

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Jason Gumataotao, Chairperson
jason@ibew595.org

Measure N - College & Career Readiness - Commission

Louise Waters, Vice Chair
louise.bay.waters@gmail.com

James Harris, Member
james@510media.com

Marc Tafolla, Member
marctafolla@gmail.com

Katy Nuñez-Adler, Member
katynunez.adler@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	22-2699
Introduction Date	12-6-2022
Enactment Number	
Enactment Date	

Memo

To Measure N Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2026 Education Improvement Plan Template
Services For: All High Schools

Action Requested and Recommendation Presentation to and possible adoption by Measure N Commission of 2023-2026 Education Improvement Plan Template.

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

Attachments

- 2023-2026 Education Improvement Plan Template
- 2023-2026 College and Career for All and Linked Learning Quality Standards
- 2023-2024 Education Improvement Plan – Instructions for Budget Justifications
- Presentation: Changes to 2023-2026 Education Improvement Plan Template

School Name:							Site #:			
Pathway Name(s):										
School Description										
School Mission and Vision										
School Demographics										
2022-23 Total Enrollment Grades 9-12										
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe	Newcomers
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported	
Focal Student Population	Which student population will you focus on in order to reduce disparities?									
SCHOOL PERFORMANCE GOALS AND INDICATORS										
Whole School Indicator				21-22 Baseline Data	22-23 Data	23-24 Benchmark	23-24 Data	24-25 Benchmark	24-25 Data	25-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate										
Four-Year Cohort Dropout Rate										
A-G Completion Rate (12th Grade Graduates)										
On Track to Graduate - 9th Graders										
9th Graders meeting A-G requirements										
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience										
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12										
Percentage of 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										
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation										
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation										
Focal Student Population Indicator				21-22 Baseline Data	22-23 Data	23-24 Benchmark	23-24 Data	24-25 Benchmark	24-25 Data	25-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate										
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A-G Completion - 12th Grade (12th Grade Graduates)										
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Percentage of 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							
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation							
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation							

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 <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold. Then select ONE of the indicators color coded in green to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <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 <i>(Analyze these two indicators together)</i>		
A-G Completion - 12th Grade		
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>		
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

2023-2024: YEAR ONE ANALYSIS

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

2023-24 Strategic Actions

Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

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

Pathway Name:

Mission and Vision

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 <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
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			
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness			
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation			

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal

*Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the "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:

Goal #2:

Goal #3:

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	

9th Grade	
2023-2024: YEAR ONE ANALYSIS	
9th Grade Strategic Goals	
<p>9th Grade Quality Strategic 3 Year Goal <i>What are 1-3 goals to improve 9th grade and the integration with the pathway? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound). Goals should start with the "By 2026..."</i> Example: "By 2026 we will increase our 9th grade on-track to graduation by 10% from 2021-22 to 72% for all students. We will accomplish this through biweekly 9th grade team meetings that track and monitor the effectiveness of student interventions."</p>	
Goal #1	
Goal #2	
Goal #3	
9th Grade Strategic Actions 2023-24	
<p>Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i></p>	
Strategic Actions for Goal #1	
Strategic Actions for Goal #2	
Strategic Actions for Goal #3	
9th Grade Budget Expenditures	
2023-2024 9th Grade Budget	

