Measure N Commission Retreat

College & Career for All Fund
Established by Measure N

OAKLAND UNIFIED SCHOOL DISTRICT
EVERY STUDENT THRIVES!
Community Schools, Thriving Students

August 23, 2022

4:00 - 7:00 pm

www.ousd.org   @OUSDnews

AGENDA - August 23, 2022

Topic	Outcome
Measure N Forms & Processes	Review Measure N forms and processes for 2022-23
EIP Strategic Planning	Identify areas of EIP for staff to consider making changes for next 3 year cycle
EIP Review Process (Plans & Presentations)	Develop recommendations for format of presentations for April 2023 and become familiar with Assessment Form utilized by HSLLO
Getting to Know Pathways	Learn about HSLLO's draft plan for conducting site visits and discuss potential requirement that all Commissioners attend at least one site-based Linked Learning event.
Measure N Annual Reports	Identify recommended edits to reports and solicit input on how to utilize and leverage the reports.
Commission Presentation Topics	Brainstorm potential topics for presentations to Measure N Commission

Measure N Forms & Processes - Objectives

- Review Measure N Permissible Expenses

- Review new proposal for use of Justification Form

- Review Justification Form

- Review Budget Modification Forms and Process for approval of Budget Modification Forms

22-1927 Measure N Permissible Expenses

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

College & Career for All Fund
Established by Measure N

Measure N Permissible Expenses
2022-2023

The Purpose of Measure N

The Oakland College & Career Readiness For All Act is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. **This comprehensive approach creates small learning communities of career-oriented pathways**, *and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.*

Full Text of Measure N, Oakland Unified School District College & Career Readiness For All Act

The Goals of Measure N

The following goals are to be met through the implementation of quality career pathways:

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

22-1928 Measure N Justification Form

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

College & Career for All Fund
Established by Measure N

2022-23 MEASURE N JUSTIFICATION FORM

To expend Measure N funds, the expenditures must meet the 5 criteria below:

1. Be incorporated in the Measure N Education Improvement Plan (EIP) that was approved by the Measure N Commission and the OUSD Governing Board.
2. Align to the purpose of the Measure N initiative.
3. Incorporate one or more of the four pillars of Linked Learning and logically lead to the Measure N Outcome Goals.
4. Be aligned to the Measure N Permissible uses.
5. Not supplant existing programs, positions, or expenditures at the school site that were previously supporting the Measure N Goals and Outcomes or overall school programming.

Please Note:

- This form is required for *all purchases* from Measure N excluding FTEs.
- One form is required per purchase order, course, or project within the pathway. *In some cases a Lesson Plan might be required for basic supplies.*
- As long as your EIP descriptions are specific and answer all of the required questions you can copy and paste the justification responses from your Measure N EIP on this form.

22-1929 Measure N Budget Modification Forms

Budget Modification Forms

- [OUSD Single Modification Form](#)
- [OUSD Multiple Modifications Form](#)
- [Charter Single Modification Form](#)
- [Charter Multiple Modifications Form](#)

[Budget Modification Approval Process](#)

22-1930 - EIP Strategic Planning - Objectives

- Review Components of EIP

- Identify additional or different data to consider tracking

- Identify areas of EIP for staff to consider making changes to

- Clarify next steps in process

Components of EIP - Whole School Tab

- School Description

- School Mission & Vision

- School Demographics

- School Performance Goals and Indicators (for Whole School & Target Population)

- Root Cause Analysis of Data (Done once at start of 3 year cycle)

- Year 1, 2 & 3 Analysis (3-5 Strategic Actions)

- Whole School Budget

School Name:								Site #:	
Pathway Name(s):									
School Description									
School Mission and Vision									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
Target Student Population	Which student population will you focus on in order to reduce disparities?								

