

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Leadership Public School, Oakland R&D

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Leadership Public School Oakland R&D as “Approved” with a base allocation of \$141,100.00 and a strategic carryover 2024-2025 plan and budget of \$143,225.00, for a total amount not to exceed \$284,325.00.

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

N/A

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

Fiscal Impact Funding resource(s): Measure N and H

Attachments

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Leadership Public School Oakland R&D

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they 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.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards				
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☒ Meaningful reflection about progress toward strategic goals (whole school and pathway)				
☒ Clear articulation of connections between these reflections and new or adapted strategic actions				
☒ Evidence of progress toward pathway programs' quality standards				

Score: 3
Rationale:

The school has focused on strengthening its overall infrastructure by stabilizing leadership, expanding in-person classes, investing in teacher development, and fully staffing academic counseling and wellness services. LPS updated its pathway programs to align with Linked Learning Quality Standards. Students engaged in various college and career readiness activities, including workshops and fairs. The transition away from the Business Entrepreneurship pathway has led to a partnership with Berkeley City College, allowing students to earn dual enrollment credits and industry-recognized certificates in Multimedia Arts.

Suggestions for 25-26 Continued Progress Monitoring:

For family engagement, strategic and realistic actions could include regular communication through accessible channels, hosting family workshops on college and career readiness, involving families in student exhibitions, and creating advisory roles for family members within the pathway structure. To encourage integration of the pathway theme across the curriculum, LPS Oakland could provide targeted professional development in media and design for all teachers and offer concrete, subject-specific examples. Interdisciplinary collaboration could be supported through planning time, co-teaching models, and shared project-based learning goals.

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
☒ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning ☒ Integrated Program of Study ☒ Work-Based Learning ☒ Integrated Student Support				
☒ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☒ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				

Score: 3
Rationale:

LPS improved in developing enabling conditions for a robust Linked Learning pathway by defining student outcomes, refining Capstone exhibitions, strengthening the Pathway Advisory Board, and increasing access to industry certifications.

Suggestions for 25-26 Continued Progress Monitoring:

To integrate the pathway theme across the curriculum, LPS Oakland should pair media and design-focused professional development with structured supports that help teachers apply the theme within their subject areas. Cross-disciplinary collaboration and project planning time could support this.

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
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 via specific whole-school and pathway strategic actions for 2025-2026	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☒ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
☒ Expenditures provide clear justifications that demonstrate the alignment between 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:	Suggestions for 25-26 Continued Progress Monitoring: Currently, a substantial carryover is funding efforts to align Linked Learning domains. LPS must prioritize long-term sustainability in the upcoming years through strategic resource planning since Measure N is being spent down.			

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: Approved

Strengths:

- ☐ Increased student engagement and a more consistent pathway structure have strengthened the program.

Key Questions:

- ☐ To what extent do the WBL activities listed involve industry partners? How might LPS Oakland increase the ways in which industry partners directly engage in support of student learning and student project work?

Budget Feedback:

- ☐ n/a A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan

Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date
n/a Not conditionally approved			

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

Criterion 4 Evidence of Progress and Linked Learning Implementation

Category to be completed by High School Linked Learning Office

Instructions: Review the *Work-Based Learning template*, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

☐ Program of Study	Will Advanced Design and Multimedia Arts be offered in '25-26? Which CTE course will be offered to 12th graders? What common planning time (inside or outside of the school day) do pathway teachers have to coordinate student support and integrate curriculum? What leadership skills and experiences do all students experience, beyond ASB (presumably limited to students in that course)? What personalized support is embedded in pathway classes (Tier 1)?
☐ Work-Based Learning Plan	Do all of these activities include industry partners?
☐ Master Schedule	Master schedule represents two cohort groups, but the school is a single pathway school. What purpose does the "Humanities" cohort serve?
☐ EIP Presentation	It was a pleasure to see the students through zoom

School Name:		Leadership Public School Oakland R&D						Site #:	9126	
Pathway Name(s):		Design and MultiMedia Arts (DMMA)								
School Description										
"LPS Oakland R&D was established as a school in August of 2012. In early 2012, a committee of concerned constituents (staff, representatives of the LPS College Park community) met to discuss strategies to provide a new model of schooling for students in the East Oakland region. With the support of the Leadership Public Schools Superintendent, Louise Waters, a charter petition was filed and approved in May of 2012.										
LPS Oakland R&D was committed to creating new learning experiences for students. A strong College Counseling program was started in 2013. Students were provided with a strong foundation in college and career exploration. In part, this led LPS Oakland R&D to become one of the top schools for A - G completion in Oakland.										
Over the last six years, our school has developed a strong reputation for creating a safe and supportive learning environment for students of a varying skill levels and learner profiles. Our school has focused on providing culturally responsive teaching, restorative practices, and academic interventions. LPS Oakland R&D currently serves 9th-12th grade students. Our student body consists of approximately 348 students, of which approximately 70% qualify for Free and Reduced Lunch."										
School Mission and Vision										
Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers,										
School Demographics										
2023-2024 Total Enrollment Grades 9-12				218						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	47.7%	52.3%	91.3%	97.7%	37.2%	20.6%	2.8%	9.6%	NA	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	3.2%	0.0%	0.5%	95.0%	0.0%	0.0%	0.0%	0.5%	0.9%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Males				
SCHOOL PERFORMANCE GOALS AND INDICATORS										
Whole School Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal
Four-Year Cohort Graduation Rate		88.4%	94.6%	95.0%	94.4%	N/A	96.0%			97.0%
Graduation Rate: Non-Cohort (Continuation)*		N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate		5.7%	5.4%	5.0%	5.6%	N/A	4.0%			3.0%
A-G Completion - 12th Grade (12th Grade Graduates)		88.1%	83.0%	92.0%	67.2%	N/A	95.0%			97.0%
Course Completion Rate (Continuation)*		N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders		73.0%	60.0%	75.0%	88.0%	N/A	80.0%			85.0%
9th Graders meeting A-G requirements		56.0%	47.0%	75.0%	88.0%	N/A	80.0%			90.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar		30.0%	3.0%	75.0%	8.3%	N/A	80.0%			90.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better		50.0%	57.0%	80.0%	80.0%	N/A	85.0%			90.0%
Percentage of 10th-12th grade students in Linked Learning pathways		100.0%	77.0%	100.0%	82.0%	N/A	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved		53.0%	45.0%	60.0%	57.0%	N/A	70.0%			80.0%
CTE Participation (Continuation)*		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		Not available	Not available	Not available	TBD	N/A	Not available			Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of		68%*	Not available	70.0%	TBD	N/A	75.0%			80.0%
Focal Student Population Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate		87.9%	90.9%	89.0%	97.1%	N/A	90.0%			91.0%
Graduation Rate: Non-Cohort (Continuation)*		N/A	N/A	N/A	N/A	N/A	N/A			N/A

Four-Year Cohort Dropout Rate	5.6%	9.0%	6.0%	2.9%	N/A	7.0%		8.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.0%	91.0%	48.0%	66.7%	N/A	49.0%		50.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A		N/A
On Track to Graduate - 9th Graders	73.3%	45.0%	74.0%	39.0%	N/A	75.0%		76.0%
9th Graders meeting A-G requirements	41.6%	36% passing all classes	42.0%	39.0%	N/A	43.0%		45.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.0%	1.0%	80.0%	18.2%	N/A	90.0%		100.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	14.5%	26.0%	15.0%	78.8%	N/A	20.0%		25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	10.6%	35.0%	80.0%	61.7%	N/A	90.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	10.6 %	20.0%	80.0%	30.3%	N/A	90.0%		100.0%
CTE Participation (Continuation)*	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	Not available	Not available School Clearing House 9/23; will	Not available	TBD	N/A	Not available		Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	Not Available	Not available School Clearing House 9/23; will	29.0%	TBD	N/A	30.0%		31.0%