		Meeting the Standard	Exceeding the Standard
Integrated Program of Study <i>Student-centered learning connected to postsecondary and industry</i>	Equitable Admissions	<ul style="list-style-type: none"> The pathway has an equitable, open admissions policy based on student interest that provides all students access to high-quality college and career preparation. The emphasis on equity is made explicit in pathway, school and/or district admissions policies demonstrating that students of all socio-economic, racial, ethnic, and academic ability levels have access to a Linked Learning pathway experience. The pathway employs strategies to ensure it serves a student population that reflects the makeup of the school, district, and/or community in which it resides. 	<p><i>There are no additional criteria for this category</i></p>
	1.1 Cohort Structure	<ul style="list-style-type: none"> With few identified exceptions, participating students in grades 10-12 are part of a pathway cohort class for 50% of their schedule, or a minimum of two academic courses and one CTE/career-themed course. A cohort constitutes a common curricular experience with the same teacher among a group of students participating in the same pathway. It is not necessary that students share a common course section. Students who are English language learners and those who are participating in an individualized education program have equitable access to classroom learning in this cohort. 	<ul style="list-style-type: none"> With few identified exceptions, pathway students are in a pathway cohort class for 65% of their classes, or four or more classes, including a minimum of at least one CTE/ career-themed course.
	1.2 Curriculum and Instructional Design and Delivery	<ul style="list-style-type: none"> Pathway core content (English language arts, math, science, social science) and career technical education (CTE/career-themed courses) are built on a foundation of cross-subject and industry-infused curriculum and instructional design, giving students opportunities to make connections across academic content areas and between academic and career content. Pathway provides students with multiple interdisciplinary learning opportunities throughout the pathway experience, which also includes work-based learning opportunities. Pathway instructional design is based on pathway student outcomes and the OUSD Graduate Profile. Students are offered multiple opportunities to demonstrate mastery in alignment with outcomes and standards. Pathway curriculum is designed at a level of rigor to develop strong critical thinking skills that prepare students for postsecondary academic success and success in the workplace. The depth and complexity of student learning is evident through student work samples and instructional practices that utilize student-centered, collaborative, and project-based learning in the classroom, and build in opportunities for students to reflect and provide feedback on their learning experiences. Attention to equitable access to instruction for all identified demographic subgroups is evident through instructional scaffolding and attention to building academic mindsets and developing socio-emotional learning competencies. 	<ul style="list-style-type: none"> Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels. Pathway provides staff with continuous learning and improvement opportunities to ensure that pedagogy is culturally informed and instructional strategies are inclusive.

Integrated Program of Study <i>Student-centered learning connected to postsecondary and industry expectations</i>	1.3 Assessment of Learning	<ul style="list-style-type: none"> ○ Assessments align with and are designed to measure pathway student outcomes and graduate profile. They are designed intentionally to provide evidence of students' critical thinking skills and their complex understanding of the integrated curriculum. ○ Assessment design provides multiple opportunities throughout the pathway course of study for students to demonstrate their learning to a broader audience of peers, industry representatives, and/or other community members. ○ At least annually, students formally share their cross-subject, CTE/career-themed learning through a public demonstration of knowledge and mastery of content standards. These experiences are designed to enable students to practice skills that will be needed to successfully complete the pathway culminating project. ○ During their senior year of high school, all students are required to submit a culminating project (e.g., internship project, capstone project, or defense of learning) that builds upon the integrated program of study. This represents a rigorous summative assessment in which students demonstrate and reflect upon their academic, career/technical, and social-emotional knowledge in an authentic, experiential way. ○ Adaptations and alternative assessment methods are used when appropriate to ensure equitable opportunities for all students to demonstrate expected knowledge and skills. 	<ul style="list-style-type: none"> ○ To demonstrate growth in industry knowledge and workplace skills, pathway students complete a rigorous, summative, performance-based assessment at the end of their CTE/career-themed courses (e.g., certification exam or portfolio) and/ or participate in an end-of-internship exhibition of learning. ○ Pathway provides staff with continuous learning and improvement opportunities to ensure that equitable and culturally informed assessment strategies are in place.
	1.4 Early College Credit Opportunities	<ul style="list-style-type: none"> ○ Early college credit opportunities are available to all students through Advancement Placement courses, International Baccalaureate courses, and/or by formal agreement with a post-secondary partner to provide dual enrollment opportunities, articulated high school classes, or credit by exam. Pathway is able to demonstrate the degree to which students are participating in and obtaining credit through these opportunities. 	<ul style="list-style-type: none"> ○ Through formal dual enrollment partnership(s), or equivalent, a majority of pathway students participate in and successfully complete early college credit opportunities. ○ The pathway team maintains data on student participation and success in early college learning opportunities, disaggregated by demographic subgroups (e.g., race/ethnicity, English language learners, individualized education plan participants), in order to monitor equitable access and outcomes for all students.
	1.5 Partner Input and Validation	<ul style="list-style-type: none"> ○ Postsecondary, industry, and other partners inform and validate the design and implementation of the pathway program of study, including pathway outcomes and student assessments. These partners assess the effectiveness and quality of the program on an ongoing basis, and this input is used to improve alignment to industry and postsecondary needs. 	<ul style="list-style-type: none"> ○ Postsecondary, industry, and other partners work with the pathway team on curriculum co-design and co-validation through a formalized collaborative process to assess program quality, effectiveness, and alignment to postsecondary and industry expectations.

