

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –**

**College & Career Readiness Commission**

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Enactment Number	
Enactment Date	

# Memo

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

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Oakland International High School

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Oakland International High School as “Approved,” with a base allocation of \$248,430.10 and a strategic carryover allocation of \$99,864.80 for a total allocation not to exceed \$348,294.90.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: OAKLAND INTERNATIONAL HIGH SCHOOL

Site #: 353

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

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

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

<b>School Name:</b>	<b>Oakland International High School</b>	<b>Site #:</b>	<b>353</b>
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<b>Pathway Name(s):</b>	<b>Multimedia</b>
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**School Description**

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

**School Mission and Vision**

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

**School Demographics**

2022-23 Total Enrollment Grades 9-12									% Current Newcomers
314									68.8%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	63.7%	36.3%	94.3%	100.0%	90.4%	4.5%	1.9%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	2.5%		10.5%	76.4%			4.8%	0.6%	5.1%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Latino			

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

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
<a href="#">Four-Year Cohort Graduation Rate</a>	56.8%	TBD	60.00%		65.00%		70.00%
<a href="#">Four-Year Cohort Dropout Rate</a>	39.2%	TBD	35.00%		30.00%		25.00%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	78.8%	TBD	80.00%		82.50%		85.00%
<a href="#">On Track to Graduate - 9th Graders</a>	61.2%	57.3%	60.00%		65.00%		70.00%
9th Graders meeting A-G requirements	58.9%	67.1%	70.00%		75.00%		80.00%
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	14.3%	TBD	15.00%		30.00%		50.00%
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	14.2%	15.5%	20.00%		25.00%		30.00%
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	52.0%	98.3%	100.00%		100.00%		100.00%
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	64.6%	TBD	65.00%		70.00%		75.00%
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	8.8%	TBD	20.00%		25.00%		30.00%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	11.3%	TBD	12.50%		15.00%		17.50%

<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	50.9%	TBD	55.00%		60.00%		65.00%
Four-Year Cohort Dropout Rate	45.3%	TBD	42.50%		37.50%		32.50%
A-G Completion - 12th Grade (12th Grade Graduates)	75.4%	TBD	77.50%		80.00%		82.50%
On Track to Graduate - 9th Graders	60.9%	63.2%	65.00%		67.50%		70.00%
9th Graders meeting A-G requirements	58.2%	70.5%	72.50%		75.00%		80.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.0%	TBD	15.00%		30.00%		50.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	11.0%	7.4%	15.00%		20.00%		25.00%
Percentage of 10th-12th grade students in Linked Learning pathways	53.7%	98.3%	100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	TBD	67.50%		70.00%		75.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	8.2%	TBD	20.00%		25.00%		30.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.2%	TBD	10.00%		12.50%		15.00%

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

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<p><b>Instructions:</b> Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select <b>ONE</b> 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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>
<p><b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate (Analyze these two indicators together)</b></p>	<p>Our graduation and dropout rates are strong when compared to rates for newcomers in OUSD overall, yet still far weaker than we desire, particularly since the pandemic.</p>	<p>Our large population of Students with Limited or Interrupted Formal Education (SLIFE), estimated at approximately 2/3 of enrollment, means a majority of students enter with major interruptions in general education and often native language literacy. In order for these students to be college, career, and community ready our structures for targeted and systematic intervention must be stronger, particularly in grades 9 and 10, to provide access to the more rigorous content in grades 11 and 12.</p> <p>Our students are under significant pressure to work and also skew older than typical high school students, with 1/3 to 1/2 of students being 18 or older at any given time. Their adult age, lack of legal obligation to continue education, and economic necessities associated with life in general, and the Bay Area in particular, often combine in to prompt significant numbers of students to half their education in order to work full time, or transfer to Ruidsdale Newcomer to complete their studies more rapidly with a more flexible schedule.</p>
<p><b>A-G Completion - 12th Grade</b></p>	<p>In 2021-22 OIHS had the highest rate of A-G completion for 12th grade newcomer students in OUSD at 77.8%.</p>	<p>While our rate of A-G completion for 12th graders has been the highest or among the highest for newcomer students in OUSD, an ongoing challenge (related to graduation and dropout rates) is sustaining engagement of students into 11th and 12th grade as the advanced age of students and pressures to work mount and the complexity of academic work increase. As we succeed in reducing drop out rate we may struggle to sustain a high rate of A-G completion.</p>