SCHOOL PERFORMANCE GOALS AND INDICATORS						
Whole School Indicator	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate						
Four-Year Cohort Dropout Rate						
A-G Completion						
On Track to Graduate- 9th Grade						
Percentage of students who participated in at least 1 Work-Based Learning activity						
Percentage of students who have passed dual enrollment courses with a C- or better						
Percentage of students in Linked Learning pathways						
Target Student Population Indicator	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)

Components of EIP - Pathway Tab

- Pathway Quality Assessment based on [Measure N Self Assessment Rubric](#)

- Year One Analysis
  - Pathway Quality Strategic 3 Year Goals
  - Pathway Strategic Actions

- Year One Analysis is then Repeated for Years 2 & 3

- Pathway Budget

- Schools with Multiple Pathways do this process for each pathway

PATHWAY QUALITY ASSESSMENT				
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps	
Rigorous Academic				
CTE				
WBL				
Comprehensive Student Supports				
Pathway Student Outcomes				
2020-2021: YEAR ONE ANALYSIS				
Pathway Strategic Goals				
Pathway Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?		
Pathway Strategic Actions				
Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?		What evidence will you look for to know you are successful?		

Measure N Self Assessment Rubric

Measure N Initial Self-Assessment*

Pathway Leadership and School Vision

The pathway staff, school and district leaders, and partners share responsibility for program effectiveness and accountability for student outcomes. These stakeholders assure that conditions are in place to establish and sustain pathway quality. The pathway engages a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Pathway Leadership and Direction	**Mission and Vision**	The pathway team is beginning to design a mission and vision for the school and pathway. The mission and vision may be outdated and lack relevancy for the current program.	Pathway includes a mission and vision that provides some indication about what the pathway aims to achieve, but the mission lacks clarity or rigor around key elements. The mission and vision statements may not be specific enough to create a compelling purpose for the pathway. The mission and vision has limited impact on pathway outcomes.	The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable. The mission and vision is clearly integrated into most aspects of the pathway.	The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.
	Leadership Configuration	Pathway lead takes on the majority of pathway work including outreach to industry partners, setting up career & college exploration visits, managing pathway student recruitment, and all business aspects of pathway operation including budget, purchasing and state required reports. Teachers do not identify as members of a pathway.	Pathway is co-lead by two teachers who manage all pathway operations listed previously. Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers as second.	Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content	Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.
	Distributive Leadership	Pathway teachers request support from site and district leaders in order to ensure that necessary conditions are in place for successful program implementation	Pathway staff, school and district leaders, and partners: Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation	Pathway staff, school and district leaders, and partners: Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation	**Meeting +** Are accountable for ensuring that necessary conditions are in place for successful program implementation Are supported by district policies that ensure program effectiveness

1

Components of EIP - 9th Grade Tab (optional)

- Year One Analysis

  - 9th Grade Quality Strategic 3 Year Goals
  - 9th Grade Strategic Actions

- Year One Analysis is then Repeated for Years 2 & 3

- 9th Grade Budget

9th Grade

2020-2021: YEAR ONE ANALYSIS

9th Grade Strategic Goals

9th Grade Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?

9th Grade Strategic Actions

Strategic Action What are the 3-5 key strategic actions for to improve 9th grade and the integration with pathways?	What evidence will you look for to know you are successful?

9th Grade Budget Expenditures

2020-2021 9th Grade Budget

Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below: - What is the specific expenditure or service type? (explicitly describe the expenditure, no vague language, and quantify if applicable) - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement - how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

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

2022-2023 Budget: Enabling Conditions Whole School						
BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** (if applicable)
Hire a Pathway Coach, at .50 FTE (PCN 2472): to coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. (Salary & Benefit Costs)	$74,592.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	0.5 FTE	Whole School
Fund 1.00 FTE salary of the Graphic Design Pathway teacher to lead, design, and further the mission of the Design pathway. Brief job descriptiopn with 3 specific job duties. Duty statement for GD.	$114,366.59					
Fund 1.00 FTE salary of the Work Based Learning Liaison to support all aspects of school year and summer work based learning, including coordinating field trips, guest speakers, job shadowing, internships, out of school programs, concurrent enrollment, teacher coaching, and integration of pathway themes and linked learning practices throughout the school.	$100,303.31	2305	Supervisor & Administrator Salaries	Work-Based Learning Liaison	1.0 FTE	Whole School
Consultant Contract with East Bay Consortium College and Career Information Center to provide college access support for students and families to ensure our students are applying, getting accepted to, and getting financial aid for college.	$27,000.00	5825	Consultant Contracts			Whole School

