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By: os



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

**LINKED LEARNING HIGH SCHOOL OFFICE**

To: Measure N Commission  
From: Vanessa Sifuentes, High School Network Superintendent  
Subject: **Measure N Recommendations for 2021-2022 Carryover Funds, Part 2**  
Date: November 7, 2022

**OVERVIEW & OBJECTIVE**

Sixteen OUSD district schools, ten charter schools and the Measure N Administrative 10% have unspent Measure N funds from the 2021-2022 fiscal year. Of these 27 sites, 3 submitted their 2021-2022 Measure N Carryover Plans at the November 1, 2022 Measure N Commission meeting. For the November 15, 2022 Measure N Commission meeting, 21 sites have submitted their 2021-2022 Measure N Carryover Plans that articulate the context that contributed to the carryover, the amount of carryover, the percentage of Measure N funds that are being carried over, and a clear budget for the carryover funds. The remaining schools will submit their 2021-2022 Measure N Carryover Plans at upcoming Commission meetings.

Per Measure N Commission policy, Measure N Commission approval is required for all Carryover Plans. Measure N staff have reviewed the submitted 2021-2022 Measure N Carryover Plans and provided feedback to school sites that were addressed before submission to the Measure N Commission.

**SUMMARY**

Staff recommendations are as follows:

Legislative File ID No.	School	Staff Recommendation for 2021-2022 Measure N Carryover Plan	Percentage of Carryover to Total Measure N Funds Received	2021-2022 Measure N Carryover Total Amount
22-2584	Ralph J. Bunche Academy	Approve	46.27%	\$110,607.02
22-2585	Dewey Academy	Approve	85.38%	\$289,155.97
22-2586	OEZ Street Academy	Approve	71.30%	\$136,236.65
22-2587	Sojourner Truth Independent Study	Approve	90.63%	\$542,286.59
22-2588	Rudsdale Continuation and Rudsdale Newcomer	Approve	40.87%	\$190,807.92
22-2589	McClymonds High School	Approve	11.07%	\$33,236.97
22-2590	Oakland Technical High School	Approve	33.91%	\$781,845.91
22-2591	Oakland International High School	Approve	31.77%	\$157,629.37
22-2592	Madison Park Academy (Upper)	Approve	35.13%	\$168,047.12



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22-2593	Coliseum College Preparatory Academy	Approve	64.00%	\$264,652.61
<b>22-2594</b>	<b>Castlemont High School</b>	<b>Approve</b>	<b>21.16%</b>	<b>\$160,253.48</b>
22-2595	Fremont High School	Approve	22.77%	\$197,461.43
22-2596	MetWest High School	Approve	21.61%	\$50,367.30
22-2597	Skyline High School	Approve	40.99%	\$852,579.58
22-2598	ARISE High School	Approve	8.50%	\$51,035.35
22-2601	Lighthouse Community Charter High School	Approve	37.63%	\$113,580.89
22-2601	Leadership Public Schools Oakland R&D	Approve	35.90%	\$171,580.06
22-2603	Oakland Unity High School	Approve	33.25%	\$192,979.28
22-2604	Aspire Golden State College Preparatory Academy	Approve	32.08%	\$104,196.31
22-2606	Oakland School for the Arts	Approve	29.56%	\$85,503.60
22-2607	Lodestar: A Lighthouse Community Charter Public School	Approve	47.49%	\$6,268.35

2021-2022 Measure N Carryover Funds	<b>\$4,660,311.76</b>
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## MEASURE N 2021-2022 CARRYOVER PLAN

