/A	25.0%	36.4%	N/A	25.0%	TBD	25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	4.3%	33.3%	25.0%	0.0%	N/A	30.0%	0.0%	N/A	35.0%	TBD	35.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark [14]	2023-24 Data	2024-25 Mid 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	44.4%	30.8%	45.0%	20.0%	N/A	47.7%	42.9%	N/A	50.0%	TBD	50.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	[15]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	11.1%	0.0%	11.0% [16]	20.0%	N/A	10.5%	28.6%	N/A	10.0%	TBD	10.0%
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	33.3%	7.0% [17]	0.0%	N/A	14.0%	16.7%	N/A	21.0%	TBD	21.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	0.0%	0.0%	20.0%	11.1%	0.0%	25.0%	33.3%	0.0%	30.0%	TBD	30.0%
9th Graders meeting A-G requirements	0.0%	0.0%	25.0% [18]	11.1%	0.0%	30.0%	33.3%	0.0%	50.0%	TBD	50.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	36.4%	61.1%	25.0% [19]	69.2%	29.4%	37.5%	29.4%	0.0%	50.0%	TBD	50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	15.2%	11.1%	Not Applicable Yet	15.4%	17.6%	Not Applicable Yet	17.6%	0.0%	25.0%	TBD	25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	0.0%	0.0%	10.0%	0.0%	0.0%	12.5%	0.0%	0.0%	15.0%	TBD	15.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	25.0%	0.0%	0.0%	35.0%	0.0%	7.1%	40.0%	TBD	40.0%
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%	0.0%	16.6%	66.7%	N/A	24.9%	50.0%	N/A	24.9%	TBD	24.9%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	6.7%	40.0%	16.6%	0.0%	N/A	33.3%	0.0%	N/A	41.7%	TBD	41.7%

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
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	The Counselor Teacher Mentor (CTM) model greatly influences the graduation rate of our Four-Year cohort graduation rate. Through collaboration with the College Readiness Coordinator, each CTM ensures that their students are on track to graduate and that they have a post high school plan. The CTM works with the students' families by holding tri-yearly family meetings to ensure that the families are included on the students plans.	Many Street Academy students come to the school in the middle of the year and often times students come to the school after 9th grade. This creates a challenge around building a strong Four-Year cohort.
A-G Completion - 12th Grade	Every class offered at Street Academy fulfills an A-G requirement. In addition, every elective offered through the Afterschool Programs (in partnership with Bay Area Community Resources), and Worker Owned Wednesday Internship Program fulfills credits towards area F and/or are G. This alone ensures that every student who graduates from Street Academy is set to apply to any college directly out of high school.	Students who come to our school in the 12th grade often have a harder time completing their A-G requirements due to the small amount of time they spend in our school.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	CTMs do a great job identifying our small population of off-track 9th graders and supporting them with credit recovery.	9th graders who come to the school typically come in the middle of the year and are already off track when they get here. The struggle is getting them back on track before the end of the school year.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	Street Academy requires that all seniors have a post high school plan set in place before leaving. One Hundred percent of Street Academy students who are eligible will apply to a 2-year or 4-year College before leaving high school. The Counselor Teacher Mentor (CTM) & the College Readiness Coordinator works with the student and their families to apply for college.	We believe that due to the Covid-19 disruption, many students are facing challenges with graduating on time and graduating with GPA's that ensure their ability to apply to CSU's and UC's.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Through the Worker Owned Wednesday Program, Street Academy's work based learning program, 100 percent of 12th graders have the opportunity to participate in employer-evaluated internships. Street Academy succeeds at getting seniors to participate in internships by making internships a requirement for English 4 and Graduation.	One challenge that often occurs, is that students struggle to relate and find interest in pathway targeted internships. In other words, the Education, Child Development and Family Services pathway can be restrictive in terms of what can be offered as a part of the Worker Owned Wednesday Program.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT
 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?
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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	Teachers are provided collaboration time to integrate CTE curriculum into the academic core course. In addition, we have two rigorous CTE courses. We also have a robust concurrent enrollment program where students attend Laney College for college and high school credit.	Need more early college credit opportunities.	This category will be a priority in our Strategic Goals. We are going to plan development meetings with Peralta Community College System, OUSD stakeholders and our staff to explore programmatic needs.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Internships provided through Measure N funding all fit the school's identified pathway.	We would like to increase internship opportunities directly related to the education profession.	Plan a meeting with out of district school site with similar pathway to gain knowledge from peers.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We have a full-time College and Career Readiness Specialist and utilize the Counselor-Teacher-Mentor Model (CTM). Cohorts of students receive ongoing support through their CTM.	We lost our partnership with Holy Names University due to their closing. We would like to develop a new partnership with a local 2-year or 4-year institution to provide career opportunities related to education for our students.	College and Career Preparation and Support - Plan college exploration visits to Merritt College and UC Berkeley and/or Cal State East Bay to initiate partnership.

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, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.
Goal #2: By 2026	By 2027, we will develop a new pipeline to education career program with a local 4-year institution.
Goal #3: By 2026	By 2027, we will develop a system to identify and track students' college and career interests.

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	Partner with Peralta Community College System to bring college courses in multiple subjects to our site
	Identify teacher to teach dual enrollment courses
	Survey students to determine what classes to bring to our site
	Create a support system to assist the students prior to and during enrollment
Strategic Actions for Goal #2	Identify a 4-year institution with an education department to develop formal partnership
	Develop system to identify students interested in a career in education
	Create structure and identify staff to oversee the program
Strategic Actions for Goal #3	Create survey via google forms to collect student interest data
	Plan career exploration visits based on survey results
	Identify specific colleges and Universities that have program/majors that students are interested in
	Plan more CTE career exploration visits to Peralta Colleges
	Develop and implement annual college and career exploration events off and on campus

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. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the [Measure N Permissible Expenses](#) document to confirm permissibility.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

<p>Consultant Contract: with Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC). The ICRC leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, the ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities & college and career exploration. The ICRC focus of internships is to provide students with work based learning experiences aligned with our Education Child Development & Family Services Pathway. The ICRC will be the point person for designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body. (Additional Fees associated with this position are budgeted in the 2022-2023 Strategic Carryover.)</p>	\$42,128.69	5825	Consultant Contracts			Education, Child Development, and Family Services
<p>Supervisor & Administrative Salaries: Hire a Pathway Coach at 1.0 FTE. The Pathway Coach will support our school with building/maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. The Pathway Coach will ensure fidelity with programming, transition, graduation rates, and dropout rates. All of the students will be impacted because the pathway coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803, Lauren Reid (Salary & Benefits Costs)</p>	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Education, Child Development, and Family Services