EIP School Performance Goals and Indicators

| 2020-22 Data	Is there any additional or different data we might consider tracking?
• Four-Year Cohort Graduation Rate • Four-Year Cohort Dropout Rate • A-G Completion Rate • On Track to Graduate - 9th Grade • Percentage of students who participated in at least 1 Work-Based Learning Activity • Percentage of students who have passed dual enrollment courses with a C- or better • Percentage of all students in Linked Learning pathways	• There is some overlap between SPSA data and data we track on EIP • Is there a way to marry those two plans (SPSA and EIP) so that there's a single root cause analysis, for example? • 9th Grade on track to graduate with A-G readiness • How many college credits have students earned? (Dual enrollment & concurrent); that's a return on investment in MN

EIP School Performance Goals and Indicators

2020-22 Data	Is there any additional or different data we might consider tracking? (Continued)
- Four-Year Cohort Graduation Rate - Four-Year Cohort Dropout Rate - A-G Completion Rate - On Track to Graduate - 9th Grade - Percentage of students who participated in at least 1 Work-Based Learning Activity - Percentage of students who have passed dual enrollment courses with a C- or better - Percentage of all students in Linked Learning pathways	- Could we have actual numbers of students in demographics section (to give size of N) in addition to percentages? - Digging deeper on A-G makes sense, but which grade level makes sense? Ask staff to chime in on that to determine. - Rebecca: National Student Clearinghouse Data; could include matriculation data; could be added. Which aspects are the most comprehensive? Would be useful to know which kids are enrolled. - Curious about what are the most important data to have a root cause analysis. Still track the other data but not have them do a root cause analysis.

Are there any areas of the EIP that staff might consider making changes to?

- Can we look at target population part? Can we call that out specifically? Can we also collect Newcomer data? Want to push schools to look at groups that aren't traditionally served by Measure N. Biggest number of Newcomer students is Latinx; may help in root cause analysis to disaggregate for Latinx.
- Attendance rates (are included in SPSA). Wondering about rates of participation. Might want to look at attendance data more deeply to see impact of compelling education.
- Charter Schools- there were some weird data variations. Mandate the source of the data - have clear data definitions to the extent possible.
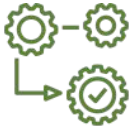
Next Steps

- Solicit feedback from Pathway Coaches and Principals

- Solicit feedback from High School Supervisors

- Staff will update EIP and present to Commission for final approval (Targeting November 15th Meeting)

22-1931 EIP Review Process - Objectives

- Review Purpose of Pathway Quality Review Processes

- Review HSLLO Assessment Form for EIPs

- Review Presentation Process Used in April 2022

- Review notes from May Commission conversation

- Develop recommendations for format of April 2023 presentations

- Identify Next steps

Purpose of Pathway Quality Review Processes

EIP Plan	School Site: Review growth through data, stated goals and annual objectives, and how pathways and schools are thinking of aligning resources with those goals
EIP Plan Assessment	Measure N Staff, Principal Supervisors: Tool used to assess growth in quality of pathway, clarity and quality of EIP goals and strategic actions, and alignment of funding
EIP Presentation	School Site to Measure N Commission: Provides insight into how pathways and sites are thinking about areas of strength and areas for growth. Provides Commissioners opportunity to ask questions.