ROOT CAUSE ANALYSIS

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

Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 47-50). Then select ONE of the indicators from lines 51-54 (color coded in peach) 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>	Schoolwide our Four-year Cohort Graduation Rate increased by .3% this past year, from 88.1% to 88.4%. While we aim to continue to increase this rate, we note that compared to the state average (for all students and for all subgroups), our graduation rates are above average. We continue to support students who need the additional summer after senior year to fulfill their A-G requirements and graduate on time. While this is small number of students, we know that it is vital to continue this practice. This was strengthened by deep connections to advisory and student understanding of A-G requirements. Advisors hold a caseload of students from from 9th-12th grade. During advisory, students review their own transcripts and track their A-G course completion. Student ownership and teacher support helped make this increase possible. In addition, LPS Oakland is still recognized as one of the top schools for A-G completion for Latinx students in Oakland.	As a small school with an enrollment of less than 350 students, it is particularly challenging to offer a wide variety of courses with sections across all grade levels while ensuring each section meets the minimum number of students per class. Less than half (7 of 15) of the teaching staff holds full teaching credentials and about half of the courses offered are in-person online classes with 100% virtual content. Consequently, when students do not pass A-G courses it is difficult for them to retake them during the regular school year without also attending the summer credit recovery session. Sustained academic underperformance, due in part to inadequate classroom support, often leads to students' diminished self worth and is further compounded by the dread of the extended school year. These factors contribute to students and families reevaluating the benefits of remaining at LPS Oakland and may prompt them to seek opportunities elsewhere.
A-G Completion - 12th Grade	Our A-G completion rate strongly stands at 88.1% including for our target group of male students. We also anticipate seeing a higher A-G completion rate for our Special Education students in this senior cohort due to the intensive case management and collaboration between general education and special education staff that has taken place for the last four years. This level of intense case management with a focus on supporting the development of their independence and connection to college and career is now an area of focus for our rising grade levels of Special Education students as well.	The 12th grade senior class of 2023 is arguably the most negatively impacted class by the global COVID-19 pandemic to date. They spent the majority of their 9th and 10th grade years in a distance learning format within an unprecedented system of fluid and/or undefined standards of attendance, student engagement, and grading standards. Transitioning back to in-person learning on a high school campus for the first time during the high-stakes junior year was very challenging both socially and academically. The circumstances for A-G completion for this group of students has been and remains far from ideal.

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	This year nearly 73% of 9th graders are on track to graduate. The 9th Grade Team of teachers and other support providers have continued to work to create individualized plans for struggling male students around completion of A-G requirements.	Challenges faced were first year out of the pandemic and being behind grade level and needing to learn Tier 1 skills once again. Second challenge was staff retention/stability. Upon return from the virtual learning environment staff turnover rate increased, the number of credentialed faculty decreased, and the number of web-based courses with in-person non-credentialed staff support increased. Currently, 21/78 (27%) of all classes offered are online.
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>	This data is not available due to incorrect coding. Moving forward, we will make sure we have this data available in the future.	First year challenges continue to be a result of pandemic and the school needs to address academic skills (i.e. vocabulary, context clues, essay composition, seeking editorial assistance, etc.) that are required to successfully complete college enrollment materials (i.e. applications, personal statements, FAFSA, etc.). Our incomplete, undertrained, and understaffed counseling team did not have the capacity to assist students adequately.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	53% of students attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone. Among males the rate is 10.6%. This indicator is an area of growth for us.	Challenges include an inaccurate and incomplete CTE pathway program which was missing key anchor courses and a certification component. These omissions caused students to be unclear on the academic goals and decreased motivation and participation. Addressing the incomplete pathway sequencing has been an important focus this school year. We have developed a plan with Peralta (Merritt College and Berkeley City College) to implement a complete CTE pathway program that will include key anchor courses and a student certification component.

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	Due to LPS Oakland R & D's pathway admissions process, all students, grades 10-12, are provided with an equitable and open process that allows all students the opportunity to access high-quality instruction and experience the academic rigors of a college structured classroom. LPS Oakland R & D has found that the provision of the Business Entrepreneurship Pathway Program has established for our students the exploration of detailed and structured business practices through uniquely targeted curriculum and instructional design (business industry based instructors provide a wealth of knowledge and opportunity). The cohort structure encourages students to build a connection with each other and institute their network. In addition, the provision of college credit while in high school is a strength that gives our students a head start in their higher learning journey. Our community partners have provided strong support to ensure that our students succeed.	LPS Oakland R & D plans to strengthen their approach to restructuring how it approaches developing integrated learning strategies and integrated program of study. We have realized the benefits of this program and will continue to assess our learning environment and instructional design of the program in order to produce positive student outcomes. LPS Oakland recognizes the importance of sustaining academic support to our students in order to avoid student failure of coursework. Putting stronger systems in place that will assist them succeed academically is necessary.	-Acquire a Measure N/H Consultant to provide guidance in programming for curriculum and instructional design and assessment of learning to keep program on track and headed towards gold standard.

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Due to LPS Oakland R & D's efforts to create an equitable and supportive WBL environment, we continue to extend career preparation opportunities to our 10-12 graders by providing exposure to our community partners (Genesys works LPS C & C Advisory Board Members). Our Counseling team and Career and Community Leadership Coordinator provided work-based learning and career support through career panels, and internship opportunities. Our scholars experienced internships through Genesys works with industry led giants such as Google and Facebook to gain first hand experience in a potential career of their choice. Internships included built in professional development for all participants, one on one on the job coaching, and support with adding internship experiences to their resumes.	LPS Oakland R & D has plans to establish and extend work-based learning opportunities by implementing relationships with several information, communications, and technology industry partners that align with our goals and objectives.	-Prioritize creating and maintaining work based learning experiences with targeted community partners that support student interest and the business pathway program. Develop workshops around workplace readiness and basics skills.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Due to LPS Oakland R & D's efforts to create an equitable and supportive environment, we continue to extend student-focused college and career preparation opportunities to 10-12 graders in the areas of dual enrollment pathways and exposure to community partners (Genesys works C & C Advisory Board Members, etc.). Our Advisory classes, Counseling teams, and Career and Community Leadership Coordinator provided college and career preparation regularly. In addition, one of our main focuses was to ensure that our students basic needs are being met so they were able to fully focus on their academic development and social -emotional skills. LPS R & D continues to value student input in order to strengthen our support system practices. Our students felt validated.	LPS Oakland R & D realizes that the college supports staff needs to be more robust and intentional in approach.	-Prioritizing academic and social-emotional support for our students that are in the pathway cohorts. Promote students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement.

2025-2026: YEAR THREE**Pathway Strategic Goals****Pathway Quality Strategic 3 Year Goal****Check in on 3-Year Goals**

For each 3-year goal, answer:

- To what extent is the pathway on track for accomplishing this goal by 2026?
- What has supported or hindered progress towards each goal this year?