2024-2025: YEAR TWO

Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal	<p>Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>		
By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.	We are not on track to offer one dual enrollment course by 2026. However, we have identified the teacher who would be teaching the course and identified the college that we would partner with. We have also identified two courses that we would like to offer to our students. The problem is creating a time that would work for both the students and the staff. The other issue we are expecting to face would revolve around registration due to the 25 student enrollment requirement which would require us to register almost a quarter the population of our school as it now stands		
By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	We are on track to develop a new pipeline by the end of the 2025-2026 school year. We have identified two institutions that we would partner with. The schools we have been working with are Cal State East Bay and Lincoln University. The Street Academy Foundation Board (SAF Board) has helped in the process of searching for a new school to partner with and has professional connections with both schools. The problem is that our previous pipeline was with a school that has since closed down. The loss of that resource is hindering our ability to build off that existing platform.		
By 2026, we will develop a system to identify and track students' college and career interests.	We are on track to meet this goal by the end of next school year (2024 - 2025). We have already identified the staff who will be supporting this effort, and we have identified the class in which we will be conducting this information. The Metamorphosis class that is offered on Wednesdays to all incoming students has supported the creation of this effort by giving us a dedicated class to conduct our surveys and interest forms.		

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		<p>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?</p>	
<p>23-24 Strategic Actions for Goal #1</p> <ul style="list-style-type: none"> Partner with Peralta Community College System to bring college courses in multiple subjects to our site Identify teacher to teach dual enrollment courses Survey students to determine what classes to bring to our site Create a support system to assist the students prior to and during enrollment 		We have reached out to the Peralta CC System and have been informed of the requirements to have a dual enrollment program here at Street Academy. We have missed the registration date to have a dual enrollment class on campus for this school year. We are working to be on track to have at least one dual enrollment class offered by the close of the 2026 school year. We have identified a teacher who is able become a dual enrollment teacher. We are in the process of creating a new College Experience program that will be offered on Wednesday's as a part of the College and Careers efforts of our Worker Owned Wednesday program.	
<p>23-24 Strategic Actions for Goal #2</p> <ul style="list-style-type: none"> Identify a 4-year institution with an education department to develop formal partnership Develop system to identify students interested in a career in education Create structure and identify staff to oversee the program 		We are on track to accomplish all Strategic Actions. We have identified two separate schools to partner with. We are currently in the process of developing a system to identify student interests in careers in education. This system will be used in our Metamorphosis class. We have identified multiple staff to support this system and oversee the program.	
<p>23-24 Strategic Actions for Goal #3</p> <ul style="list-style-type: none"> Create survey via google forms to collect student interest data Plan career exploration visits based on survey results Identify specific colleges and Universities that have program/majors that students are interested in Plan more CTE career exploration visits to Peralta Colleges Develop and implement annual college and career exploration events off and on campus 		Street Academy is in the process of completing the strategic actions for goal # 3. We will accomplish most by the end of the 2023-2024 school year. We have created a google form that will be given out in the Metamorphosis class in the spring term to survey incoming students. We have multiple field trips coming up to colleges and career centers. We have a CTE event that we will be attending in the spring with Laney College.	

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?			
<p>Goal #1: By 2026</p>	<p>By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.</p>	<p>New or Revised Strategic Actions</p>	<p>Create a College Readiness Program on campus to assist students who are in or who have interest in taking community college courses Create a new series of check ins between staff and families regarding Community College courses</p>

By 2026		for Goal #1	Identify the time and space that we would utilize for the dual enrollment course Explore concurrent enrollment as a college credit opportunity in addition to dual enrollment					
Goal #2: By 2026	By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	New or Revised Strategic Actions for Goal #2	Narrow down partnership options to one school Identify objectives of the pipeline Create a process of identifying which students will be a part of the pipeline					
Goal #3: By 2026	By 2026, we will develop a system to identify and track students' college and career interests.	New or Revised Strategic Actions for Goal #3	Work with the Metamorphosis class teacher to ensure survey is conducted with every incoming student Use the information that we gain from the survey to create at least one college and career exploration event Work with Counselor Teacher Mentors (CTMs) to survey students who are not in the Metamorphosis class. Create sessions between Internship and College Readiness Coordinator and CTMs to go over students college and career interests					
Budget Expenditures <i>Effective July 1, 2024 - June 30, 2025</i>								
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 . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
	\$37,885.71	5825	Consultant Contracts			Whole School	Approved	
2025-2026: YEAR THREE								
Pathway Strategic Goals								
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?						
By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.		The pathway is not currently on track to accomplish this goal by 2026. As previously noted, progress has stalled due to the challenges in meeting the minimum enrollment requirements for dual enrollment courses. The primary factor hindering progress remains the dual enrollment class size requirement (20-25 students). Our small school size and fluctuating attendance rates make it difficult to consistently meet this threshold.						
By 2026, we will develop a new pipeline to education career program with a local 4-year institution.		While initial steps have been taken, the pathway is not currently on track to fully accomplish this goal by 2026. Meetings have been established, which is positive, but the crucial next steps—board approval and subsequent meetings with East Bay University staff—are still pending. The establishment of initial meetings to discuss this action has been a positive step. This demonstrates a commitment to moving forward with the goal. Crucially, the limited support outside of the College and Careers department has significantly hampered progress.						
By 2026, we will develop a system to identify and track students' college and career interests.		The pathway is fully on track, as this goal has already been accomplished. The creation and implementation of the data collection system on student college and career interests has been the key supporting factor. Integrating this system into the yearly workshops at the beginning of the year has ensured consistent data collection. The ongoing use of this information for program planning and exploration events further demonstrates the system's effectiveness and contribution to achieving the goal.						
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	Create a College Readiness Program on campus to assist students who are in or who have interest in taking community college courses	We've made progress on these strategic actions by providing workshops and professional development for Counselors, Teachers, and Mentors (CTMs). This has contributed to increased concurrent enrollment participation (now 15+ students). In addition, Our CTMs and Internship/College Readiness Coordinator support college-bound students through the College Experience Program, offering regular workshops on applications, tips, and study habits. CTMs and the Internship Coordinator have provided additional support for students by collaborating with the family liaison to communicate with families about our new offerings.						
	Create a new series of check ins between staff and families regarding Community College courses							
	Identify the time and space that we would utilize for the dual enrollment course							