HSLLO Education Improvement Plan Assessment

Measure N 2022-2023 Education Improvement Plan Assessment

Name of High School

Checklist of Required Elements:

❏ Submitted Measure N Education Improvement Plan
❏ Submitted Measure N Budget
❏ Submitted Measure N 4 Pillars of Linked Learning

Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program: Whole School Tab *Instructions: Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of:* - Rigorous Academics Integrated in Pathway - Integrated Students Supports - Work Based Learning - Industry Theme and CTE Sequence	Score: Rationale: Feedback for continued progress monitoring:			

Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1

EIP Review Process - Presentation Schedule

Week of:	4/11/2022		Via Zoom - zoom link will be sent out closer to the date		
	4/12/2022		4/13/2022		4/14/2022
	TUESDAY		**WEDNESDAY**		**THURSDAY**
	Oakland High, Oakland Tech, Skyline		Castlemont, Fremont, McClymonds		CCPA, Life Academy, MetWest, MPA, Oakland International
	9:00 AM	Oakland High	9:00 AM	Castlemont	9:00 AM	CCPA
	9:40 AM	Oakland Tech	9:40 AM	Fremont	9:30 AM	Life Academy
	10:20 AM - 11:00 AM	Skyline	10:20 AM	McClymonds	10:00 AM	MetWest
			11:00 AM - 12:00 PM	*Consent Report (Budget Modification Forms) & Unfinished Business (2020-21 Measure N Audit Report)	10:30 AM	MPA
					11:00 AM - 11:30 AM	Oakland International

Week of:	4/18/2022		Via Zoom - zoom link will be sent out closer to the date		
	4/19/2022		4/20/2022		4/21/2022
	TUESDAY		**WEDNESDAY**		**THURSDAY**
	Charter Schools Cohort 1		EBIA, Golden State Prep, OSA, Lodestar		Alternative Education Schools
	9:00 AM	Aspire Lionel Wilson	9:00 AM	EBIA	9:00 AM	Bunche
	9:30 AM	Envision Academy	9:30 AM	Aspire GSP	9:30 AM	Dewey
	10:00 AM	Lighthouse	10:00 AM	OSA	10:00 AM	Street Academy
	10:30 AM	LPS	10:30 AM	Lodestar	10:30 AM	Oakland Unity
	11:00 AM	ARISE	11:00 AM	Measure N Administrative 10%	11:00 AM	Sojourner Truth

EIP Review Process - Presentation Sample Questions

Potential Commission Questions	School Site Responses
Past Five Years - Reflections	
Successes?	
Evidence?	
Challenges?	
Evidence?	
Strategic Actions [PATHWAYS]	
Strategic Actions *Highlight 2-3 pathway strategic actions that would be most impactful in meeting your student outcome goals.*	
How will these strategic actions help meet your student outcome goals?	
Why do you believe these strategic actions will be the most impactful?	
Strategic Actions [WHOLE SCHOOL]	
How do your whole school strategic actions support the strategic actions your pathways have identified?	
How do the strategic actions align across your pathways? How are they different/same? Why?	
How are the pathways strategic actions driving your whole school strategic actions?	
Program Changes in Response to Unpredictable COVID Context	
Successes?	
Challenges?	
Gaps & Needs to be addressed in 2022-23?	
What are some practices that you developed that you would like to continue?	

Notes from May 2022 Commission Debrief

- Liked being able to incorporate student testimonials (such as via video)

- Would like to see students and families integrated into presentation

- Would like to document best practices/case studies and find ways for schools to be able to listen to each others' presentations

- Find ways to balance time pressure of hearing from all the schools and wanting to be able to go into depth

- Maybe a rotating schedule of visiting schools

Questions for Commission

What aspects of the presentation format would you like to continue? (i.e. hearing from all school sites, Q&A format instead of formal presentation, etc.)	What aspects of the presentation format might you like to see changed?
• Definitely want to hear from all schools either at Commission or through site visits. We owe it to them to listen to them. • School sites really value these presentations as a support internally.	• Having opportunity to actually meet students (and families) is great (better than videos) • Also having educators, students and families present (the whole team) • Could there be something in between- A small presentation before the Q&A • Would be curious to know from school sites if there's anything we're doing that creates genuine learning opportunity for us and them

Next Step: Staff will discuss feedback and bring proposal back to the Commission for review by

Questions for Commission

What aspects of the presentation format would you like to continue? (i.e. hearing from all school sites, Q&A format instead of formal presentation, etc.)	What aspects of the presentation format might you like to see changed? (Continued)
	- What parents are doing to support - If we want to hear from more people we have a time constraint; there's too many questions we have on there but then we didn't ask those questions. - Could there be a back to the OnePager with a few key questions? - Is there a way to document best practices; choose something from each school to lift and give it back to them and recognizing the great work.