<p><b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i></p>	<p>OIHS is very successful in enrolling all students in a sequence of classes designed to keep them on track to graduate and create multiple opportunities for students to make up credits over the course of their career at the school. This increase in on-track to graduate status and A-G completion typically becomes evident between 11th and 12th grade.</p>	<p>Ninth grade students entering throughout the school year consistently lead to this data point being problematic for OIHS, as our 9th grade students often enter mid-year and only accrue second semester credits even though they are successful engaging in our programming. Our post session, summer programming, and general course of study provide multiple opportunities for credit recovery and accumulation of some redundant credits such that our rate of on-track to graduation is far higher by 12th grade than when measured in 9th grade.</p>
<p><b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i></p>	<p>College enrollment in 4 year institutions for OIHS graduates is nearly double the district rate for newcomer graduates.</p>	<p>The alarming decline in college enrollment rates of OIHS graduates predates the pandemic and is rooted in a major demographic shift in student enrollment towards SLIFE and students who are significantly older than the typical high school age, as documented about related to drop out rates. Our focal student group, Latino students, are overrepresented in this demographic. Students who do complete our program are more likely to name work as their post-secondary objective than in earlier times. There is a lack of connection for students between post-secondary study and economic and career advancement.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>Our students work and understand deeply the value of work and the necessity to position themselves as best as possible in their employment. There is general interest in experiences that may lead to better job skills and future employment opportunities. Our program of study creates flexible schedules for 12th graders that can provide significant time for engagement in internships.</p>	<p>Our internship programming and partnership largely collapsed during the pandemic, with only two remaining stable partnerships and a severely limited set of opportunities for students to participate in such experiences. We have similarly not fully explored opportunities to formalize work based learning opportunities tied to employment that students have obtained on their own without participation of school staff.</p>
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>		
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>		
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>		

**PATHWAY QUALITY ASSESSMENT**

<p>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</p>	<p><b>Evidence of Strengths</b></p>	<p><b>Areas For Growth</b></p>	<p><b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>Equitable Admissions - All students are enrolled. Cohort Structure - Students are cohorted all years. Early College Credit Opportunities - Students in grades 10-12 have DE opportunities.</p>	<p>Curriculum and Instructional Design and Delivery - Cross curricular integration can be enhanced through professional development Assessment of Learning - Developing a stronger suite of literacy assessments and structures to act upon that information will strengthen overall pathway rigor and access. Early College Credit Opportunities - Current opportunities are after school and limited to college math and English, opportunities exist for more DE during the school day with more direct pathway alignment. Partner Input and Validation</p>	<p>Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Gather partner input to inform instructional program aligned with expanded WBL programming</p>

<p><b>Work Based Learning</b>                  Work Based Learning Plans                  Student Work Based Learning Experiences and Self Assessments                  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Student Work Based Learning Experiences and Self Assessments - Two existing partnerships provide work based learning experiences for students.</p>	<p>Work Based Learning Plans - A comprehensive plan to provide WBL for all students by 12th grade is urgently needed. Student Work Based Learning Experiences and Self Assessments - A lack of internship or other WBL partners means that many students have no such experience in their time at OIHS. Work Based Learning Provider Assessment of Student Workplace Readiness - As a result of the above areas for growth, this is not taking place.</p>	<p>Work Based Learning Plans                  Student Work Based Learning Experiences and Self Assessments</p>
<p><b>Integrated Student Supports</b>                  College and Career Preparation and Support                  Social-Emotional Skill Development                  Individual Student Supports                  Student Input and Validation</p>	<p>College and Career Preparation and Support - Articulated series of engagements and supports for 12th graders and their families through advisory and family conferences. Intensive support from transition specialist to support the work. Social-Emotional Skill Development - Advisory program supports SEL development. Individual Student Supports - Second adults (newcomer assistants, paraprofessionals, others) provide targeted supports to students in the classroom to advance literacy development and content learning. Well staffed Wellness Center provides case management for large proportion of students around a variety of needs to enable full participation in pathway programming.</p>	<p>College and Career Preparation and Support - A lack of coherence in 9-11th grade contexts means that some 12th graders experience some of these supports for the first time. Student Input and Validation - A lack of formalized structures to solicit and respond to student voice means that student input is at times haphazard and reaction, rather than strategic and proactively integrated into program development.</p>	<p>College and Career Preparation and Support                  Student Input and Validation</p>