By 2026, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.	The pathway is on track to meet its 2026 goal, but progress has been shaped by both successes and challenges. Over the past year, 82% of our teachers have actively engaged in Linked Learning, implementing at least one integrated project during the first semester. By the end of the school year, 100% of teachers will have facilitated an integrated project, ensuring that all students engage in interdisciplinary learning. Our current 11th graders are positioned to complete their capstone projects in 2026, which will culminate in an exhibition and portfolio, marking a significant milestone in the full realization of our pathway vision. Several key factors have contributed to our advancement. Strong teacher collaboration has fostered more effective cross-disciplinary teaching, deepening students' engagement with real-world applications. Increased student engagement has reinforced the value of project-based learning, allowing coursework to feel more relevant to future careers. Additionally, our pathway structure has strengthened, ensuring more consistency in the interdisciplinary experiences offered to students across grade levels. However, progress has not been without obstacles. Limited professional development has slowed deeper cross-subject collaboration, making it more difficult for teachers to refine their approach to integrated projects. While industry partnerships have expanded, there is still work to be done in strengthening mentorship opportunities and increasing project feedback from professionals. Additionally, we need to refine assessment and reflection processes to improve instructional strategies and measure impact more effectively. As we move forward, ensuring equitable access to these experiences for all students remains a top priority. As we examine the outcomes of our pathway work, we recognize the need to focus on specific student populations. Last year, 61.73% of males in grades 10-12 participated in Linked Learning. However, some male students faced barriers, including scheduling conflicts due to credit recovery and specialized services that limited their access to integrated coursework. Despite these challenges, male students have engaged in interdisciplinary projects at rates comparable to their peers, demonstrating noticeable growth in project completion and skill development. The hands-on, real-world applications embedded in Linked Learning have been particularly effective in increasing engagement and motivation among male students. However, areas for improvement remain—some male students need additional scaffolding to fully participate, particularly in projects that demand extended written reflection and collaborative discourse. To better support these students, we need to strengthen mentorship opportunities, particularly with male professionals in relevant industries, to enhance career engagement. Additionally, targeted supports such as structured peer collaboration, differentiated instructional strategies, and industry mentorship will be essential to ensuring that male students maximize their Linked Learning experiences. Moving forward, we must build on the foundation we have established while addressing persistent challenges. Expanding professional development will be key to increasing cross-disciplinary collaboration and helping teachers refine interdisciplinary project design. Strengthening our industry partnerships will allow for deeper real-world connections, ensuring that students receive meaningful feedback and mentorship. Additionally, we must rethink how we structure student support, particularly in a small school setting where credit recovery and specialized services impact scheduling. A shift toward mastery-based grading will help us move beyond traditional course repetition, allowing students to focus on mastering individual standards rather than retaking entire classes. This approach will ensure that students stay on track while receiving the specific interventions they need. By 2026, we envision a fully realized Linked Learning model where interdisciplinary projects are deeply embedded in every student's experience, preparing them for both college and career success. Through ongoing reflection and adaptation, we will continue refining our approach to ensure equitable access, increased engagement, and meaningful industry connections for all students.
By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.	With the sunset of the Business Entrepreneurship pathway in 2023-24, 10 students met the criteria for the LPS Board of Trustees Local Certificate of Achievement, with 5 males earning certification. This transition was informed by student interests, labor market trends, and the need for clearer industry-aligned outcomes. To ensure continuity and expanded opportunities, LPS strategically aligned with Berkeley City College (BCC) to offer dual enrollment courses leading to a BCC Certificate of Achievement in Multimedia Arts. Starting in 2023-24, 9th graders began with Introduction to DMMA, followed by Intermediate DMMA in 2024-25. Next year (2025-26), these students will progress to Advanced DMMA, with access to the WBL Career Practicum and BCC dual enrollment courses. This structured sequence ensures that by 2026, 100% of DMMA graduates will qualify for the LPS Board of Trustees Local Certificate of Achievement, with 65% projected to earn a Peralta Certificate of Achievement in Multimedia Arts. The pathway has steadily advanced toward its goals, but this progress has not come without challenges. Last year (2023-24), we were able to offer five internships, serving 23 students in a school population of 218. Recognizing the need for expansion, we significantly built out our site-based offerings in 2024-25, now serving 64 students in a reduced school population of 171. Additionally, 100% of students now participate in Career Launch as part of their grade-level seminar (advisory), ensuring that every student receives structured career exploration and readiness support. The WBL Career Practicum is now offered to 11th and 12th graders, providing structured pathways for students to engage in hands-on industry-related experiences. Notably, 57.7% of internship participants this year are male, reflecting increased engagement among our focal population. While these achievements represent progress, challenges remain. Balancing coursework with other academic responsibilities, particularly for students engaged in remediation or specialized services, presents ongoing obstacles. In a small school setting, the need for credit recovery can create scheduling conflicts that limit access to dual enrollment and work-based learning opportunities. Additionally, external internship placements remain limited, requiring continuous expansion of industry partnerships to ensure equitable access for all students. Looking forward, we must rethink how we engage students in academic coursework to minimize the need for full-course repetition, particularly when attendance is not the issue. A shift toward mastery-based grading will allow students to demonstrate proficiency in individual standards rather than retaking entire courses, ensuring they can remain on track while receiving targeted academic support. This approach will require faculty collaboration to identify where students need intervention and provide structured opportunities for them to demonstrate mastery without disrupting their participation in advanced coursework. As we refine our DMMA pathway, we must deepen dual enrollment support and strengthen work-based learning integration to sustain student success. Expanding our partnerships with Berkeley City College and industry professionals will be critical in increasing access to real-world learning opportunities that bridge high school, college, and career pathways. Additionally, we must prioritize equity in access to pathway-aligned coursework, ensuring that students of all backgrounds receive the individualized support they need to thrive. Mastery-based grading will play a pivotal role in this evolution, allowing students to focus on mastering essential skills and standards rather than repeating full courses. As we continue to refine our scheduling structures, we must ensure that remediation efforts do not come at the expense of career pathway participation. By 2026, we envision an ecosystem where DMMA graduates not only leave LPS with high school diplomas but also with industry-recognized credentials, positioning them competitively for postsecondary education and careers in multimedia arts. Through ongoing reflection and adaptation, we will refine our approach, ensuring that our pathway remains a model for student success and career readiness.

By 2026, 90% of the Business Pathway students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Business Entrepreneurship. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.	With the sunset of the Business Entrepreneurship pathway in 2023-24, 10 students met the criteria for the LPS Board of Trustees Local Certificate of Achievement, with 5 males earning certification. This transition was informed by student interests, labor market trends, and the need for clearer industry-aligned outcomes. To ensure continuity and expanded opportunities, LPS strategically aligned with Berkeley City College (BCC) to offer dual enrollment courses leading to a BCC Certificate of Achievement in Multimedia Arts. Starting in 2023-24, 9th graders began with Introduction to DMMA, followed by Intermediate DMMA in 2024-25. Next year (2025-26), these students will progress to Advanced DMMA, with access to the WBL Career Practicum and BCC dual enrollment courses. This structured sequence ensures that by 2026, 100% of DMMA graduates will qualify for the LPS Board of Trustees Local Certificate of Achievement, with 65% projected to earn a Peralta Certificate of Achievement in Multimedia Arts. The transition to DMMA has been a significant shift, requiring adaptation from students, staff, and leadership. While we have seen increased engagement and stronger alignment with industry and college pathways, challenges remain. One of the most pressing issues is balancing coursework with other academic responsibilities, particularly for students who require remediation or additional services. In a small school setting, the need for credit recovery can create scheduling conflicts that limit student access to dual enrollment courses. For some students, repeating entire courses due to gaps in mastery rather than targeted support on specific skills presents an unnecessary barrier to progress. Looking forward, we need to reconsider how we engage students in content courses, leaning more intentionally into mastery-based grading. A focus on clear identification of standards mastery rather than full-course repetition can ensure students receive the specific support they need while maintaining access to pathway-aligned coursework. Where attendance is not the issue, this shift would allow students to demonstrate competency without delaying their academic progression. Additionally, our efforts must include a strategic review of scheduling structures to ensure that remediation supports are embedded without disrupting students' access to advanced coursework and dual enrollment opportunities. As we move forward, our focus remains on ensuring that every student in the DMMA pathway is equipped with the skills, knowledge, and credentials necessary for success in college and career. Deepening dual enrollment support and strengthening work-based learning integration will be essential to maintaining high completion rates. Our partnerships with Berkeley City College and industry professionals will continue to evolve, offering students greater access to real-world learning opportunities that bridge high school, college, and career pathways. We must also prioritize equity in access to pathway-aligned coursework, ensuring that all students, regardless of background or academic history, receive the support they need to thrive. Mastery-based grading will play a crucial role in this, allowing students to focus on achieving competency in individual standards rather than facing the setback of repeating entire courses. By 2026, we envision an ecosystem where DMMA graduates not only leave LPS with high school diplomas but also with industry-recognized credentials, positioning them competitively for postsecondary education and careers in multimedia arts. Through ongoing reflection and adaptation, we will continue to refine our approach, ensuring that our pathway remains a model for student success and career readiness.
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?
Leverage partnership with Peralta Community College District of four local colleges to obtain CTE course outlines and identify units that lend themselves to curriculum integration.	Yes, we are on track to accomplish this action. The partnership with Berkeley City College (BCC) has allowed us to build a structured dual enrollment (DE) pathway for 11th and 12th graders within the Design, Media, and Visual Arts (DMMA) pathway. The intentional sequencing of these courses ensures students have access to a rigorous, industry-aligned learning experience. Moreover, by embedding UC-approved College Prep versions of these courses, we have taken a critical step in ensuring equitable access for students who may face learning or technical challenges. Reflecting on this progress, the key success factor has been strategic alignment between LPS Oakland R&D and Peralta Colleges—allowing us to build a robust bridge between high school CTE coursework and postsecondary opportunities. This work is directly reinforcing our goal of career pipelining, preparing students for both college and industry certifications. By the end of the year, we will have fully implemented the following: -Course Offerings: We successfully developed and launched a full-year set of DE electives, including Web Commerce, Graphic Visualization, and Intro to Web Design in the first semester, followed by Online Games & Interactivity, VR and Digital Spaces, and User Experience and Interface in the second semester. -Accessibility & Inclusion: We introduced UC-approved College Prep versions of each DE course, ensuring students with learning or technical differences are not left behind. These versions allow students to engage with the same material while receiving additional scaffolding. -Instructional Support: LPS Oakland R&D course facilitators work alongside DE professors, offering an embedded support system within each course section. This integrated approach ensures students are not only exposed to college-level rigor but also receive the guidance necessary to thrive. -Pathway Continuity: The seamless articulation of these courses with BCC's Multimedia Arts program positions students well for continued education and credentialing opportunities beyond high school. Reflecting on this progress, one of the most significant takeaways is the importance of intentional instructional design. By creating a parallel structure for both DE and College Prep students, we have strengthened accessibility while preserving academic rigor. Additionally, building faculty collaboration between our facilitators and DE instructors has created a stronger student support system—a model worth refining and scaling in the future. Limited time for curriculum alignment and collaboration has slowed interdisciplinary integration in DE courses, preventing