Next Step: Staff will discuss feedback and bring proposal back to the Commission for review by January.

22-1932 -
Getting to Know Pathways - Objectives

- Learn about HSLLO's draft plan for conducting site visits that support the development of deep, authentic relationships between HSLLO and school sites

- Discuss potential requirement that all Commissioners attend at least one site-based Linked Learning/Measure N event

Linked Learning Site Visits - Draft

Overview	Goals
The High School Linked Learning Office (HSLLO) would like to start a regular practice of conducting site visits at OUSD high schools. Teams of HSLLO staff will collaboratively work with Pathway teams at each high school to identify a focus area(s) for the site visit, typically an area of growth or problem of practice related to Linked Learning standards. A site visit is scheduled around a mutually agreed upon time. After the site visit the HSLLO develops a follow up plan to provide support, technical assistance and/or coaching based on discussions and data from the site visit.	- Foster deep, authentic relationships between HSLLO and school sites through a collaboratively planned and implemented process that centers the HSLLO in direct service of schools - Increase HSLLO's first-hand understanding of Linked Learning and pathway programming at school sites - Support ongoing improvement of four pillars of Linked Learning in service of improved student learning outcomes - Improve alignment between services provided by HSLLO and what schools need

Linked Learning Site Visits - Draft (continued)

What will a successful visit look and feel like?	What's not yet known
- Linked Learning Staff do the heavy lifting around preparation - Ask very little of sites in terms of preparation - Sites look forward to the opportunity - Not like a WASC visit or Measure N Probationary visit - Grounded in student outcomes so we're helping schools improve student experience and success	- Schedule of site visits - how many schools we will visit each year and how frequently the visits will occur

Input from Commission

What questions and feedback does the Commission have about the Linked Learning Site Visits?

- Would like to learn from students about what they're doing; hopefully that doesn't put too much pressure on the sites
- There are different kinds of site visits; if some Commissioners went to student exhibitions they could hear from students there
- It's important that it's non-evaluative; we're observers.
- Wouldn't want to dilute consultancy by having presentations that aren't necessary
- Is it possible to have Commissioners there and still have it feel non-evaluative?
- Would it be possible to bring in other schools (peer reviewers) as well?
- How this can support continuous improvement? How have school principals informed this process? (Response: Initial concept was informed in consultation with site principal; have gotten input from pathway coaches; appreciate push to get input from principals)

Input from Commission

Should we make it a requirement that all Commissioners attend at least one pathway-related event at school sites every year?

- Commissioner Nunez-Adler: It's a great idea; would be helpful to identify those opportunities early on - a schedule that could enable us to plan ahead
- VC Waters:
  - Trying to organize schedules is a huge load; If we had categories of things like Emiliano's activities and had a practice of HSLLO sharing the opportunities
  - We should have an expectation that this happens; not requirement
- Commissioner Tafolla: Seems reasonable to me; just want it to be the least burden on school sites
- Commissioner Harris: Culture has been we strongly encourage you, not a requirement. Create culture of attendance.
- When there's turnover of Commissioners, need to be explicit. This is a Commission that regularly visits schools. Could be explicit in the Commissioner application.

