Measure N Pathway Planning Provisions
2015-16

Each OUSD high school and charter high school is eligible to receive up to $200.00 per student in Measure N funds to use during FY 2015-2016 to support strategic planning, professional development, and program piloting directly related to the development of a school's three-year "education improvement plan" to create and enhance small learning communities of career-oriented pathways, which offer intensive individualized support that enable all students to graduate high school prepared to succeed in college and career. The goal of the education improvement plan must be to equitably place all students in career pathways or academies that deliver challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services.

I.   Measure N Vision and Theory-Of-Change

The Oakland College & Career Readiness For All Fund is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. This comprehensive approach creates small learning communities of career-oriented pathways, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career. These ideals have been captured in the district's "Pathway to Excellence" below:

> *"Our belief is that significant improvement in student outcomes is driven at the school [pathway] level. Our every action centrally is in the service of one purpose: building quality community schools [and pathways] that prepare students for college, career, and community success. Empowered school communities that make decisions best suited for the needs of their particular children, align instruction to effective practices, constantly measure academic and social growth, and adapt as necessary to increase student learning, are the foundation of a world-class school district. All schools [and pathways] will benefit from our work to recruit, develop, and retain talented staff in every classroom and every department. All schools will receive defined autonomies, support, and recognition—as well as targeted interventions—to improve student performance. And when, over time, a school [pathway] demonstrates it doesn't have the capacity for strong site governance or to produce significant academic and social growth in its students, we will intervene to accelerate student performance, enhance school quality, and ensure that Every Student Thrives!"*

The Goals of the Measure
- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

The overarching goal of the education improvement plan must be to equitably place all students in career pathways or academies that integrate challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services.

An approved education improvement plan shall include, at minimum:

1. Completion of a diagnostic self-evaluation of the school and pathways that identifies key areas needed to implement the full continuum of an integrated college and career preparation pathways for all students.

2. Annual and Three-Year accountability indicators toward achieving the stated purpose and goals of this Measure

3. Evidence-based strategies designed to meet the accountability indicators.

4. Annual benchmarks for the implementation of new or enhanced structures and systems that equitably place all students in career pathways or academies.

5. Description of how school staff, time schedules, and budgets are coherently structured to implement the school improvement plan's strategies and activities.

II.   What Each School Must Accomplish With A Planning Grant

1. **Planning Team Configuration and Responsibility**

    a. Establish, convene, and facilitate an initial planning team.   The planning team should include the principal, but should also include contributions from other stakeholders such as the school's Instructional Leadership Team, ISS Planning Team, SSC, Advisory board, Pathway Leads, Academy Directors, etc.

    b. Planning Team participates in a Summer Orientation and in selected professional learning opportunities in order to get prepared for 2015-16 design year.

2. **Application for Planning Funds 2015-16**

    a. The Planning Team completes an assessment of the school and pathway to include:

        i. Measure N Initial Diagnostic Self-Evaluation

        ii. Incorporate feedback from other evaluation processeses such as WASC, SQR, Extended Site Visits, Charter Renewals, etc.

    b. Planning Team completes an application that addresses pathway development that is designed to improve the outcomes outlined in Measure N. The planning grants must reflect the self-evaluation the Planning Teams have generated. Applications will be evaluated based on the self-assessment and whether the actions proposed support pathway development.

    c. Planning Team completes a budget narrative to include outcomes to be achieved during the planning year.

3. **Planning Year 2015-16**

    a. Establish, convene, and facilitate a Design Team comprising school administrators, teachers, students, parents, service-provider partners, industry partner/s and classified employees. The Design Team is expected to reach a broader group of stakeholders than the Planning Team and provide many more opportunities for community participation.

    b. School Sites complete a Full Diagnostic Self-Evaluation of program

    c. Design Teams complete research into best practices, pathway structures, student groupings, curriculum development, and strategies for improved school/pathway climate and culture. For pathways that are well developed, planning funds can be used to outline and implement new strategies and structures to support the overall goals.

    d. Design Team develops a three-year strategic plan and budget.

4. **Implementation Planning for 2016-17**

   a. During the Fall of 2015, Design Teams engage with the SSC to begin crafting the Single Plan for Student Achievement that incorporates Linked Learning Essential Elements supported by Measure N and other funding sources.

   b. Sites submit a Measure N Budget Plan and Justification to the Linked Learning Office for feedback by January 8th, 2016.

   c. Final Measure N Budget Plan and Justification must be submitted to the Measure N Commission for approval by January 29th, 2016.

   d. Single Plan for Student Achievement is approved by the SSC and submitted to the Measure N Commission by May 15th, 2016 for approval.

III.   OUSD Supports to be Provided to Schools

OUSD District Schools	*Charter Schools*
● Mandatory two day sharing of best practices and planning time to support implementation to take place in June 2016. ● Analysis of industry sectors allowing school communities to determine industry focus for program. ● Platforms to share design and best practices across networks to support pathway development. ● Summer orientation for school principals. ● Checkpoints and tools for completing diagnostic evaluation, research and plan writing ● Coordination of work based learning continuum of experiences and internships. ● Create forums for sharing pathway learning across networks and school types	● Mandatory two day sharing of best practices and planning time to support implementation to take place in June 2016. ● Analysis of industry sectors allowing schools communities to determine industry focus for program. ● Platforms to share design and best practices across networks to support pathway development. ● summer orientation for school principals. ● Checkpoints and tools for completing diagnostic evaluation, research and plan writing. ● Coordination of work based learning continuum of experiences and internships. ● Create forums for sharing pathway learning across networks and school types.

● Pathway development supports from **other** revenue sources to include:
  ○ Site based Pathway Coaches who support ILTs, design teams, Pathway Lead Teachers, and Pathway communities of practice
  ○ Site based CTE Specialists
  ○ SPSA tools and supports
  ○ Pathway Design Lab support: CTE sequence development; master schedule development, work based learning integration; industry partner outreach; advisory board development; cross-curricular integration and project based learning support
  ○ Intensive Support School support
	● Other Supports Provided by Charter Network or an Individual Charter School's Administrative Team

IV.   Allowable Uses of Planning Grant Funds

1. Purchasing paid-hours and/or employee positions for school administrators, teachers, counselors, and classified employees to enable such school employees to effectively lead, facilitate, and participate in planning, research, design, professional learning community, and other professional development activities.

2. Purchasing contracted services of an expert school design facilitator and/or subject-matter content specialists.

3. Supplies, materials, and transportation related to Design Team planning, research, and design meetings and activities.

4. Implementation and assessment of program pilot projects.

V.   Deadlines for 2015-16 Planning Grant

Monday, May 11, 2015:	Application is issued to all high schools.
Monday, June 1, 2015:	Completed applications are due to the Office of Postsecondary Readiness.
Wednesday, June 10, 2015:	Office of Postsecondary Readiness publishes its funding recommendations.
Tuesday, June 16, 2015:	Measure N Commission votes on funding recommendations.
Wednesday, June 24, 2015:	Board of Education approves Measure N Commission's funding decisions.

V.   Sample Budget for the 2015-2016 Planning Grant

Item	Amount	Description of Funding Used	Desired Outcome
1			
2			
3			