	LPS staff will visit other schools within the district to witness and learn from well-established interdisciplinary projects (e.g. compare and contrast reporting of geopolitical events according to mainstream medias' countries of origin and the impact it has on digital media communications as seen in English, visual and performing arts, and history/social science classes). This year, we are making real strides in strengthening interdisciplinary projects at LPS. Our Instructional Leadership Team (ILT) took a critical step by attending the PBL Design Camp and visiting six Linked Learning schools in San Diego, where they observed powerful models of interdisciplinary teaching in action. These visits showcased how schools effectively integrate disciplines, align projects with career pathways, and create meaningful learning experiences that engage students in real-world problem-solving. With four of our eleven ILT members participating, these leaders are now driving collaboration within their grade-level teams, ensuring that interdisciplinary work isn't just an idea—it's embedded in practice. A major achievement this year was the first semester KQED Media Challenge, where nine out of eleven teachers led students in producing media that critically analyzed and responded to civic issues. This project successfully linked English, social studies, and media arts, giving students the opportunity to apply content knowledge in a creative and meaningful way. The high level of participation among staff demonstrates a shift toward project-based, interdisciplinary teaching that prioritizes student engagement and real-world application. As we move into Semester 2, we continue this work with KQED's Narrative Challenge, which expands on the first semester's project by deepening students' storytelling skills. This challenge integrates multiple disciplines, reinforcing our commitment to interdisciplinary learning while pushing students to communicate complex ideas in compelling ways. However, this work hasn't been without its challenges. Time constraints remain a significant barrier, as teachers balance daily instructional responsibilities with the deep planning required for interdisciplinary collaboration. Additionally, while the ILT members who attended PBL Design Camp have taken the lead in supporting their teams, not all staff have had the same exposure to strong interdisciplinary models—which means we're still working on building a shared understanding of what high-quality interdisciplinary projects look like across the entire staff. Finally, scheduling school visits within the district has been difficult due to logistical constraints and competing demands on teachers' time. Despite these challenges, we are actively taking steps to push this work forward. The ILT is leveraging grade-level team meetings to share best practices from their Linked Learning visits and support colleagues in integrating disciplines effectively. We are also embedding interdisciplinary project planning into professional development to provide teachers with concrete strategies and dedicated time to refine their projects. Additionally, we are working to coordinate staff visits to other schools in a way that minimizes disruption while maximizing learning. We are on track to meet this goal by the end of the year. The momentum from the first semester, the leadership of the ILT, and the continued partnership with KQED are all driving forces in this work. By addressing time and logistical challenges head-on, we are ensuring that interdisciplinary learning is not just an occasional project—it's becoming a central part of how we teach at LPS.
24-25 Strategic Actions for Goal #1	Career & Community Leadership Coordinator will work with teachers to design and implement interdisciplinary projects at each grade level. The Career & Community Leadership Coordinator (CCLC) role has been redesigned as the Linked Learning Lead Facilitator to ensure a more streamlined and effective approach to interdisciplinary project design, professional development, and industry engagement. The Linked Learning Lead Facilitator is actively leading the implementation of Linked Learning by supporting grade-level interdisciplinary projects, designing and delivering Linked Learning-focused professional development, organizing Linked Learning teacher cohorts, and expanding industry partnerships to provide students with real-world learning experiences. Additionally, the Linked Learning Lead Facilitator is facilitating ILT exposure to best practices by coordinating visits to high-performing schools that serve similar student populations. This shift has strengthened the cohesive strategy for integrating career-connected learning with teacher collaboration and curriculum development at LPS Oakland. The Linked Learning Lead Facilitator is on track to accomplish the actions necessary to meet the goals set for this school year. Significant progress has been made in supporting grade-level interdisciplinary projects, with teachers effectively integrating career-focused learning experiences into their instruction. Professional development sessions have been intentionally designed and delivered to enhance Linked Learning implementation, ensuring that teachers have the tools and strategies necessary to bring this work to life in their classrooms. Teacher cohorts have been established and actively engaged in ongoing Linked Learning discussions and training, fostering collaboration and shared learning. Partnerships with industry leaders have been expanded, increasing opportunities for students to engage with authentic, real-world applications of their learning. Additionally, visits to high-performing schools have been secured, providing the ILT with valuable insights into best practices that inform ongoing instructional improvements. While significant progress has been made, challenges have emerged in scheduling professional development and teacher cohort meetings amidst competing priorities. The availability of industry partners has required consistent engagement to ensure meaningful collaborations. Schoolwide priorities have occasionally necessitated adjustments to timelines, but these shifts have been met with strategic planning to maintain momentum. Moving forward, the focus remains on deepening partnerships, optimizing professional development schedules, and ensuring full alignment with broader school goals. The commitment to Linked Learning at LPS Oakland continues to drive the work, ensuring that students have access to meaningful, career-connected learning experiences that prepare them for success beyond the classroom.