<b>Why were you unable to expend all your funds in the 2021-2022 school year?</b>	As we transitioned back from distance learning, both teachers and students were re-learning how to interact, teach, and learn in an environment post-social distancing. There were many COVID-19 restrictions still in place in school, in the community, and society at-large, and these restrictions were ever-changing throughout the year. With masking, testing, and vaccination requirements, there were limits on what we were able to do as a site in classrooms. We gave a lot of energy to professionally developing our staff in order for them to feel properly prepared to teach in such a new environment. We also spent a lot of time and resources working to get spaces adequately equipped to deliver safe instruction. Therefore, we invested in materials and supplies to support with outdoor learning (farm, garden, courtyard). However, the restrictions and mandates also impacted our ability to take field trips, specifically work-based learning and college and career field trips. Many health facilities (CHEA), CTE programs, and colleges/universities were either limiting the number of students onsite, or not hosting field trips at all. This did not stop us from exposing young people to great opportunities, because we were able to pivot to virtual tours, virtual internships and WBL opportunities, and even virtual guest speakers and tours. But even with the pivot, it impacted our ability to spend down fund specifically allocated to transportation, and project-based learning that would have required students to do more connecting in close contact or proximity with one another.		
<b>Total Measure N Funds Received in Fiscal Year 2021-2022</b> <i>(including accumulated carryover from previous years)</i>	\$757,411.87	<b>Projected Carryover Amount from Fiscal Year 2021-2022</b>	\$160,253.48
<b>Projected Carryover Amount from Fiscal Year 2021-2022</b>	\$160,253.48	<b>Total Budgeted Amount</b>	\$160,253.48
<b>Percentage of 2021-2022 Measure N Funds to Carryover</b>	21.16%	<b>Remaining Amount</b>	\$0.00

<b>NOTE:</b>	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.
<b>Resources:</b>	<a href="#">Measure N 2022-2023 Permissible Expenses</a> <a href="#">Measure N Justification Examples - A Resource for EIP Development</a>

<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<b>Consultant Contract with Public Health Institute's (PHI) CA 4 Health for the CHEA Pathway.</b> This is a contract with PHI for services in collaboration with teachers, develops project-based learning, experiential learning and partnership coordination specific to public and community health for 200 Community Health and Education (CHEA) pathway 10/11th and senior seminar students. PHI will bring in Public Health Competencies and Skills through in-class workshops and trainings to build advocacy and awareness; support CHEA leadership development and direction of the CHEA team of teachers; and assist teacher leadership in coordinating CHEA Youth Advisory Council building leadership and other transferable skills. (Admin Fees Included)	\$14,500.00	5285	Consultant Contracts			CHEA	Rigorous Academics, CTE, WBL, Student Supports

<p><b>Consultant Contract with Growing Together to provide Farm Managers [Oscar Cervantes]</b>, responsible for leading food production activities, support of hands-on education and training programs, hosting after school programming two days per week, and communications with other entities using the farm. Collaborative community engagement, program and partner development. Consultants will provide support with application of pathway themes, content and skills through industry and community partnership. Farm Managers integrate into Sustainable Urban Design (SUDA) and CHEA through classroom projects particularly Sustainable food systems, Food as Medicine, Farm to School, and Culinary CTE connections. Will also support with dual enrollment and work-based learning opportunities around agroecology. (Admin Fees Included)</p>	\$30,000.00	5285	Consultant Contracts			Whole School	CTE, WBL
<p><b>Consultant Contract with Oakland Kids First to provide Farm Manager [Arthur McDade IV]</b>, responsible for leading food production activities, support of hands-on education and training programs, hosting after school programming two days per week, and communications with other entities using the farm. Collaborative community engagement, program and partner development. Consultants will provide support with application of pathway themes, content and skills through industry and community partnership. Farm Managers integrate into Sustainable Urban Design (SUDA) and CHEA through classroom projects particularly Sustainable food systems, Food as Medicine, Farm to School, and Culinary CTE connections. Will also support with dual enrollment and work-based learning opportunities around agroecology. (Admin Fees Included)</p>	\$30,000.00	5285	Consultant Contracts			Whole School	CTE, WBL
<p><b>Consultant Contract with Farm Fork Equity (Stephanie Maldalado) to provide professional development to teachers to use and integrate Castlemont Farm and Gardens</b> into the pathway experience for both SUDA and CHEA. Consultants will work directly with teachers to develop an integrated curriculum that is mindful of equitable practices in the classroom, and identify step by step, creative ways to facilitate lessons in the outdoor spaces that are aligned with state and core standards. The team will practice with teachers and give them opportunities to trial their lesson plans in the outdoor spaces with their peers. Team will support in fostering connections between teachers and farm staff to ensure a successful school year of using the outdoor learning spaces. Support with connecting our culinary CTE programming as well through individual and collective cooking sessions with materials/ingredients provided. Farm Fork Equity will support with Harvest Dinners. (Admin Fees Included)</p>	\$15,000.00	5825	Consultant Contracts			Whole School	Rigorous Academics, CTE, WBL
<p><b>Teacher Salaries Stipends: Extended Contracts for 5 Small Learning Community (SLC) leads to engage with leadership to support school wide initiatives</b>, primarily the consistent development and implementation of newly developed school wide grading policy and rubric which will in turn support all grade levels to implement pathway related themes and structures. (\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 5 Teacher Leads = \$12,031.25)</p>	\$12,031.25	1120	Teacher Salaries Stipends			CHEA/SUDA	Rigorous Academics, CTE, and Comprehensive Supports