	Explore concurrent enrollment as a college credit opportunity in addition to dual enrollment	
24-25 Strategic Actions for Goal #2	Narrow down partnership options to one school	While a full partnership agreement is not yet in place, we have made initial progress by identifying a target university and establishing contacts there. We are currently developing pipeline program objectives and will use college interest survey data (from Goal #3) to identify potential students once other strategic actions are completed. Our timeline for formalizing the university partnership has been impacted by our need for further staff support and work, but we anticipate to continue making progress towards this goal even if it means continuing it for another 3 years after this goal sequence is over.
	Identify objectives of the pipeline Create a process of identifying which students will be a part of the pipeline	
24-25 Strategic Actions for Goal #3	Work with the Metamorphosis class teacher to ensure survey is conducted with every incoming student	All strategic actions related to identifying and tracking career interests are complete. Our career interest survey, developed with CTMs and the Internship and College Readiness Coordinator, was administered to all students (within the first three weeks and through Metamorphosis class for late arrivals). This data has been instrumental in planning college exploration events (e.g., Call for social sciences, East Bay for pre-law and forensics) and ongoing student support through CTM advisory debriefings. The data continues to inform our program planning.
	Use the information that we gain from the survey to create at least one college and career exploration event	
	Work with Counselor Teacher Mentors (CTMs) to survey students who are not in the Metamorphosis class. Create sessions between Internship and College Readiness Coordinator and CTMs to go over students college and career interests	

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, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.	New or Revised Strategic Actions for Goal #1	By Summer 2026, integrate dual enrollment information and opportunities into the Worker-Owned-Wednesday program
			By early August 2025, provide all students with an up-to-date, easily accessible resource detailing available dual enrollment programs, application processes, and deadlines. By Summer 2026 establish a comprehensive concurrent enrollment experience program at Street Academy.
Goal #2: By 2026	By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	New or Revised Strategic Actions for Goal #2	By Summer 2026, explore and integrate OUSD and East Bay's Guaranteed Admission initiatives into Street Academy's college and career pathways. By Graduation Day 2026, implement a system to recognize students who complete a CTE sequence, such as a seal on their diploma or a certificate of completion.
			By March 2026, develop an in-house program that provides students with information and support for post-secondary options beyond 4-year universities, including community college programs with streamlined enrollment processes.
Goal #3: By 2026	By 2026, we will develop a system to identify and track students' college and career interests.	New or Revised Strategic Actions for Goal #3	Develop a comprehensive student interest survey going beyond the initial survey to create a dynamic, evolving tool. Based on the survey data, develop a platform that provides students with personalized recommendations for careers, college majors, and relevant extracurricular activities.
			Develop professional development meetings to supply staff with the knowledge and skills needed to effectively utilize the student interest tracking system and support students in their career exploration journey.

Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the 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 .							Fully Approved (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) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (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) <i>(protected cells below are to be completed by MN/H staff only)</i>
- 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is 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. **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.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)		

<p>Consultant Contracts: Consultant contract with The Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC). The ICRC leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's significant duties are to plan, design, implement, and evaluate Street Academy's pathway and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3-year goals and strategic actions by implementing the goals into Internships, Career Exploration, and College Readiness Efforts. Furthermore, the ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internship placements, increases student access to work-based learning opportunities & college and career exploration. The ICRC focuses on internships to provide students with work-based learning experiences that are aligned with our Education Child Development & Family Services Pathway. This will benefit 100 percent of our student body. Dates of service will be from July 28th, 2025 through June 05, 2026. (Salary & Benefits included) The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</p>	\$44,856.25	5825	Consultant Contracts	Internship and College Readiness Coordinator	Whole School	Conditionally Approved
<p>Consultant Contracts: Consultant contract with The Street Academy Foundation (SAF) to pay out Eight Teacher salary stipends (Extended Contracts) to the Counselor, Teacher Mentor, and Staff to work beyond contracted hours between August 11th through May 28, 2026. Services to be Provided: Regular review of transcripts, create and implement project-based learning in a vertical alignment format that spans all subjects, provide check-ins between staff for pathway alignment, research a variety of post-secondary opportunities, develop multiple methods of sharing post-secondary information, ensure college and career readiness efforts are integrated into the pathway, and, discussions and meetings with additional learning support staff. Accomplishment Standards: Precise and accurate understanding of transcripts and overall education plan, advise students across grades 9th through 12th (the number of advisory students fluctuates between 50 and 80 students), advise students through advisory who are significantly lacking in credits (the number of students fluctuates between 12 and 30 students) and hold regular meetings and provide updates on students every three to four weeks. Budget Calculation: 16.75 Hours x \$47.50 hourly rate x 1.25 (25% Benefit Cost) x 8 staff members = \$7,956.25. (Administrative fees are included) The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice the entire contract amount before the contract term ends. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</p>	\$7,956.25	5825	Consultant Contracts		Whole School	Approved

2026-2027: YEAR FOUR

<p>Pathway Strategic Goals</p>
<p>By 2027, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.</p>
<p>By 2027, we will develop a new pipeline to education career program with a local 4-year institution.</p>
<p>By 2027, we will develop a system to identify and track students' college and career interests.</p>

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

2026-27 Pathway Budget						
BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. 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. **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.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable) <p style="text-align: center;">Approval</p> Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. (protected cells below are to be completed by MN/H staff only)