When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for CTE and integrated core academic staff members to work on interdisciplinary projects	Strategic scheduling efforts have ensured that interdisciplinary collaboration time is embedded into the master schedule and professional development calendar. The ability to carve out these spaces is a testament to the school's commitment to interdisciplinary learning, even within the constraints of a small staff. With the small size of the school, common prep periods have been successfully structured for humanities and STEAM teams, as well as for dual enrollment (DE) and CTE staff. 100% of teachers have a common prep with an interdisciplinary cohort partner, ensuring that every educator has access to structured collaboration time. These structured periods have facilitated interdisciplinary planning and project development, providing teachers with dedicated time to align projects across disciplines. However, while these scheduled opportunities exist, the effectiveness of their use varies due to inconsistent engagement and competing instructional demands. Professional development sessions have been intentionally designed to reinforce integration efforts, equipping teachers with the tools and training necessary to implement interdisciplinary learning effectively. The success of this approach hinges on ensuring that these sessions remain relevant and responsive to teacher needs. The master schedule prioritizes interdisciplinary common prep periods for key teaching teams, ensuring that collaboration remains a focal point. This has led to increased opportunities for teachers to engage in meaningful dialogue around project-based learning and career-connected instruction. However, despite the universal access to interdisciplinary common prep, participation levels fluctuate due to the optional nature of prep period activities under the unit contract. While some teachers have taken full advantage of this structure, others struggle to prioritize interdisciplinary work within their planning. This inconsistency is not due to a lack of interest, but rather competing demands on teacher time and varying levels of readiness to engage in cross-disciplinary work. Industry partnerships have been leveraged to enhance real-world learning experiences for students, adding an invaluable dimension to the curriculum, yet maintaining and expanding these partnerships requires ongoing effort. The ILT is coordinating site visits to high-performing schools that effectively implement interdisciplinary learning, an essential step in refining the school's own approach and understanding best practices. These initiatives have strengthened the school's ability to support Linked Learning and ensure that students benefit from cross-disciplinary instruction, yet sustaining this momentum will require continuous refinement and adaptation. Despite these efforts, the voluntary nature of prep period collaboration limits full implementation, highlighting the need for stronger accountability measures and clearer expectations. Moving forward, the most effective mechanism for sustaining and deepening interdisciplinary planning efforts will be leveraging professional development sessions and grade-level team meetings (GLT) as the primary spaces for collaboration. Unlike prep periods, PD and GLT meetings provide structured, mandatory time for interdisciplinary work, ensuring more consistency and participation. The ILT will refine PD structures and GLT facilitation to ensure a consistent and impactful approach to interdisciplinary collaboration and project development at LPS Oakland. This shift will provide more intentional spaces for educators to engage in this work without conflicting with contractual limitations. These adjustments will strengthen the foundation for career-connected learning while maintaining alignment with teacher capacity and schoolwide goals. Ensuring that interdisciplinary collaboration remains an evolving and responsive process will be key to maintaining its effectiveness over time.
Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work	Our ongoing work with the Pathway Advisory Board has deepened the role of industry partners as collaborators in shaping and assessing student learning. Last year, we made big strides by convening a Pathway Advisory Council (PAC) that brought together industry professionals, our pathway coach, admin, counselors, students, and teachers. This collaboration allowed us to design real-world evaluation criteria, ensuring that student projects reflect the expectations and standards of the industries we prepare them for. Students didn't just complete projects—they received authentic, actionable feedback from professionals in the field, making their learning more relevant and impactful. This year, we've taken another step forward by partnering with the Parent and Guardian Association (PGA) to ground our pathway goals and expected learning outcomes in a holistic vision of college and career readiness. By expanding the conversation to include families, we're making sure our pathways are not just aligned with workforce needs but also resonate with the aspirations of our students and their communities. To enhance participation from industry partners and families, we have moved some Pathway Advisory Board meetings to a virtual format, allowing more stakeholders to engage without scheduling conflicts. This shift has already resulted in increased participation from partners who previously faced logistical barriers. Industry partners continue to play a key role, not only as evaluators but as mentors and connectors, helping students see how their classroom experiences translate into real opportunities beyond high school. We have established structured mentorship programs, where students engage in scheduled virtual and in-person check-ins with industry professionals. Additionally, we have expanded our hands-on exhibitions where students present their projects to industry experts for feedback, ensuring that students gain direct experience communicating their ideas to professionals. One challenge has been coordinating schedules—balancing the availability of busy professionals with the needs of our teachers and students requires intentional planning. To address this, we have aligned industry participation with key school events, such as student showcases and career-focused PD sessions, ensuring their involvement is maximized during high-impact moments. Looking ahead, we plan to provide targeted professional development for teachers on how to integrate industry feedback more effectively into their instructional practice. Additionally, we will continue to refine the timing and format of industry engagement opportunities, making them more flexible and accessible for both professionals and educators. With these adjustments, we are strengthening our commitment to providing students with career-connected learning experiences that are meaningful, relevant, and impactful for their futures.

LPS Oakland will revise and enhance a comprehensive Work Based Learning continuum for all students, with a scope and sequence that includes career awareness, career exploration, job shadows, informational interviews, resumes, mock interviews, internships, capstone projects, and other key aspects of work-based learning.	LPS Oakland is actively working to revise and enhance a comprehensive Work-Based Learning (WBL) continuum to ensure all students engage in meaningful career-connected experiences. The updated scope and sequence incorporates career awareness, career exploration, informational interviews, resume building, mock interviews, internships, capstone projects, and other key aspects of work-based learning. This structured approach is designed to provide students with progressive exposure to real-world careers, equipping them with the skills and confidence needed for post-secondary success. However, ensuring that these experiences are truly meaningful requires intentional design, ongoing reflection, and continuous industry alignment. Moving forward, we will focus on collecting qualitative student feedback and industry partner insights to refine and enhance each stage of the WBL continuum. We have leveraged on-site internships with REEL and expanded opportunities through our school-based enterprise, allowing students to gain hands-on experience in design, multimedia arts, and social media management. These experiences have been instrumental in providing practical applications of career skills while also increasing student engagement in their learning. However, participation has varied, with some students struggling to balance internships with academic commitments. To address this, we will integrate structured reflection sessions and academic alignment strategies to ensure that students see their internships as extensions of their learning rather than additional burdens. Additionally, our Family and Community Coordinator hosts interns who use their design and multimedia skills to enhance storytelling and branding for school events and initiatives, reinforcing the importance of real-world communication skills in professional settings. In addition, we have launched a Work-Based Learning Career Practicum where students collaborate with business and design professionals. This practicum is setting the foundation for our first-ever Creative Arts Festival in May 2025, which will serve as a showcase of student work and industry partnerships. While this initiative presents an exciting opportunity for students to demonstrate their creativity and project management skills, it also requires consistent engagement and structured support from professionals to ensure its success, which is highly variable. Moving forward, we will establish a clearer timeline and set attainable milestones for student deliverables, ensuring that industry partners can provide meaningful input at critical stages. We will also develop a mentorship framework to enhance the level of industry guidance students receive throughout the process. While these efforts have significantly expanded WBL opportunities, one challenge has been ensuring consistent industry engagement and alignment with student schedules. Some industry professionals have limited availability, making it difficult for them to participate in student evaluations and mentorship. To address this, we are structuring more flexible mentorship models, including virtual check-ins and industry-led workshops, to provide greater accessibility for both students and professionals. Additionally, we will refine our outreach and scheduling processes
LPS Oakland will reestablish an intentional focus on developing a strong college and career culture which includes research-based practices that support the development of every student as a college and career-ready graduate.	At LPS Oakland, we are committed to reestablishing an intentional focus on building a strong college and career culture, ensuring that all of our students develop the skills, knowledge, and confidence to graduate prepared for post-secondary success. Our students come from diverse backgrounds, often navigating systemic barriers such as limited access to resources, varying levels of familial support, and disparities in college readiness skills. Addressing these challenges requires intentional, research-based practices that provide structured guidance, exposure, and support at every stage of a student's journey. Moving forward, we will ensure that every student has access to personalized college and career planning, leveraging data and real-time student feedback to tailor supports that meet individual needs and aspirations while addressing these challenges head-on. Over the past year, we have taken meaningful steps to align our initiatives and resources with the goal of strengthening this culture. We have expanded advisory structures to include intentional conversations about college and career readiness, ensuring that students engage in goal setting, self-reflection, and action planning that is relevant to their lived experiences. However, student engagement in these activities varies significantly, often reflecting uneven access to external support and college-going role models. Our partnerships with college representatives, industry professionals, and alumni mentors have helped bridge these gaps, providing students with direct exposure to post-secondary pathways. Still, scheduling conflicts and limited availability from industry professionals sometimes restrict access to these opportunities. Career fairs, college application workshops, FAFSA completion sessions, and student panels are now built into the school calendar, yet sustained participation remains a challenge, as students juggle coursework, extracurriculars, and family responsibilities. Recognizing these barriers, we are working to embed these opportunities into advisory and seminar structures, ensuring that every student, regardless of personal obligations, has meaningful access to college and career resources. To strengthen these efforts, we are embedding career exploration and readiness strategies across all grade levels. This includes 9th and 10th-grade career awareness activities, structured 11th-grade college and career exploration modules, and 12th-grade transition planning. We have expanded Career Launch initiatives, including college and career study tours to help students visualize themselves in post-secondary environments. However, transportation and scheduling constraints continue to limit participation in these visits, and we are working to expand virtual opportunities and school-based alternatives for students unable to attend in person. Additionally, Peralta tours provide students with a direct connection to the career pathways available on-site at the colleges with which they are dual enrolled. While these efforts provide invaluable exposure, some students from historically underrepresented backgrounds struggle to see themselves in these spaces. To counteract this, we are integrating intentional mentorship and affinity-based support structures that provide students with guidance from professionals who share their lived experiences.