Measure N Annual Reports - Objectives

- Review and give input to 2020-21 and 2019-20 Annual Reports

- Solicit input on how to utilize and leverage the 19-20 and 2020-21 reports

22-1933 - <u>2020-21 Annual Report</u>

College & Career for All Fund
Established by Measure N

Measure N **2020** **Annual Report** **2021**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

THE OAKLAND COLLEGE & CAREER READINESS FOR ALL FUND (Measure N) was established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with work-based learning and real-world work experiences. This comprehensive approach creates small learning communities of career-aligned pathways and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

About the COVID-19 Pandemic:
During the 2020-21 school year all District and Charter high schools in Oakland provided distance learning classes to students in response to the COVID-19 pandemic. The data in this report reflect the educational challenges brought on by the pandemic, including decreased student engagement for many of our scholars. Some data remained relatively the same between 2019-20 and 2020-21, such as the overall high school dropout and graduation rates. Other data points show large declines, such as the 11.3% decrease in 9th graders on track to graduate in OUSD.

Oakland educators have been working hard to counteract the impact of the pandemic on students with support services, credit recovery options, access to college courses and real world work experiences that align with student interests. Many of these interventions were funded by Measure N. Continuing to support students in career pathways that make learning relevant and rigorous is a critical strategy for re-engaging students and promoting their academic achievement.

Measure N: By the Numbers

18 OUSD High Schools

9 Charter High Schools
Figures that follow reflect the average of these nine schools

12,384 Oakland Students
OUSD: 9,484
Charter Schools: 2,900

43 College & Career Pathways

Annual Progress on Measure N Goals pp=percentage point(s)

www.ousd.org   @OUSDnews

Input from Commission

What questions and edits does the Commission have about 2020-21 Report?

- Could we identify the statistical significance of the data on the front page? (Could use a horizontal arrow to show no statistical significance)
- Need to be clear about definitions (Who's in the Pathway, what's definition of internships)
- On second page, would like to know more about CTE classes. Is there a way capture change in number of classes, for example?
- We're coming out pretty late with these reports; I would suggest we look at easy changes to make and bigger changes we do next year.
- Language is very educator-focused. Could we change the language to make it less educator-speak?
- Do we have a history of doing a multi-year report? We were thinking of doing it. Could we do a 2014 to 2021 so we can see the trajectory over time?

Input from Commission

What questions and edits does the Commission have about 2020-21 Report?

- We can think about doing a multi-year data report moving forward

22-1934 - [2019-20 Annual Report](#)

Measure N Annual Report 2019-2020

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

THE OAKLAND COLLEGE & CAREER READINESS FOR ALL FUND (MEASURE N) was established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with work-based learning and real-world work experiences. This comprehensive approach creates small learning communities of career-aligned pathways and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

rev. 7-18-22

Measure N by the Numbers

18 OUSD High Schools

9 Charter High Schools

12,570 Oakland Students

43 College & Career Pathways

Annual Progress on Measure N Goals

GOAL 1: Decrease High School Dropout Rate

GOAL 2: Increase High School Graduation Rate

Input from Commission

What questions and edits does the Commission have about 2019-20 Report?

- See the 2019-20 report as a historical document
- We can make changes to future annual reports going forward if we want to

Input from Commission

How would you like to see the reports utilized and leveraged?

- Present to OUSD Board of Education (it's a requirement that it goes to the Board)
- Post on OUSD's Linked Learning website
- Share with OUSD Communications office for inclusion in upcoming articles - YES
- Should have all Annual Reports on the website
- Can it be shared with Middle Schoolers entering HS?
- Could it be shared with social media
- Enrollment office should have this
- Email this out to industry partners
- Maybe press release
- Share with League of Women Voters
- Commissioner Waters: This is one year snapshot - I'm not comfortable with putting out just the single one year snapshot.

22-1935 Topics for Presentations to Measure N Commission

Linked Learning staff can provide presentations to the Measure N Commission and community. What topics might you like to learn more about this year?

- Alignment within HS Network, CA Community Schools (grants), and how we're leveraging our different resources to have transformative work. What does it actually look like for school communities and planning process at network level.
- Possibility of non-renewal. Is there anything we need to do around this now?
- Use of Carryover fund so it's more easily used by schools. Doing it earlier in the year so we can make adjustments.
- Letter from Latino Education Network

Quality Schools in Every Neighborhood!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

1000 Broadway, Suite 300, Oakland, CA 94607

www.ousd.org   @OUSDnews