<p>Consultant Contracts (Object Code 5825): The school will establish a consultant contract for Internship and College Readiness Coordinator (ICRC) services to support the Education, Child Development, and Family Services pathway. This role provides a dedicated coordinator to manage student internships, cultivate industry partnerships, and provide intensive postsecondary advising that supplements the school's Counselor-Teacher-Mentor (CTM) model. This expenditure directly addresses priority areas in the 2025 Quality Improvement Plan, specifically the need for an on-site monitoring team and strengthened college/career advising support to bridge gaps in the academic core.</p> <p>The contract deliverables include: * WBL Continuum Access: Ensuring 100% of students in grades 9–12 (approximately 90–100 students) participate in a full continuum of work-based learning, including career awareness and exploration. * Academic Advising Support: Collaborating with CTMs to ensure all seniors receive a comprehensive graduation and A-G progress review once per trimester. * Stakeholder Engagement: Facilitating at least two formal family/student meetings per year focused on postsecondary transitions and the Linked Learning model. * Pathway Development: Providing technical support to update the Program of Study and Master Schedule to reflect intentional integration of CTE standards and industry partners.</p> <p>The total contract value reflects a partial salary (base of \$63,500), associated benefits, and administrative fees. This role is supplemental to the core program as it provides specialized coordination and advising services not otherwise funded through general-purpose resources.</p>	\$61,100.00	5825 - Consultant Contract	Consultant Contract	Internship and College Readiness Coordinator	0.8	Education, Child Development, and Family Services	Approved
<p>Consultant Contracts (Object Code 5825): The school will establish a consultant contract with the Street Academy Foundation (SAF) to subcontract with Attitudinal Healing Connection (AHC) / ArtEsteem from August 12, 2026, through May 19, 2027. This program provides 20 students in the Education, Child Development, and Family Services pathway with intensive Work-Based Learning (WBL) and educational leadership training. Utilizing the 12 Principles of Attitudinal Healing, students develop self-reflection and inner healing skills to transform fear and judgment into self-empowerment. These students will apply these principles by designing and instructing art courses for younger peers at partnering elementary and middle schools, directly practicing the core competencies of the Education pathway.</p> <p>This expenditure directly addresses the 2025 Quality Improvement Plan (QIP) by expanding the WBL continuum and providing supplemental pathway development support that strengthens student mastery of Pathway Student Learning Outcomes.</p> <p>The contract deliverables include: * Pathway Instruction Training: Completion of 48 hours of internship training per trimester where students design and facilitate art curriculum for middle and elementary school students. * Integrated Student Supports: Weekly workshops based on the 12 Principles of Attitudinal Healing to foster emotional resilience and positive youth development. * Public Demonstration of Learning: An end-of-year community showcase where interns present their work to parents, faculty, and industry partners to increase stakeholder understanding of the Linked Learning model. * WBL Participation: Serving a target group of 20 pathway students through the full continuum of career preparation.</p> <p>The total contract includes all specialized instructional materials, site coordination, and administrative fees. These services are supplemental as they provide context-rich, arts-integrated mentorship that is not available through the core academic program.</p>	\$6,500.00	5825 - Consultant Contract	Consultant Contract	Education, Child Development, and Family Services	Approved		
<p>Consultant Contracts (Object Code 5825): The school will establish a consultant contract with The Street Academy Foundation (SAF) to implement the Peacekeeping and Mentorship Training Program (PMTP) from August 12, 2026, through May 19, 2027. This contract funds specialized Work-Based Learning (WBL) and intensive student support services for students in the Education, Child Development, and Family Services pathway. The program provides a year-long intensive mentorship for 15 students and an introductory Peacekeeping course for 100% of all incoming students (approximately 15–45 students annually).</p> <p>This expenditure directly addresses priority areas in the 2025 Quality Improvement Plan by providing supplemental pathway development support and strengthening postsecondary advising for the school's Counselor-Teacher-Mentor (CTM) model.</p> <p>The contract deliverables include: * WBL and PBL Integration: Implementing interdisciplinary Peacekeeping projects in collaboration with 2–5 Counselor-Teacher-Mentors (CTMs), serving approximately 90–100 students total. * Intensive Mentorship: Delivering weekly Wednesday workshops focused on conflict resolution and mental health development for the core cohort of 15 pathway students. * Pathway Progress Monitoring: Participating in the Continuous Accountability & Resource Engagement (CARE) Team and Pathway Development Team to monitor student progress against EIP benchmarks. * Stakeholder Engagement: Facilitating student-led family meetings to increase engagement in postsecondary transition planning and community-based support.</p> <p>The total contract amount includes administrative fees. This service is supplemental to the core academic program, providing context-rich, deeper learning that strengthens the pathway instructional core as identified in the 2025 QIP.</p>	\$5,500.00	5825 - Consultant Contract	Consultant Contract	Education, Child Development, and Family Services	Approved		

313 Oakland Emiliano Zapata Street Academy 2023-2026 Measure N/H Education Improvement Plan

2025-2026 MEASURE H STRATEGIC CARRYOVER PLAN							
<i>For Fiscal Year: July 1, 2026 - June 30, 2027</i>							
Name of School Site						Site #	313
Approved Strategic Carryover <small>(from prior years - Carryover Plan)</small>	\$1,530.68	In the box below, please indicate why you decided to allocate Strategic Carryover:					
Total Budgeted Amount	\$1,530.68	We're using Strategic Carryover to hit the ground running in 2026-27. This planning allows us to fully fund the ASCA Annual Conference and strengthen the Internship and College Readiness Coordinator (ICRC) position. These investments directly address our 2025 Quality Improvement Plan by strengthening support for our CTMs.					
Remaining Amount to Budget	\$0.00						
<p>NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.</p> <p>Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development.</p> <p>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.</p>							
<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p>**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.</p>							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<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.</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	
	\$1,530.68	5200 - Travel and Conference	Travel and Conference		Education, Child Development, and Family Services	Conditionally Approved	
<p>Travel and Conferences (Object Code 5200): Funding for the Internship and College Readiness Coordinator (ICRC) to attend the 2026 American School Counselor Association (ASCA) Annual Conference in New Orleans, LA, from July 11-14, 2026. This conference provides evidence-based solutions for Title 1 schools facing challenges with chronic absenteeism and credit deficiency.</p> <p>This expenditure directly addresses the 2025 Quality Improvement Plan (QIP) by providing specialized postsecondary advising support to strengthen the Counselor-Teacher-Mentor (CTM) model.</p> <p>Specific Accomplishment Standards/Deliverables: *Trauma-Informed Strategy Integration: Attendance at sessions to bring advanced trauma-informed skills back to the CARE Team and CTMs. *System Modernization: Evaluation of new software tools to update the site's scheduling and transcript review systems. *Postsecondary Network Expansion: Engagement with representatives from various colleges and universities to expand the site's industry partner network.</p> <p>Budget Calculation: The total cost of \$1,530.68 covers the conference fee (\$649), airfare (\$360), lodging (\$380), and local transportation. Meals are budgeted at \$126.68 total, which is approximately \$31.67 per day, complying with the OUSD maximum of \$40.00 per person, per day. This is a supplemental, one-time professional development opportunity.</p>							

OEZSA - Education - Program of Study

Industry Sector: Education

Industry Partners: Bay Area Community Resources, Seneca

Post-Secondary Partners: Peralta Colleges, UC Berkeley, Oakland Promise

Community-Based Partners: ArtEsteem AHC, Attitude Change Program, Native American Health Center, Peacekeeping & Leadership Training Program, Planting Justice, Fly Law, Girls Inc., Patient Care at Home