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**

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

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

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**

*What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*

<p>Articulate our approach to using i-Ready data, best practices for assessment, and protocols to use the data to inform instruction across the curriculum.</p>
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<b>Strategic Actions for Goal #1</b>	With i-Ready and other tools develop a comprehensive set of assessments within our reading courses to monitor student progress and inform placement and instruction.
	Re-define the levels/purpose our reading classes in grades 9/10 to better support literacy development for rising 11th graders to enable access to pathway instruction in grades 11/12.
	Provide ongoing professional learning for all pathway teachers to support ongoing literacy development as well as differential across all content areas in the pathway.
<b>Strategic Actions for Goal #2</b>	Leverage anticipated grant funding to establish internship coordinator position to manage partnerships with intern and other work based learning opportunities.
	Establish 12th grade course of study and bell schedule to enable universal participation in work based learning opportunities.
	Develop systems to support students who are already working in formalizing learning experiences associated with this employment.
<b>Strategic Actions for Goal #3</b>	Based upon student input and industry partnerships, cultivate relationships with community college professors and programs leading to career certification opportunities.
	Develop school schedule that enables dual enrollment opportunities to fit within the school day.
	Articulate a programmatic structure that allows 12th grade students to participate in both internships and related early college credit opportunities.

**Budget Expenditures**

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

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



<p><b>Teacher on Special Assignment School: Hire an 11 Month Classroom TSA at .30 FTE.</b>                  The 11 Month TSA is responsible for supporting ongoing professional learning and collaboration of pathway teachers, integration of CTE and industry/community partners into the classroom, deepening connections between CTE and academic program, and development of school portfolio program to increase alignment with Senior Capstone framework. This position benefits all 317 current students by increasing cross-curricular connections among their classes, bolstering CTE integration into all courses, and creating instructional experiences that better prepare them for career and college opportunities.                  PCN 9480 Mallory Moser, at .30 FTE, \$44,244.64                  (The difference of \$5,894.95, to fully fund this employee will come from 2023-24 Strategic Carryover funds)                  (Salary and Benefit costs included)</p>	<p>\$38,349.69</p>	<p>1119</p>	<p>Teacher on Special Assignment School</p>	<p>11 Month Classroom TSA</p>	<p>.30 FTE</p>	<p>Multimedia</p>
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**MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN**

*(for Fiscal Year 2023-24)*

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

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

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

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

<b>BUDGET JUSTIFICATION</b>							
<p><b>For All Budget Line Items</b>, enter 3-5 sentences to create a Proper Justification that answers the below questions.  <b>For Object Codes 1120, 5825 and all FTE</b>, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use.  <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?	
\$93,969.85	2205	Classified Support Salaries	Newcomer Assistant	1.0 FTE	Multimedia	Enabling Conditions	
<p><b>Classified Support Salaries: Hire 1 Newcomer Assistants, at 1.0 FTE.</b>                      The Newcomer Assistant will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.                      PCN 4494 Anisa Hassan, at 1.0 FTE                      (Salary and Benefit costs included)</p>							

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

## Oakland International High School

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work Based Learning</li> <li>Integrated Students Supports</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Oakland International has demonstrated the development of a clear sequence of CTE courses and strong progression toward full integration in core academic classes of CTE. Dual enrollment and WBL are in place but school day and systematically sequenced WBL is still developing. Integration of student supports in the classroom appears to be a strength.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Develop near-term date by which G9-12 WBL plan is in place</li> <li>- Develop near-term date by which school-day DE is in place</li> <li>- Develop near-term date by which systematic engagement with students to gather input can be put in place</li> </ul>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>• School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>• School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>• Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>• For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Clear analysis regarding graduation, dropout rates, and college enrollment related to draw to the world of work.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Engage students systematically to gain insight to complement current analysis</li> <li>- Consider depth of partnership with industry and community orgs as a lever to improve adaptation of engagement over time (e.g., ongoing partnership with a few organizations can lead to more nimble pivoting when necessary)</li> </ul>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>• Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains</li> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive and thorough review of the three domains, factors contributing to relative strength or need for development</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Continue to focus on increasing strategy behind implementation of dual enrollment and work-based learning, keeping in mind the focal population</li> </ul>			
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Strong articulation of goals related to literacy, work-based learning, and dual enrollment that represent new practice, above and beyond current practice</li> <li>• Goals are not clearly connected to larger school challenges as reflected in data benchmarks, such as dropout rate</li> </ul>			