**24-25
Strategic
Actions for
Goal #2**

LPS Oakland will work with, expand, and enhance industry partnerships (e.g. local community based non-profit organizations, engineering and construction companies currently operating on campus, etc.) that support work-based opportunities for all students	At LPS Oakland, we are deepening our commitment to expanding and enhancing industry partnerships to create meaningful work-based learning opportunities for all students. Through strategic collaboration with local organizations and businesses, we aim to provide students with hands-on experiences that connect classroom learning to real-world applications. Establishing and maintaining these partnerships requires intentional outreach, clear alignment with student learning outcomes, and ongoing relationship-building to ensure sustainability. Moving forward, we will focus on leveraging existing partnerships while cultivating new collaborations to maximize student access to work-based opportunities. Last year, we worked closely with the engineering and construction companies on our campus during the completion of our renovation and new construction projects. This collaboration provided students with firsthand exposure to skilled trades, project management, and site engineering, allowing them to observe professionals in action while gaining insight into career pathways in the construction industry. While this was a valuable opportunity, we recognize the need to create structured, long-term engagement rather than short-term exposure. Moving forward, we aim to develop more intentional partnerships with industry professionals that include mentorship programs, work-based learning projects, and hands-on training experiences that can be integrated into the school curriculum. Beyond industry-focused partnerships, we recognize that holistic student success requires support beyond technical skills. We have strengthened our collaboration with Kingmakers of Oakland, ensuring that culturally responsive practices are embedded within our work-based learning experiences. This partnership provides students—especially young men of color—with identity-affirming support and mentorship that fosters self-confidence and leadership skills. Additionally, Youth Uprising has played a critical role in offering mental health services that help students navigate personal and emotional challenges, ensuring they are prepared not just academically but socially and emotionally for college and career pathways. Moving forward, we will continue working closely with these organizations to create wraparound supports that address both academic and non-academic barriers to success. One of the key areas of focus in preparing students for post-secondary success is financial literacy and access to financial aid. FAFSA sessions are led by our counseling team, providing students and families with critical information on how to secure financial assistance for college. However, we continue to face challenges in ensuring full participation, as misconceptions, fear of financial burdens, and lack of awareness create barriers to FAFSA completion. To address this, we are working on targeted outreach strategies, including one-on-one financial aid counseling, peer-led FAFSA workshops, and family financial aid nights to ensure that all students feel informed and empowered to access financial resources. While progress has been made, challenges remain in sustaining consistent industry engagement and ensuring that partnerships align with student interests and evolving workforce demands. Some industries have time and resource constraints that limit their ability to offer ongoing student engagement. To address this, we are developing flexible partnership models, including virtual mentorship, guest speaker series, and short-term project-based collaborations that allow for industry participation without long-term commitments. Additionally, we will refine how we track and measure the impact of these partnerships, using student feedback and career readiness indicators to inform future engagement strategies. Moving forward, our goal is to ensure that every LPS Oakland student has at least one industry-connected experience before graduation, whether through internships, mentorship, or project-based learning. By continuously refining our approach to industry partnerships, we are reinforcing our commitment to graduating students who are not only academically prepared but also career-ready, socially empowered, and equipped with the skills to thrive in the workforce.
Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities	LPS Oakland is taking decisive action to expand on-campus Work-Based Learning (WBL) opportunities through the leadership of the Linked Learning Lead Facilitator. This role is essential in bridging students, teachers, and industry partners, ensuring that students gain hands-on experience in career-aligned activities without needing to leave campus. By embedding WBL opportunities directly within the school environment, we remove barriers to participation, provide structured career exploration, and align student experiences with industry expectations. Moving forward, we will build clear systems for engagement, mentorship, and assessment to ensure the success and sustainability of on-campus WBL initiatives. The Linked Learning Lead Facilitator worked closely with the CTE teacher to create A-G approved electives that integrate WBL experiences, including the WBL Career Practicum, Student Enterprise, Web Design, and Pathway Support Internships. These courses provide structured, hands-on career experiences that allow students to develop technical and professional skills while receiving academic credit. Building on the Design, Multimedia, and Marketing Arts (DMMA) Pathway, all WBL experiences are aligned with DMMA industry standards and career expectations, ensuring that students gain relevant skills applicable to real-world professions. Over the past year, we have successfully engaged industry partners in construction, multimedia arts, and social media management to provide students with authentic career experiences on campus. Teachers have begun integrating career-connected projects into their curriculum, ensuring that WBL is not an extracurricular add-on but a core component of student learning. Additionally, the Family and Community Coordinator has facilitated internships where students apply skills in communication, content creation, and outreach to enhance engagement with LPS Oakland's programs. While these efforts have increased access, challenges remain in scaling participation and ensuring that every student, regardless of their academic track, can engage in meaningful WBL opportunities. One of the primary challenges has been establishing consistent structures for industry engagement that align with students' schedules and academic commitments. Industry partners often have limited availability, making it necessary to create flexible models of interaction, including virtual mentorship, project-based collaborations, and rotational site visits that bring professionals to campus during scheduled learning blocks. Additionally, teacher collaboration and capacity-building must continue to be prioritized, ensuring that educators are equipped with the knowledge and resources to integrate WBL into their classrooms effectively. Moving forward, we will provide professional development focused on career-connected instruction, build a formalized tracking system to monitor student participation and skill development, and expand industry partnerships beyond traditional fields to include emerging career pathways. Our goal is for every LPS Oakland student to graduate with at least one substantial work-based learning experience that connects directly to their post-secondary aspirations. By continuing to expand on-campus WBL offerings, strengthen cross-sector partnerships, and refine systems for engagement and accountability, we will ensure that all students leave LPS Oakland with the confidence, skills, and professional exposure needed to thrive in their future careers.