Pathway Vision	<p>What is the instructional vision and desired experience for students that will drive the pathway? The Education, Child Development, and Family Services Pathway prepares students for careers in education, youth development, and community leadership with a focus on equity, mentorship, and community engagement. Through integrated academic coursework, internships, and partnerships with community organizations, students gain hands-on experience supporting youth learning and development. Students develop the knowledge, skills, and leadership needed to become educators, neighborhood ambassadors, and advocates for stronger schools and healthier communities.</p>				
Pathway COP Meeting Time: 3rd Wednesdays 2:15-3:30pm	9th Grade Program	10th Grade Program	11th Grade Program	12th Grade Program	Pathway Student Learning Outcomes
<p>Academic Core Student Cohort Integrity <i>Course all students take</i></p> <p>(Replace with course names linked to course descriptions)</p>	English 9: Mitzila Valdes Social Science: Catherine Phillips Science: Jim Shiffer Math: Erica Trejo	English 10: Mitzila Valdes Social Science: Mitzila Valdes Science: Jim Shiffer & Erica Trejo Math: Jim Shiffer Other: Nancy Hanna Spanish	English 11: Catherine Phillips Social Science: Mitzila Valdes Science: Jim Shiffer & Erica Trejo Math: Jim Shiffer Other: Nancy Hanna Spanish	English 12: Mitzila Valdes Social Science: Catherine Phillips Science: Erica Trejo Math: N/A Other: N/A	<p>EDUCATION SYSTEMS ANALYSIS Students analyze how schools operate and how policy, community context, and institutional structures shape educational opportunity and student outcomes.</p> <p>YOUTH DEVELOPMENT PRACTICE Students apply principles of child and adolescent development to design and support age-appropriate learning experiences for children and youth.</p>
Technical Core/Theme (CTE Sequence) CTE Course Resources	N/A	English 2: Exploration of Child and Adolescent Literature	Contemporary Issues in Education: An English 11 Course for Future Educators	N/A	
Integration Types (include description) <i>What will be true across the pathway cohort classes?</i> <ul style="list-style-type: none"> - Practice - Skills - Projects (see row below) - Events (WBL) 	Workshop Wednesdays Internship Fair Get Informed Friday Community Engagement Project End of Program Exhibition	Workshop Wednesdays Internship Fair Get Informed Friday Community Engagement Project End of Program Exhibition	Workshop Wednesdays Internship Fair Get Informed Friday Community Engagement Project End of Program Exhibition	Workshop Wednesdays Internship Fair Get Informed Friday Community Engagement Project End of Program Exhibition	<p>MENTORSHIP & LEARNING FACILITATION Students demonstrate mentorship, tutoring, and youth engagement strategies that support positive learning environments and student development.</p> <p>PROFESSIONAL COMMUNICATION & COLLABORATION Students communicate and collaborate effectively with peers, educators, and community partners in educational and youth-serving settings.</p>
Dual Enrollment [Link to Dual Enrollment]	N/A	N/A	N/A	N/A	
Integrated Projects/ Common Performance Assessments		N/A	N/A	N/A	<p>WORK-BASED LEARNING APPLICATION Students apply classroom learning through internships, career exploration experiences, and</p>

Defenses or Capstones		N/A	Contemporary Issues in Education: An English 11 Course for Future Educators [CTE Capstone]	Senior Seminar [Graduate Capstone]	community partnerships within education and youth-serving organizations.
Other Courses / Electives	N/A	N/A	N/A	N/A	CAREER & POSTSECONDARY READINESS Students explore careers in education, youth development, and community services while developing professional skills, portfolios, and workplace readiness.
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	<ul style="list-style-type: none"> CTM Friday Circle Worker Owned Wednesday No D's or F's given 	<ul style="list-style-type: none"> CTM Friday Circle Worker Owned Wednesday No D's or F's given 	<ul style="list-style-type: none"> CTM Friday Circle Worker Owned Wednesday No D's or F's given 	<ul style="list-style-type: none"> CTM Friday Circle Worker Owned Wednesday No D's or F's given 	EQUITY & COMMUNITY ENGAGEMENT Students examine issues of equity in education and participate in community-based projects that promote inclusive and culturally responsive learning environments.
Work Based Learning [reference documents: WBL Continuum]	313-OEZSA-WBL Plan - All grades				Certifications:
Student Leadership, including CTSO			<ul style="list-style-type: none"> Leadership Wednesday Group 	<ul style="list-style-type: none"> Leadership Wednesday Group 	
Summer Learning (Summer Bridge, summer learning, credit recovery)	<ul style="list-style-type: none"> Summer Hacks In partnership with OUSD 	<ul style="list-style-type: none"> Summer Hacks In partnership with OUSD 	<ul style="list-style-type: none"> Summer Hacks In partnership with OUSD 	<ul style="list-style-type: none"> Summer Hacks In partnership with OUSD 	
College Awareness & Exploration College and Career Readiness Classroom Framework	<ul style="list-style-type: none"> Field Trips Guest speakers Tabling Events 	<ul style="list-style-type: none"> Field Trips Guest speakers Tabling Events 	<ul style="list-style-type: none"> Field Trips Guest speakers Tabling Events 	<ul style="list-style-type: none"> Tabling Events Oakland Promise Presentations HBCU Caravan 	
Community Building and Motivational Activities and Trips		<ul style="list-style-type: none"> Weekly Friday Advisory gatherings that often blend cohorts Monthly PotLucks 	<ul style="list-style-type: none"> Weekly Friday Advisory gatherings that often blend cohorts Monthly PotLucks 	<ul style="list-style-type: none"> Weekly Friday Advisory gatherings that often blend cohorts Monthly PotLucks 	
Advisory	<ul style="list-style-type: none"> Daily Counselor Teacher Mentor Sessions Weekly CTM gatherings with whole school 	<ul style="list-style-type: none"> Daily Counselor Teacher Mentor Sessions Weekly CTM gatherings with whole school 	<ul style="list-style-type: none"> Daily Counselor Teacher Mentor Sessions Weekly CTM gatherings with whole school 	<ul style="list-style-type: none"> Daily Counselor Teacher Mentor Sessions Weekly CTM gatherings with whole school 	
Personalized Supports	<ul style="list-style-type: none"> Introduction to Peacekeeping and Restorative Justice 	<ul style="list-style-type: none"> Introduction to Peacekeeping and Restorative Justice Take Time to Think CARE Team 	<ul style="list-style-type: none"> Take Time to Think CARE Team 	<ul style="list-style-type: none"> Take Time to Think CARE Team 	