<p><b>Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes.</b> As we recover from the pandemic, we are seeing more gaps in students' mastery related to our pathway and core academic classes. This after school intervention would pay for three teachers so that 100 students can be supported in passing their classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. We will also offer an additional science course that is not on our master schedule. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion. (\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>	\$8,662.50	1120	Teacher Salaries Stipends			Whole School	Rigorous Academics, CTE, WBL, Student Supports
<p><b>COMPUTERS: Purchase 32 Computers (PCs with Windows) for the SUDA Pathway to support the unique required softwares</b> (Design software - SketchUp Pro, Fusion 360, Adobe Creative Suite, Gravit.io, CorelDraw). These design softwares will be used by 150 SUDA pathway students each year. Specific projects can include, but are not limited to, environmental racism, development without displacement, Coliseum Design, affordable housing design, Resilience Hub and EcoCenter Design projects. SUDA pathway leaders and industry partners have identified the following skills and competencies that students can learn and achieve with the use of these specialized computers - Mapping and Spatial Analysis, Survey Design, Data Visualization, Environmental testing processes, and qualitative and quantitative (statistical) analysis. Students served: 150 per year</p>	\$30,000.00	4420	Computers			SUDA	Rigorous Academics, CTE
<p><b>Transportation Costs (charter buses) for students to attend field trips, industry events and community colleges.</b> Will support students in Youth Participatory Action Research (YPAR) to deepen their understanding of community health issues. Experiential learning trips with YPAR exposes students to health careers, local agencies doing public health work, and allows them to experience classroom concepts in an authentic way. Trips will present work-based learning choices about what students might be interested in pursuing after high school.</p>	\$6,000.00	5826	Transportation Costs			Whole School	Rigorous Academics, CTE, WBL
<p><b>Conferences Expenses: Travel expenses for Professional Development opportunities for teachers to build capacity in project-based learning and standards-based practices.</b> Potential conferences include UnboundED Standards Institute, Educating for Careers, The PBL Leadership Academy, and Kingmakers of Oakland. As teachers are better able to prepare high quality projects, our belief is that by integrating curriculum between academic classes and CTE students will be more engaged, projects and tasks will be more clear, and student work in classrooms will become more relevant and aligned to the pathway theme.</p>	\$7,231.98	5220	Conference Expenses			CHEA/SUDA	Rigorous Academics, CTE

<p><b>Teacher Substitutes: Substitute coverage for 3 teachers to work with site administration and Pathway Coach on pathway development.</b> This is a critical component of aligning pathway mission, goals, and actions. Focal areas will be the pillars: Rigorous Academics, Work-Based Learning, Career and Technical Education, Student Supports. Additionally, we will determine the best plans for master scheduling with cohorts, dual enrollment, and our ideal graduate profile. (Salary &amp; Benefit Costs)</p>	\$3,500.00	1150	Teachers Substitutes			CHEA/SUDA	Rigorous Academics, CTE, WBL, Student Supports
<p><b>Correcting Negatives in Measure N accounts:</b> These funds are to offset all of the negatives in Measure N - Resource 9333. The negatives are usually the result of cost differences between what was initially budgeted by the site actual Salary &amp; Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2022-23 fiscal year.</p>	\$1,292.64	1xxx-3xxx	Salary & Benefit Costs Negatives			Whole School	N/A
<p><b>Strategic Carryover for Fiscal Year 2023-2024:</b> Funds will be strategically carried over and used in fiscal year 2023-24, via the carryover approval process to support expenditures identified as needs at that time - with the goal being for College &amp; Career experiential opportunities for students during the 23-24 school year.</p>	\$2,035.11	4391	Carryover - Prior Year			Whole School	Comprehensive Support Services & Rigorous Academics

*G. Yee*

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Gary Yee, President, BOE

*K. Johnson-Trammell*

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Kyla Johnson-Trammell, Superintendent & Secretary, BOE