		Meeting the Standard	Exceeding the Standard
Work-Based Learning <i>A continuum of meaningful experiences with work and real-world applications of learning</i>	2.1 Work -Based Learning Plans	<ul style="list-style-type: none"> ○ The pathway provides students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with the program of study curriculum and pathway and/or graduate outcomes. The pathway program provides students with opportunities to engage with the plan by, for example, tracking their participation in specific activities, and/or reflecting on the plan at various times throughout their pathway experience. The plan is personalized as needed to ensure equitable opportunities for all students. ○ The WBL plan is articulated with the program of study and pathway academic outcomes and/or graduate profile. ○ The WBL plan is informed by and/or validated by input from industry partners. 	<ul style="list-style-type: none"> ○ Students customize their WBL plan and track their experiences based on pathway outcomes, district graduate profile, and/or personal goals. Students regularly reflect upon and update their plan, taking into account their postsecondary goals and plans.
	2.2 Student Work-Based Learning Experiences and Self-assessments	<ul style="list-style-type: none"> ○ All students successfully complete a range of WBL experiences, from career exploration activities to career training. The pathway provides opportunities for all students to pursue formal WBL internships or apprenticeships and to obtain industry certifications. ○ The pathway provides equitable access to high-quality WBL experiences for all students. All students participate in WBL self-assessments on a periodic basis throughout their pathway experience, and after individual WBL experiences. These self-assessments give students the opportunity to reflect on their WBL skills development, their understanding of the industry, and links between academic and WBL experiences. Feedback gathered through student self-assessments are also used to inform the WBL plan. 	<ul style="list-style-type: none"> ○ A majority of students successfully complete an internship or similar experience in a placement aligned with the pathway theme. Success is measured against employer evaluation and industry and pathway outcomes. ○ The pathway team uses information from student self-assessments to evaluate the scope and quality of WBL experiences and to make ongoing program improvements.

	2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	<ul style="list-style-type: none">○ Industry partners and employers/supervisors evaluate individual student workplace readiness development and performance in WBL experiences on an annual basis at minimum.○ Partners/supervisors assess the quality of student preparation and performance in WBL activities (professionalism, soft skills, etc.) and on skills and knowledge related to pathway outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes.	<ul style="list-style-type: none">○ Feedback and validation from employers occurs regularly and is used to improve the workplace readiness of students. Employers participate both in the preparation of students for the worksite and in the evaluation of student intern performance.○ WBL data is tracked through a system that specifies clear student learning outcomes, metrics, and benchmarks. Employers participate to formally validate the work readiness of students.
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		Meeting the Standard	Exceeding the Standard
Integrated Student Supports <i>Meeting the developmental needs of each young person to equip all for a successful transition to college and career</i>	3.1 College and Career Preparation and Support	<p>The pathway is successfully preparing students for college and career transitions, and promoting a college and career culture by:</p> <ul style="list-style-type: none"> • Expecting students to pursue postsecondary education or training • Exposing students to a variety of postsecondary options • Providing targeted student support for postsecondary options (i.e., preparation for PSAT, SAT, ASVAB exams, guidance for college applications, help completing FAFSA and other financial aid applications, etc.) • Providing academic, social-emotional, and career counseling services aligned with pathway and graduate outcomes, and helping students to develop and realize their college and career readiness goals • Helping students develop job application skills and make connections to apprenticeship and certification programs 	<p>The pathway assures a college and career culture by:</p> <ul style="list-style-type: none"> • Making early college, dual enrollment, and other opportunities available on the high school campus • Sponsoring professional development for counselors, teachers, and other relevant staff on topics related to early college/career readiness awareness • Developing relationships with postsecondary institutions to promote successful student transitions to higher education <p>Nearly 100% of pathway students achieve one or more of the following directly after graduation:</p> <ul style="list-style-type: none"> • Enroll in a postsecondary institution • Attain an industry-recognized certificate • Enter a pre-apprenticeship or apprenticeship program • Enter the workforce, leveraging training and credentials acquired through pathway participation
	3.2 Social-Emotional Skill	<ul style="list-style-type: none"> ○ The pathway program includes embedded learning opportunities that emphasize the development of social awareness, self-management, and a mindset of growth and self-efficacy for all students. 	<ul style="list-style-type: none"> ○ Through the program of study, the pathway standardizes protocols that regularly embed opportunities for students to reflect on their social-emotional learning and growth over time. ○ The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy.
	3.3 Individual Student Supports	<ul style="list-style-type: none"> ○ The pathway team monitors student academic, personal, and social-emotional needs, and provides culturally responsive and timely interventions as necessary. The pathway adopts and implements a systematic plan of assessment and referral for students needing academic or social-emotional interventions. Interventions are personalized and engage students' families as appropriate in order to serve each individual student. ○ A system is in place to assess the efficacy of student supports based on progress of identified subgroups. 	<ul style="list-style-type: none"> ○ Students benefit from regular check-ins with pathway team members to monitor progress against the plan. The pathway team engages families and leverages community assets to contribute to and serve students' academic and social-emotional needs in a more customized way. ○ Structured peer mentoring opportunities are integrated into intervention strategies.