	<ul style="list-style-type: none"> • Take Time to Think • CARE Team 				
Use of expanded learning time (before or after school)	<ul style="list-style-type: none"> • Study Hall Before School • Tutoring • Afterschool Program 	<ul style="list-style-type: none"> • Study Hall Before School • Tutoring • Afterschool Program 	<ul style="list-style-type: none"> • Study Hall Before School • Tutoring • Afterschool Program 	<ul style="list-style-type: none"> • Study Hall Before School • Tutoring • Afterschool Program 	

Work-Based Learning Lead: Jonathon Overmyer
Collaborators: Mitzila Valdes & Catherine Phillips

Pathway Name: Education

Central Resources

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

WBL Plan Template Options:

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

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

- Ensure 100% of students (9–12) participate in at least two career awareness experiences annually through Workshop Wednesdays, Career Day, and pathway events.
- Ensure 100% of 10th and 11th grade students participate in at least one career exploration experience connected to the Education pathway.
- Increase access and support so at least 85% of 10–12th grade students complete a structured internship of at least 40 hours.
- Ensure 100% of seniors complete a capstone project connected to workplace learning, internship experiences, or education-sector challenges.

Calendar [Benchmark Aligned WBL](#) (in [Program of Study](#)):

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

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Work Shop Wednesdays (1st, 2nd, and 3rd Wednesday of year) Resume Building				Career Day End of Program Exhibition	Introduction to Peacekeeping and Restorative Justice Program Social Emotional Development

		Workshop Mock Interviews Career Readiness and Skill Development Workshop					Training Metamorphosis
	Focal students						
10	All-Students	Work Shop Wednesdays (1st, 2nd, and 3rd Wednesday of year) Career Readiness and Skill Development Workshop Resume Building Workshop Mock Interviews Back 2 School Social Justice Fair IWE Workshop	CTE Related Guest Speakers ArtEsteem Internship Career Exploration Visits through ArtEsteem Native American Health Center Internship	CTE Related Guest Speakers ArtEsteem Internship Career Exploration Visits through ArtEsteem Native American Health Center Internship	ArtEsteem Internship Native American Health Center Internship	Career Day Annual Art and Wellness Exhibition Native American Health Center Internship Before Enlisting Guest Speaker Series: Presentation on military career realities, post-secondary options, and contractual obligations End of Program Exhibition	
	Focal students						
11	All-Students	Work Shop Wednesdays (1st, 2nd, and 3rd	CTE Related Guest	CTE Related Guest Speakers	Planting Justice Internship	Career Day Planting Justice	

		<p>Wednesday of year)</p> <p>Career Readiness and Skill Development Workshop</p> <p>Resume Building Workshop</p> <p>Mock Interviews</p> <p>OWE Workshop</p> <p>Back 2 School Social Justice Fair</p> <p>Planting Justice Internship</p>	<p>Speakers</p> <p>Planting Justice Internship</p>	<p>Planting Justice Internship</p>		<p>Internship</p> <p>End of Program Exhibition</p> <p>Before Enlisting Guest Speaker Series: Presentation on military career realities, post-secondary options, and contractual obligations</p>	
	Focal students						
12	All-Students	<p>Work Shop Wednesdays (1st, 2nd, and 3rd Wednesday of year)</p> <p>Resume Building Workshop</p> <p>Mock Interviews</p> <p>OWE Workshop</p> <p>Back 2 School Social Justice Fair</p>				<p>Career Day</p> <p>Before Enlisting Guest Speaker Series: Presentation on military career realities, post-secondary options, and contractual obligations</p> <p>Senior Capstone Project</p>	

	Focal students						
Partner-Staff Engagements Advisory board meetings, externships, etc.		Measure H Monitoring Team C.A.R.E. Team	Measure H Monitoring Team C.A.R.E. Team	Measure H Monitoring Team C.A.R.E. Team	Measure H Monitoring Team C.A.R.E. Team	Measure H Monitoring Team C.A.R.E. Team	

General Roles/Responsibilities:

Person or Position	Responsibilities
Jonathon Overmyer (WBL Coordinator)	Coordinates the Wednesday internship program and career exploration activities. Develops industry partnerships and prepares students through resume workshops, mock interviews, and career readiness activities.
Mitzila Valdes	Leads the Education pathway and aligns coursework with Work-Based Learning. Teaches Exploration of Child and Adolescent Literature and English 4 Capstone supporting pathway learning.
Catherine Phillips	Teaches Contemporary Issues in Education: An English 11 Course for Future Educators. Integrates career exploration and supports student preparation for internships and pathway capstone presentations.

Next Steps in Plan Development / Implementation:

- Strengthen Education-sector partnerships to expand internship placements and career exploration opportunities aligned with the pathway.
- Align Workshop Wednesday programming with the Work-Based Learning continuum and integrate internship reflection into CTE courses.
- Monitor WBL participation and internship outcomes through the Measure H Monitoring Team to ensure equitable access and continuous improvement.

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

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects)	Individual, over time

			only)	
	<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	<ul style="list-style-type: none"> • Back 2 School Resource Fair • Workshop Wednesdays (Resume Building, Career Readiness) • Community Walk • Career Day • End of Program Exhibition • 	<ul style="list-style-type: none"> • Mock Interviews • Day in the Life: Case Study • Community Walk 	<ul style="list-style-type: none"> • Introduction to Peacekeeping and Restorative Justice Program; Social Emotional Development Training 	
10th	<ul style="list-style-type: none"> • Back 2 School Resource Fair • Annual Art and Wellness Exhibition • CTE Related Guest Speakers • Career Exploration Visits through ArtEsteem • Community Walk • Career Exploration Trips with CTE Cohort • Workshop Wednesdays 	<ul style="list-style-type: none"> • Career Exploration Trips with CTE Cohort • Community Walk • Before Enlisting Guest Speaker Series: Presentation on military career realities, post-secondary options, and contractual obligations. 	<ul style="list-style-type: none"> • ArtEsteem Internship • Native American Health Center Internship • Planting Justice Internship • IWE Workshop 	<ul style="list-style-type: none"> • English 2: Exploration of Child and Adolescent Literature
11th	<ul style="list-style-type: none"> • Back 2 School Resource Fair • Career Day • Community Walk • Workshop Wednesdays • End of Program Exhibition • CTE Related Guest Speakers 	<ul style="list-style-type: none"> • Career Exploration Trips with CTE Cohort • Community Walk • Before Enlisting Guest Speaker Series: Presentation on military career realities, post-secondary options, and contractual obligations. 	<ul style="list-style-type: none"> • Native American Health Center Internship • Planting Justice Internship • OWE Workshop 	<ul style="list-style-type: none"> • Contemporary Issues in Education: An English 11 Course for Future Educators • CTE related internship
12th	<ul style="list-style-type: none"> • Back 2 School Resource Fair • Community Walk • Career Day • Workshop Wednesdays 	<ul style="list-style-type: none"> • Community Walk • Before Enlisting Guest Speaker Series: Presentation on military career realities, post-secondary options, and 	<ul style="list-style-type: none"> • Senior Capstone Project • OWE Workshop 	<ul style="list-style-type: none"> • Internship for Senior Project