	School administration and Career and Community Leadership Coordinator will ensure professional development for all faculty on ways in which they can connect classroom learning and work-based learning.	LPS Oakland is committed to ensuring that all faculty members are equipped with the knowledge, strategies, and resources to effectively integrate work-based learning (WBL) into classroom instruction. The School Administration and Linked Learning Lead Facilitator are leading professional development (PD) initiatives that empower teachers to make explicit connections between academic content and real-world applications. By embedding WBL principles into daily instruction, we are strengthening the alignment between classroom learning and career readiness, ensuring that students develop both academic proficiency and workforce competencies that prepare them for post-secondary success. This year, we have taken actionable steps to provide faculty with structured professional development sessions focused on career-connected instruction, interdisciplinary project design, and industry-aligned skill-building. PD workshops have been designed to be interactive and collaborative, allowing teachers to work together to co-develop lesson plans that incorporate WBL experiences. Faculty have also participated in industry site visits, guest speaker sessions, and mentorship programs to gain firsthand insight into workforce expectations. These experiences have enhanced teachers' ability to design learning opportunities that reflect the skills and knowledge students need to succeed beyond high school. While progress has been made, challenges remain in ensuring full faculty engagement and consistency in implementation. Some teachers require additional support in making connections between their subject areas and career pathways, while others face time constraints that limit their ability to develop WBL-aligned projects. To address these challenges, we are implementing ongoing coaching, peer collaboration sessions, and designated planning time for faculty to refine their approaches. Additionally, we will leverage teacher leaders and industry partners to co-facilitate future PD sessions, ensuring that teachers receive both practical implementation strategies and direct industry perspectives. Moving forward, our goal is to create a sustainable, school-wide culture where WBL is seamlessly integrated into instruction across all grade levels and subject areas. To achieve this, we will establish a structured PD cycle, including quarterly training sessions, interdisciplinary collaboration opportunities, and hands-on industry experiences for educators. By equipping our faculty with the tools and confidence to connect classroom learning with career pathways, we are reinforcing our commitment to graduating students who are both college and career ready, prepared to navigate and thrive in an evolving workforce.
24-25 Strategic Actions for Goal #3	Recruit and retain strong student support staff	LPS Oakland is committed to recruiting and retaining strong student support staff to ensure that all students receive the guidance, resources, and interventions they need to thrive academically, socially, and emotionally. The presence of dedicated student support staff—including counselors, wellness coordinators, academic interventionists, and mental health professionals—is critical in fostering a safe, inclusive, and supportive learning environment. To strengthen these efforts, we are prioritizing strategic hiring, professional development, and retention initiatives that align with the diverse needs of our student population. Last year, 2023-2024, our recruitment efforts were highly successful, resulting in only two teacher vacancies for 218 students. In those cases, students utilized an online A-G content solution to ensure continued academic progress. This year, we have no teacher vacancies, a reflection of our continued commitment to hiring and retaining high-quality educators. Furthermore, based on our intent-to-return survey, we anticipate a 75% teacher retention rate for the upcoming school year, demonstrating our progress in building a sustainable and committed workforce. Additionally, we continue to leverage our strong special education support team, ensuring that all students receive the necessary individualized supports to succeed. Our ability to retain and grow a dedicated student services team has been instrumental in fostering a learning environment where students receive targeted academic and emotional support. While recruitment efforts have been successful, retention remains a critical area of focus. Many student support staff face burnout and high workloads, which can impact job satisfaction and longevity. To address this challenge, we are implementing ongoing professional development opportunities, mentorship programs, and well-being initiatives that create a sustainable and fulfilling work environment. Additionally, we are refining staff feedback mechanisms to ensure that employees have a voice in shaping policies and practices that impact their roles. By fostering a culture of collaboration, appreciation, and professional growth, we are working to build a team that remains engaged and committed for the long term. Moving forward, our goal is to establish a sustainable model for student support services that ensures all students have access to consistent, high-quality guidance and interventions throughout their educational journey. By continuing to enhance recruitment strategies, strengthening retention supports, and prioritizing staff well-being, LPS Oakland will cultivate a thriving student support team that is well-equipped to meet the evolving needs of our school community.
	Provide ongoing targeted professional development to LPS staff around effective integrated systems of student supports, including best practices for supporting student success in dual enrollment classes	As participation in dual enrollment continues to increase, it is critical to provide faculty and staff with best practices for guiding students through the rigors of college-level coursework while balancing their high school responsibilities. Through intentional collaboration and structured PD sessions, we are strengthening our capacity to help students succeed in dual enrollment courses and beyond. A key component of our success has been the implementation of course facilitators, who serve as a critical support system for students enrolled in dual enrollment courses. These facilitators provide academic guidance, time management strategies, and direct communication with college instructors, ensuring that students have the necessary tools to thrive in these challenging courses. This intervention has led to a significant increase in student success rates in dual enrollment coursework. In 2021-2022, only 50% of 12th-grade students passed one or more dual enrollment courses with a C- or better at any time in grades 9-12. In 2022-2023, that percentage increased to 57%. Last year, in 2023-2024, with the expansion of CTE team collaboration and the integration of course facilitator support, 80% of students were successful in their dual enrollment coursework. This substantial improvement highlights the effectiveness of targeted student support systems and faculty training in ensuring equitable access to post-secondary learning opportunities. Despite these successes, challenges remain in scaling these efforts across all dual enrollment offerings. Some students continue to struggle with self-regulation, college-level expectations, and the transition to independent learning environments. To address this, our professional development initiatives will emphasize enhanced academic coaching, structured intervention strategies, and deeper collaboration with college partners. Additionally, we will refine our data tracking systems to better identify students who need early intervention and targeted academic support. Moving forward, our goal is to solidify and expand faculty development efforts, ensuring that all teachers and staff understand how to effectively integrate work-based learning, college preparation, and student success strategies into their daily practice. By leveraging data-driven insights, refining facilitator roles, and expanding professional development, LPS Oakland will continue to enhance its dual enrollment success rates and ensure that every student has the opportunity to excel in both high school and college coursework.

	Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports	Recognizing that not all students enter these courses with the same level of preparedness, we have implemented early identifier structures to proactively address student needs before academic challenges become barriers. These structured interventions provide targeted academic, social-emotional, and executive functioning support from the start. Last year, with 218 students enrolled, we offered six dual enrollment courses each semester—two in business and four in Design, Multimedia, and Marketing Arts (DMMA). A total of 100 11th and 12th graders participated in dual enrollment. To strengthen support, the CTE team created its own COST-type protocol specifically for DE students, ensuring that faculty and support staff could track student progress, identify those struggling, and connect them with academic counseling, tutoring, and mental health resources. These meetings ensured timely, tailored interventions, leading to improved student engagement, higher course completion rates, and stronger self-advocacy skills. This year, with 171 students enrolled and 72 11th and 12th graders in dual enrollment, we have expanded UC-approved A-G electives that provide structured college preparation for students with varying access needs. These semester-long courses offer regular high school credit (5 units instead of 10), flexible deadlines, and accommodations for students who require a more adaptable learning environment than traditional dual enrollment courses. This ensures that students who may struggle with the faster pace and rigid deadlines of college classes still receive early exposure to college-level expectations in a more supportive setting. Despite these successes, challenges remain in ensuring all students receive the right interventions and resources. Some students still struggle with time management, self-advocacy, and navigating college expectations, particularly first-generation college-goers who may not have familial guidance on how to navigate postsecondary education. Additionally, students with inconsistent academic histories or those balancing significant family or work responsibilities often face difficulties meeting the demands of college coursework. While the flexible A-G electives address some of these challenges, they are not a replacement for targeted executive functioning support, increased one-on-one advising, and structured academic coaching. Another challenge is ensuring that faculty and facilitators have the time and training needed to provide individualized student support. While COST-type meetings have improved our ability to identify students in need, maintaining a consistent feedback loop between dual enrollment instructors, high school faculty, and support staff remains an area for growth. Some students continue to fall through the cracks if they do not actively seek help or if their challenges are not immediately visible through academic performance alone. To address these issues, we are strengthening peer mentorship programs, allowing experienced dual enrollment students to guide and support new students. Additionally, we are refining our data tracking and student monitoring systems to identify at-risk students earlier and ensure timely intervention. Expanding family engagement efforts will also be critical, as many students face barriers that extend beyond the classroom and require additional support networks. Moving forward, we will continue refining early identification structures to ensure students are placed in dual enrollment or college prep courses aligned with their academic readiness and long-term goals. By expanding structured interventions, increasing family engagement, and refining flexible academic pathways, LPS Oakland will sustain a dual enrollment culture that is equitable, supportive, and tailored to meet diverse student needs.
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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, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.	New or Revised Strategic Actions for Goal #1	Expand Professional Development to Strengthen Cross-Disciplinary Collaboration Implement targeted professional development focused on interdisciplinary project design, ensuring that teachers have the tools and support needed to integrate cross-subject learning experiences. Foster collaborative planning structures that enable educators to co-design projects aligned with both academic standards and industry expectations. Enhance Industry Partnerships for Real-World Learning and Mentorship Deepen partnerships with industry professionals to provide students with meaningful, career-connected experiences, including mentorship, feedback, and authentic project-based learning opportunities. Leverage these partnerships to ensure that students engage in relevant, real-world challenges that reinforce academic learning while building professional skills. Redesign Student Support Structures to Align with Mastery-Based Learning Shift toward a mastery-based grading model that prioritizes student learning over course repetition, ensuring that students focus on mastering individual competencies rather than retaking entire classes. Develop flexible intervention strategies that allow for targeted credit recovery and specialized support within a small school setting, keeping students on track for graduation while maintaining high expectations for learning.
	By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.		Deepen Dual Enrollment and Industry Partnerships for Seamless Postsecondary Transitions Expand collaboration with Berkeley City College and industry professionals to provide students with real-world learning experiences that bridge high school, college, and career pathways. Strengthen dual enrollment support structures to ensure students successfully complete college-level coursework while gaining exposure to industry standards and expectations.