	3.4 Student Input and Validation	<ul style="list-style-type: none">○ The pathway seeks and documents student voice and leadership in articulating the pathway theme and making connections between academic studies, WBL opportunities, and college and career preparation.○ Student feedback solicited on at least an annual basis to gauge whether students understand the relevance of their program in preparing them for life after high school. This information is used to inform pathway improvement and responsiveness to support student needs.	<ul style="list-style-type: none">○ Students often articulate the relevance of their program by serving as leaders, ambassadors, and spokespersons. They are valued partners and leaders in the continuous improvement process by providing regular feedback on the quality of their preparation and helping the pathway team incorporate this feedback into planning and future improvements.
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2023-2024 Measure N Education Improvement Plans (EIPs) INSTRUCTIONS FOR BUDGET EXPENDITURES

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

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

2. **In addition to the the two required Budget Justification** questions above, respond to these additional questions specific to Object Codes 1120, 5825 and all FTE positions:

a. **For Teacher Salaries Stipends - Extended Contracts (1120)**, please also answer:

- What are the additional duties to be provided outside of normal working hours?
- What are the Accomplishment Standards, including:
 - What are the planned objectives for providing this service?
 - What target group of students will benefit from this service?
 - How many students will be served?
- How did you calculate the budget? (i.e.: # hours x hourly rate x number of staff members + 25% benefit costs = \$xxx.xx)

b. **For Consultant Contracts (5825)**, please also answer:

- What is the name of the consultant or agency/vendor?
- Describe the services to be provided.
- What are the Accomplishment Standards, including:
 - What are the contract deliverables?
 - What target group of students will benefit from this service?
 - How many students will be served?
- What, if any, are the agency's administrative fees? (Be sure to include administrative fees in the total budget.)

c. **For FTE**, please also specify:

- Title of position and FTE percentage
- Brief job description that includes a minimum of 3 specific job duties
- For positions that are not already Measure N-approved, Duty Statements are also required. Measure N-approved positions include Work-Based Learning Liaison, College & Career Readiness Specialist, Transitions Specialist, and Pathway Coach.

3. Additional OPTIONAL Questions for Technology/Equipment and Supplies & Materials. You may answer the below optional questions within the EIP or wait to answer the questions upon submission of your Justification Form in FY 2023-24. If you choose NOT to answer these questions, the approval of the budget line item in the EIP will be **CONDITIONAL**, pending submission of Justification Form.

a. **For Technology/Equipment (4420 & 4410), the optional questions are:**

- Explain how this technology/equipment is specialized to meet industry-specific standards and/or enable pathway-specific projects.
- How is this technology/equipment purchase supplemental to that which is already provided by the District (or Charter Management Organization)?
- If the same technology/equipment was purchased in the last 3 years, please explain why you need to purchase this item again.

b. **For Supplies & Materials (4310), the optional question is:**

- How is this expenditure supplemental to supplies/materials purchased through General funds and/or already provided by the District (or Charter Management Organization)?

If you have any questions about the content of your budget line items, please reach out to your High School Supervisor.

If you have any questions about permissibility, object codes, etc., please reach out to Nancy (Nancy.Gomez@ousd.org) or Stacey (Stacey.Blankenbaker@ousd.org).



**College &
Career for
All Fund**

Established by Measure N



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2023-26 Measure N Education Improvement Plan - Key Changes



Presented to: Measure N Commission

December 6, 2022

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Objectives

- Orientation to the purpose of the EIP
- Review process used to gather input on development of new EIP template
- Highlight key changes made to EIP template
- Outline next steps



What is the EIP and what is its purpose?

- The Education Improvement Plan (EIP) is a 3-year planning document in which each school site identifies 3-year strategic goals related to their pathways. Every year the Pathways update the EIP with 1 year strategic actions in support of reaching their 3-year goals.
- The EIP includes a budget section where teams align their pathway needs to the Measure N funds.
- The purpose of the EIP is to support continuous quality improvement across all Pathways and to communicate it to stakeholders including Measure N Commission and Board of Education.
- The EIP is mandated by Measure N legislation.