<p>cause analysis logically into their goals and strategies</p>	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Increase articulation between three strategic goals and student outcomes related to A-G readiness, graduation, dropout, and on-trackness</li> </ul>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• With the notable exception of root cause analysis of work-based learning, there is not a clear throughline between root cause of strengths and challenges associated with core metrics and the goals and actions that follow</li> <li>• Strategic Actions are clear, complex such that they will likely take up to three years to occur, and reflect goals that are ambitious</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Engage site staff (and central if desired) to develop a clear theory of action about how literacy development, access to work-based learning and dual enrollment will lead to improved student outcomes as measured by indicator metrics</li> <li>- Leverage staff PD and instructional coaching to increase staff understanding of how literacy development, work-based learning, and dual enrollment are levers to improve student success as measured by indicator metrics</li> </ul>

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting Not Allowable 2	Missing 1
<b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where	<b>Score: 3</b>			

relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.

**Budget**

- A through line is evident between expenditures and the needs identified in the Education Improvement Plan
- Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning
- Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

**Rationale:**

- Newcomer assistants will support literacy development (Goal 1)
- TSA will support CTE and core integration (not a stated goal)
- Strong and clear alignment between expenditures and Linked Learning domains

**Final Recommendation**

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

**Rating: Approved**

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

**Strengths:**

- Root cause analysis reflects a strong understanding of core challenges at Oakland International
- Goals and strategic actions are ambitious but manageable and clear

**Key Questions:**

- How might literacy development leverage the media component of Oakland International? Might literacy development be contextualized in hands-on learning through media classes and practiced through work-based learning? How might industry partners support literacy development, both as advisors to the curriculum and as partners who work directly with students as they learn and practice postsecondary readiness literacy skills?
- How might your staff and instructional leadership team develop a strong and shared theory of action about how to improve student learning outcomes through your focal areas of work-based learning and dual enrollment? How are these pathway elements meant to transform student outcomes?

**Budget Feedback:**

- Oakland International’s budget is relatively small due to school size; however, priorities connect clearly with Linked Learning pathway priorities. Budget could be more clearly aligned with priorities related to work-based learning and dual enrollment, though these goals and actions may be funded through other sources than Measure N/H.

**Next Steps:**

What	Suggested Lead	Proposed Deliverable	Proposed Date
1. Facilitate development of clear theory of action regarding the intended role of work-based learning and dual enrollment in improving student outcomes as measured by core indicators	Principal, Pathway Lead Teacher		
2. Identify multiple structured opportunities to engage students for their input on dual enrollment, work-based learning, and literacy development	Principal, Pathway Lead Teacher	Engagement questions and supporting materials, as relevant	October 2023 (to inform budget and master schedule in '23-24)
3. Explore opportunity of work experience education with central WBL coordinator (Tatiana Newman Wade) to inform potential implementation in future years	Principal, Career Transition Specialist, School Counselor		October 2023 (to inform budget and master schedule in '23-24)
4. Strengthen alignment between literacy development strategies and CTE standards through consultation with central Literacy Specialist (Colette Kang) and CTE Coach (James Treacy), potentially including consultation with industry partners (as mentioned above)	Principal, Pathway Lead Teacher		September 2023
5. Develop a clear and cohesive 9-12th grade college and career readiness plan that includes implementation (such as which classes will take responsibility for which aspects of college and career readiness) and related PD needs of staff involved	Principal, School Counselor, Career Transition Specialist, Pathway Lead Teacher	College and career readiness plan	January 2023 (time for Spring PD to enable Fall '23 launch)