		contractual obligations.		
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General Roles/Responsibilities:

Person or Position	Responsibilities
Jonathon Overmyer (WBL Coordinator)	Coordinates the Wednesday internship program and career exploration activities. Develops industry partnerships and prepares students through resume workshops, mock interviews, and career readiness activities.
Mitzila Valdes (CTM & CTE Instructor)	Leads the Education pathway and aligns coursework with Work-Based Learning. Teaches Exploration of Child and Adolescent Literature and English 4 Capstone supporting pathway learning.
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Next Steps in Plan Development / Implementation:

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- Align Workshop Wednesday programming with the Work-Based Learning continuum and integrate internship reflection into CTE courses.
- Monitor WBL participation and internship outcomes through the Measure H Monitoring Team to ensure equitable access and continuous improvement.

Street Academy

3/13/2026

01:55:17 PM

2025-2026

Master Schedule - Year

Page 1

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
879 Epstein, J	Y7041 ADVISORY/Y	B3011 DIGITAL PHOTO/2	S3404 WORLD HIST P A/1	S8101 LEADERSHIP/1	B0101 ART 1 P/1	
879 Epstein, J		S3424 WORLD HIST P B/2	Y2021 LIFE SKILLS/1	M1001 ALGEBRA 1 P/2	P1301 PE/1	
879 Epstein, J		S8101 LEADERSHIP/3	E1901 ENG 1 P/2	YY001 INTERNSHIP 1/2	YY001 INTERNSHIP 1/1	
879 Epstein, J			S8101 LEADERSHIP/2	E1901 ENG 1 P/3	B3011 DIGITAL PHOTO/2	
879 Epstein, J			M1001 ALGEBRA 1 P/3	P1301 PE/3	P0492 HEALTH FITNESS/2	
879 Epstein, J			S8101 LEADERSHIP/3	YY001 INTERNSHIP 1/3	P1301 PE/2	
879 Epstein, J			S8101 LEADERSHIP/3		B3011 DIGITAL PHOTO/3	
879 Epstein, J					P1301 PE/3	
879 Epstein, J					Y8001 STUDY HALL/3	
844 Erica Trejo	Y7041 ADVISORY/Y	M4230 ALGEBRA 2 P A/1	Q1401 CHEMISTRY P/1	M1004 ALG 1 P A/1	Y8702 GEN WORK EXP/2	
844 Erica Trejo		Q1404 CHEMISTRY P A/2	S8101 LEADERSHIP/1	M4234 ALGEBRA 2 P B/2	Y8702 GEN WORK EXP/3	
844 Erica Trejo		B3011 DIGITAL PHOTO/3	M4231 ALGEBRA 2 P/2	P1301 PE/2		
844 Erica Trejo		M1001 ALGEBRA 1 P/3	P0492 HEALTH FITNESS/2	M1024 ALG 1 P B/3		
844 Erica Trejo			P0492 HEALTH FITNESS/3	Y2101 CONFLICT RESOL/3		
844 Erica Trejo			Q1424 CHEMISTRY P B/3			
833 Jim Shiffer	Y7041 ADVISORY/Y	Q5321 CNP PHYSICS P/1	Q5321 CNP PHYSICS P/1	M3504 GEOMETRY P A/1	YY001 INTERNSHIP 1/2	
833 Jim Shiffer		M1001 ALGEBRA 1 P/2	Q0104 BIOLOGY P A/2	M3501 GEOMETRY P/2		
833 Jim Shiffer		M3524 GEOMETRY P B/3	Q0124 BIOLOGY P B/3	Q5321 CNP PHYSICS P/3		
838 Nancy Hanna		G7104 SPANISH 1 P A/1	Y2023 METAMORPHOSIS/1	G7101 SPANISH 1 P/1	B6101 ART OF ANIMAT 1/1	
838 Nancy Hanna		Y2021 LIFE SKILLS/1	Y2023 METAMORPHOSIS/2	G7204 SPANISH 2 PA/2	Y2101 CONFLICT RESOL/2	
838 Nancy Hanna		Y2023 METAMORPHOSIS/1		Y2101 CONFLICT RESOL/2		
838 Nancy Hanna		G7124 SPANISH 1P B/2		G7224 SPANISH 2 P B/3		
838 Nancy Hanna		Y2021 LIFE SKILLS/2				
838 Nancy Hanna		E1920 ETHNIC STDS P/3				
838 Nancy Hanna		G7101 SPANISH 1 P/3				
838 Nancy Hanna		Y2023 METAMORPHOSIS/3				
882 Phillips, Catherine	Y7041 ADVISORY/Y	E9215 CONT ISS IN ED/2	S3404 WORLD HIST P A/1	E9215 CONT ISS IN ED/1		
882 Phillips, Catherine		S7601 US HISTORY P/3	S3424 WORLD HIST P B/2	S0901 AMER GOVT P/2		
882 Phillips, Catherine			S1350 POLITICAL ECON/3	S3401 WORLD HIST P/3		
846 Reimann, J			Y2023 METAMORPHOSIS/2	Y2023 METAMORPHOSIS/3		
846 Reimann, J			Y2023 METAMORPHOSIS/2			
846 Reimann, J			Y2023 METAMORPHOSIS/2			