Goal #2: By 2026		New or Revised Strategic Actions for Goal #2	Prioritize Equity in Access to Pathway-Aligned Coursework and Work-Based Learning Implement targeted supports to ensure students from all backgrounds can fully participate in the DMMA pathway, including dual enrollment, industry-connected projects, and internships. Develop strategies to remove barriers to participation, such as flexible scheduling, additional academic support, and intentional outreach to underrepresented students. Align Mastery-Based Learning with Career Pathway Participation Transition to a mastery-based grading model that allows students to focus on essential skills and standards rather than repeating full courses, ensuring remediation efforts do not hinder access to pathway coursework. Refine scheduling structures to integrate credit recovery with pathway participation, ensuring all students graduate with both a high school diploma and industry-recognized credentials that position them competitively for postsecondary education and careers in multimedia arts.
Goal #3: By 2026	By 2026, 90% of the Business Pathway students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Business Entrepreneurship. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.	New or Revised Strategic Actions for Goal #3	Enhance Dual Enrollment Support for High Completion Rates Strengthen academic and advising supports to ensure students successfully complete dual enrollment coursework at Berkeley City College. Implement proactive monitoring systems to track student progress, provide timely interventions, and offer structured guidance that increases persistence and success in college-level courses. Expand Work-Based Learning and Industry Partnerships Deepen collaborations with industry professionals to integrate real-world learning experiences into the DMMA pathway, ensuring students gain relevant skills and career exposure. Provide structured work-based learning opportunities, including internships, industry mentorships, and portfolio development, to position students competitively for postsecondary education and careers in multimedia arts. Implement Mastery-Based Learning to Promote Equity and Retention Transition to a mastery-based grading system that allows students to demonstrate competency in individual standards rather than repeating entire courses. Ensure equitable access to pathway-aligned coursework by embedding integrated student supports, including tutoring, flexible scheduling, and personalized interventions, to help all students thrive in dual enrollment and career-connected learning experiences.
Budget Expenditures			
<i>Effective July 1, 2025 - June 30, 2026</i>			
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 . - 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. <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> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	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>
Linked Learning Lead Facilitator (LLLF) - This budget line item covers the salary and benefits for the individual responsible for leading the implementation of Linked Learning principles across the school, and in alignment with the CTE pathway. The LLLF supports the coordination of professional development sessions, curriculum development, and collaboration with industry partners. The role ensures efficient allocation of resources to foster student success and career readiness through the integration of academic and technical content. Specifically, the LLLF facilitates the implementation of, 1) the Whole School Strategic actions for 2025-26; 2) the attainment of the 3, 3-year pathway goals, and, 3) the revised Strategic Actions for 2025-26. All pathway students, and therefore all students, benefit from this expenditure. Additionally, this role assures the attainment of our strategic goals as related to outcomes for our males, our focus group, through effective implementation of ongoing data collection and analysis systems to implement strategies with the purpose of enhancing the overall effectiveness and impacts of the Linked Learning program as reflected in the achievement and outcomes for our males.	\$35,100.00	1300 & 3000s	Certificated Salary and Benefits	Linked Learning Lead Facilitator	0.20	DMMA	Approved	
Dual Enrollment Course Facilitator/CTE Teacher - The Dual Enrollment Course Facilitator/CTE Teacher serves as a liaison between college professors and high school students enrolled in dual enrollment courses, and is also the teacher of record for the Work Based Learning Career Practicum courses. This role requires a blend of administrative coordination, instructional support, and mentorship to ensure the successful integration of college-level coursework into the high school environment. The facilitator works closely with both high school faculty and college instructors to promote academic excellence and smooth transition for students in college courses.	\$106,000.00	1101 & 3000s	Certificated Salary and Benefits	Course Facilitator	1	DMMA	Approved	

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$141,100.00	\$141,100.00	\$0.00
*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (166) multiplied by the per pupil amount of \$850.			

School: Leadership Public Schools

Site #: 9126

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9126-1	Linked Learning Lead Facilitator (LLLF) - This budget line item covers the salary and benefits for the individual responsible for leading the implementation of Linked Learning principles across the school, and in alignment with the CTE pathway. The LLLF supports the coordination of professional development sessions, curriculum development, and collaboration with industry partners. The role ensures efficient allocation of resources to foster student success and career readiness through the integration of academic and technical content. Specifically, the LLLF facilitates the implementation of, 1) the Whole School Strategic actions for 2025-26; 2) the attainment of the 3, 3-year pathway goals, and, 3) the revised Strategic Actions for 2025-26. All pathway students, and therefore all students, benefit from this expenditure. Additionally, this role assures the attainment of our strategic goals as related to outcomes for our males, our focus group, through effective implementation of ongoing data collection and analysis systems to implement strategies with the purpose of enhancing the overall effectiveness and impacts of the Linked Learning program as reflected in the achievement and outcomes for our males.	\$35,100.00	1300 & 3000s	Certificated Salary and Benefits	Linked Learning Lead Facilitator	0.20	DMMA
9126-2	Dual Enrollment Course Facilitator/CTE Teacher - The Dual Enrollment Course Facilitator/CTE Teacher serves as a liaison between college professors and high school students enrolled in dual enrollment courses, and is also the teacher of record for the Work Based Learning Career Practicum courses. This role requires a blend of administrative coordination, instructional support, and mentorship to ensure the successful integration of college-level coursework into the high school environment. The facilitator works closely with both high school faculty and college instructors to promote academic excellence and smooth transition for students in college courses.	\$106,000.00	1101 & 3000s	Certificated Salary and Benefits	Course Facilitator	1.00	DMMA

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site Leadership Public Schools								Site #	9126
Approved Strategic Carryover (from prior years - Carryover Plan)		\$143,225.00	In the box below, please indicate why you decided to allocate Strategic Carryover.						
Total Budgeted Amount		\$143,225.00							
Remaining Amount to Budget		\$0.00							
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.									
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. **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.									
Resources: Measures N and H 2025-2026 Permissible Expenses Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development									
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 respond to the additional Budget Justification questions outlined in the Measure 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? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes. Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	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 red 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>
Linked Learning Lead Facilitator (LLLF) - This budget line item covers the salary and benefits for the individual responsible for leading the implementation of Linked Learning principles across the school, and in alignment with the CTE pathway. The LLLF supports the coordination of professional development sessions, curriculum development, and collaboration with industry partners. The role ensures efficient allocation of resources to foster student success and career readiness through the integration of academic and technical content. Specifically, the LLLF facilitates the implementation of, 1) the Whole School Strategic actions for 2025-26; 2) the attainment of the 3, 3-year pathway goals, and, 3) the revised Strategic Actions for 2025-26. All pathway students, and therefore all students, benefit from this expenditure. Additionally, this role assures the attainment of our strategic goals as related to outcomes for our males, our focus group, through effective implementation of ongoing data collection and analysis systems to implement strategies with the purpose of enhancing the overall effectiveness and impacts of the Linked Learning program as reflected in the achievement and outcomes for our males.	\$143,225.00	1300 & 3000s	Certificated Salary and Benefits	Linked Learning Lead Facilitator	0.80%	DMMA	Enabling Conditions	Approved	