EIP Template Development Process

- Solicited input on potential changes to EIP from Measure N Commission, Pathway Coach Collaborative, Charter School Community of Practice and High School Principals
- Met with District's Research, Assessment and Data (RAD) department to discuss Measure N data indicators collected in EIP
- Small Working Group collaborated on making edits to EIP template based on input and a desire to make EIP flow in a more user-friendly manner

Whole School Tab - Changes to Data Indicators

2020-2023 Data

- Four-Year Cohort Graduation Rate
- Four-Year Cohort Dropout Rate
- A-G Completion Rate
- On Track to Graduate - 9th Grade
- ~~● Percentage of students who participated in at least 1 Work-Based Learning Activity~~
- Percentage of students who have passed dual enrollment courses with a C- or better
- Percentage of all students in Linked Learning pathways

2023-2026 Data

All the 2020-2023 Data Plus

- 9th Graders Meeting A-G Requirements
- Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience
- CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course
- College Enrollment Data: Percentage of students enrolling in 2-year or 4-year colleges within one year of graduation

Whole School Tab - Data Benchmarks and Goals

- Sites identify their 3-year data goals based on 2021-22 baseline data
- Sites then set data benchmarks on the way to their 3-year goal

SCHOOL PERFORMANCE GOALS AND INDICATORS							
<i>Whole School Indicator</i>	<i>21-22 Baseline Data</i>	<i>22-23 Data</i>	<i>23-24 Benchmark</i>	<i>23-24 Data</i>	<i>24-25 Benchmark</i>	<i>24-25 Data</i>	<i>25-26 Goal (3-Year Goal)</i>
Four-Year Cohort Graduation Rate							
Four-Year Cohort Dropout Rate							
A-G Completion Rate (12th Grade Graduates)							
On Track to Graduate - 9th Graders							
9th Graders meeting A-G requirements							
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience							
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12							
Percentage of 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							
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation							
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation							

Whole School Tab - Root Cause Analysis

- Reduced the number of indicators sites are required to analyze: 4 required indicators (bolded) plus one additional indicator to select
- Reduced number of questions for analysis to just Strengths and Challenges because prior EIP had repetitive questions

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.		
<i>Indicator</i>	<i>Strengths</i>	<i>Challenges</i>
Instructions: Complete the Strengths and Challenges columns for all indicators in bold. Then select ONE of the indicators color coded in green to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	What is our site doing well that's leading to improvements in this indicator?	What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>		
A-G Completion - 12th Grade		
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>		
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 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 Tab

- Changed Assessment Tool from [Measure N Self Assessment Rubric](#) to [College and Career for All and Linked Learning Quality Standards](#), based on the Gold Standards from the Linked Learning Alliance. *(Still finalizing formatting for Quality Standards document.)*
- Streamlined Pathway Strategic Goals and Strategic Actions sections, requiring that goals be written as SMART goals

PATHWAY QUALITY ASSESSMENT			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
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			
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness			
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation			

9th Grade Tab

- Streamlined Pathway Strategic Goals and Strategic Actions sections, requiring that goals be written as SMART goals

9th Grade Strategic Goals	
9th Grade Quality Strategic 3 Year Goal <i>What are 1-3 goals to improve 9th grade and the integration with the pathway? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound). Goals should start with the "By 2026..."</i> Example: "By 2026 we will increase our 9th grade on-track to graduation by 10% from 2021-22 to 72% for all students. We will accomplish this through biweekly 9th grade team meetings that track and monitor the effectiveness of student interventions."	
Goal #1	
Goal #2	
Goal #3	
9th Grade Strategic Actions 2023-24	
Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
Strategic Actions for Goal #1	

EIP Plan - Budget - Whole School, 9th Grade & Pathway Tabs

- Updated required second question to read:
“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.)”

Budget Expenditures						
2023-2024 Budget: Enabling Conditions Whole School						
BUDGET JUSTIFICATION						
<p>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 Instructions.</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>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	



Next Steps

- Develop resources to support sites in completing EIP, including:
 - Finalize Data Dictionary for EIP Data Indicators
 - Work with RAD to pre-populate demographic information and data indicators for OUSD schools
- Customize EIP template for each school
- Release EIP to school sites in early January; sites will need to complete EIPs by early March