Note: Teacher Aide classes not printed

Street Academy

3/13/2026

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2025-2026

Master Schedule - Year

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
846 Reimann, J			Y2023 METAMORPHOSIS/3			
828 Valdes, Mitzila	Y7041 ADVISORY/Y	E9214 EXPL CHILD LIT/1	E1904 ENGLISH 1 P A/1	E2201 ENG 2 P/1	B0101 ART 1 P/1	
828 Valdes, Mitzila		YY001 INTERNSHIP 1/1	S5505 RAZA STUDIES/2	E1924 ENGLISH 1 P B/2	B0101 ART 1 P/2	
828 Valdes, Mitzila		E4424 ENG 4 P B/2	E9214 EXPL CHILD LIT/3	P1301 PE/3	B6101 ART OF ANIMAT 1/2	
828 Valdes, Mitzila		E4404 ENG 4 P A/3			B0101 ART 1 P/3	
828 Valdes, Mitzila					B6101 ART OF ANIMAT 1/3	
881 Weiland, M		Y2021 LIFE SKILLS/1	S8101 LEADERSHIP/1			

Note: Teacher Aide classes not printed

2025-2026 Master Schedule - Year Page 1

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
879 Epstein, J	Y7041 ADVISORY/Y	B3011 DIGITAL PHOTO/2	S3404 WORLD HIST P A/1	S8101 LEADERSHIP/1	B0101 ART 1 P/1	
879 Epstein, J		S3424 WORLD HIST P B/2	Y2021 LIFE SKILLS/1	M1001 ALGEBRA 1 P/2	P1301 PE/1	
879 Epstein, J		S8101 LEADERSHIP/3	E1901 ENG 1 P/2	YY001 INTERNSHIP 1/2	YY001 INTERNSHIP 1/1	
879 Epstein, J			S8101 LEADERSHIP/2	E1901 ENG 1 P/3	B3011 DIGITAL PHOTO/2	
879 Epstein, J			M1001 ALGEBRA 1 P/3	P1301 PE/3	P0492 HEALTH FITNESS/2	
879 Epstein, J			S8101 LEADERSHIP/3	YY001 INTERNSHIP 1/3	P1301 PE/2	
879 Epstein, J			S8101 LEADERSHIP/3		B3011 DIGITAL PHOTO/3	
879 Epstein, J					P1301 PE/3	
879 Epstein, J					Y8001 STUDY HALL/3	
844 Erica Trejo	Y7041 ADVISORY/Y	M4230 ALGEBRA 2 P A/1	Q1401 CHEMISTRY P/1	M1004 ALG 1 P A/1	Y8702 GEN WORK EXP/2	
844 Erica Trejo		Q1404 CHEMISTRY P A/2	S8101 LEADERSHIP/1	M4234 ALGEBRA 2 P B/2	Y8702 GEN WORK EXP/3	
844 Erica Trejo		B3011 DIGITAL PHOTO/3	M4231 ALGEBRA 2 P/2	P1301 PE/2		
844 Erica Trejo		M1001 ALGEBRA 1 P/3	P0492 HEALTH FITNESS			
844 Erica Trejo				TNESS/3 Y2101 L/3		
844 Erica Trejo			Q1424 CHEMISTRY P B/3			

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
833 Jim Shiffer	Y7041 ADVISORY/Y	Q5321 CNP PHYSICS P/1	Q5321 CNP PHYSICS P/1	M3504 GEOMETRY P A/1	YY001 INTERNSHIP 1/2	
833 Jim Shiffer		M1001 ALGEBRA 1 P/2	Q0104 BIOLOGY P A/2	M3501 GEOMETRY P/2		
833 Jim Shiffer		M3524 GEOMETRY P B/3	Q0124 BIOLOGY P B/3	Q5321 CNP PHYSICS P/3		
838 Nancy Hanna		G7104 SPANISH 1 P A/1	Y2023 METAMORPHOSIS/1	G7101 SPANISH 1 P/1	B6101 ART OF ANIMAT 1/1	
838 Nancy Hanna		Y2021 LIFE SKILLS/1	Y2023 METAMORPHOSIS/2	G7204 SPANISH 2 PA/2	Y2101 CONFLICT RESOL/2	
838 Nancy Hanna		Y2023 METAMORPHOSIS/1		Y2101 CONFLICT RESOL/2		
838 Nancy Hanna		G7124 SPANISH 1P B/2		G7224 SPANISH 2 P B/3		
838 Nancy Hanna		Y2021 LIFE SKILLS/2				
838 Nancy Hanna		E1920 ETHNIC STDS P/3				
838 Nancy Hanna		G7101 SPANISH 1 P/3				
838 Nancy Hanna		Y2023 METAMORPHOSIS/3				
882 Phillips, Catherine	Y7041 ADVISORY/Y	E9215 CONT ISS IN ED/2	S3404 WORLD HIST P A/1	E9215 CONT ISS IN ED/1		
882 Phillips, Catherine		S7601 US HISTORY P/3	S3424 WORLD HIST P B/2	S0901 AMER GOVT P/2		
882 Phillips, Catherine			S1350 POLITICAL ECON			
846 Reimann, J			Y2023 METAMORPHOSIS/2	Y2023 METAMORPHOSIS/3		
846 Reimann, J			Y2023 METAMORPHOSIS/2			
846 Reimann, J			Y2023 METAMORPHOSIS/2			

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2025-2026 **Master Schedule - Year** Page 2

Teacher: Period 0 Period 1 Period 2 Period 3 Period 4 Period 5

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
846 Reimann, J			Y2023 METAMORPHOSIS/3			
828 Valdes, Mitzila	Y7041 ADVISORY/Y	E9214 EXPL CHILD LIT/1	E1904 ENGLISH 1 P A/1	E2201 ENG 2 P/1	B0101 ART 1 P/1	
828 Valdes, Mitzila		YY001 INTERNSHIP 1/1	S5505 RAZA STUDIES/2	E1924 ENGLISH 1 P B/2	B0101 ART 1 P/2	
828 Valdes, Mitzila		E4424 ENG 4 P B/2	E9214 EXPL CHILD LIT/3	P1301 PE/3	B6101 ART OF ANIMAT 1/2	
828 Valdes, Mitzila		E4404 ENG 4 P A/3			B0101 ART 1 P/3	
828 Valdes, Mitzila					B6101 ART OF ANIMAT 1/3	
881 Weiland, M		Y2021 LIFE SKILLS/1	S8101 LEADERSHIP/1			

Note: Teacher Aide classes not printed

Color Key

Yellow	Concentrator
Blue	Capstone