

**MEASURES N AND H - COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H -  
College & Career Readiness Commission**

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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** 2023-24 Measure N/Measure H Education Improvement Plan and Assessment  
Services For: Aspire Lionel Wilson College Preparatory Academy

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the Revised 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Aspire Lionel Wilson College Preparatory Academy as “Fully Approved,” with a base allocation of \$215,900.00 and a strategic carryover allocation of \$263,032.96 for a total allocation not to exceed \$478,932.96.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-24 Revised Measure N/Measure H Education Improvement Plan
- 2023-24 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: **ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY**

Site #: **9123**

**REVISED 4/19/2023**

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$215,900.00	\$215,900.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (254) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9123-1	Hire a Project Lead the Way teacher, at 1.0 FTE This teacher is certified in Project Lead the Way and is dedicated to teaching our pathway-aligned courses (Project Lead the Way), which are the core engineering courses for the pathway. Other job duties include updating the curriculum to better support our scholars with IEPs, updating the senior pathway capstone project, providing engineering job shadowing field trips to local Bay Area companies, and creating scaffolds for RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) to better meet the needs of our scholars with IEPs. (Salary) Benefit costs are budgeted in Strategic Carryover.	\$86,408.98	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
9123-2	Hire an Engineering Teacher at, 1.0 FTE This teacher is dedicated to teaching pathway-aligned courses including BUILD Engineering Design and our Engineering Design Capstone. Other job duties include updating the BUILD and engineering curricula to center the needs of our scholars with IEPs and organizing events with local engineering leaders to spotlight the engineering industry. (Salary)	\$96,573.19	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
9123-3	Benefit Costs associated with the Engineering Teacher position.	\$32,917.83	3000	Benefits			Designing for Social Change: An Engineering Pathway

<b>School Name:</b>	<b>Aspire Lionel Wilson College Preparatory Academy</b>	<b>Site #:</b>	<b>9123</b>
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<b>Pathway Name(s):</b>	<b>Designing for Social Change: An Engineering Pathway</b>
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**School Description**

**School Mission and Vision**

**Vision**  
 With the support of the community, the students of Lionel Wilson Prep will develop the skills and mindsets necessary to design an equitable reality for themselves, their families, and their communities.

**Mission**  
 Provide our students with rigorous learning experiences grounded in Engineering and Social Justice.  
 Operate with Joy.  
 Engage our students through work-based learning opportunities to prepare them for college and careers.  
 Create an inclusive school community where all students, staff, and families are valued, celebrated, and safe.  
 Build deep relationships with students to cultivate their advocacy and voice.  
 Partner with families in all aspects of our student's development.  
 Develop and continuously refine equitable systems of support and intervention.  
 Interrogate the impacts of power, privilege, and oppression within our community to dismantle white supremacist culture.

**Pathway**  
 All scholars a LWP participate in our Design for Social Change: An Engineering Pathway. Our pathway follows the CTE standards under the Engineering and Design Pathway. In our pathway, our students engage in the Design Thinking Process to develop products and structures using various software applications. Our students learn Computer Aided Design programs, specifically the Autodesk Suite of programs, which are industry standard design tools used by engineers, designers, and architects throughout the world. Our seniors complete an engineering design capstone which asks students to use their engineering knowledge, skills, and tools to design a solution to a social justice challenge.

**School Demographics**

									% Current Newcomers
<b>2022-23 Total Enrollment Grades 9-12</b>			260						0.98%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52%	48%	94%	90%	29%	13.30%	12%	12.50%	0.10%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	4.40%	0	0.04%	94%	0	0.60%	0	0.99%	0
Focal Student Population	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Students with IEPs</b>			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

<i>Whole School Indicator</i>	<i>2021-22 Baseline Data</i>	<i>2022-23 Data</i>	<i>2023-24 Benchmark</i>	<i>2023-24 Data</i>	<i>2024-25 Benchmark</i>	<i>2024-25 Data</i>	<i>2025-26 Goal (3-Year Goal)</i>
Four-Year Cohort Graduation Rate	92%		94%		96%		97%
Four-Year Cohort Dropout Rate	8%		6.00%		4.00%		3.00%
A-G Completion Rate (12th Grade Graduates)	67.00%		73%		88.00%		92.00%
On Track to Graduate - 9th Graders	75%		90%		90.00%		90.00%
9th Graders meeting A-G requirements	75%		90%		90.00%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	21%		31%		41.00%		51.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	37.0%		47.00%		57.00%		67.00%

Percentage of 10th-12th grade students in Linked Learning pathways	100.0%		100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	80%		85.00%		90.00%		92.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.0%		24.00%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34.0%		50.00%		50.00%		50.00%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	100%		100.00%		100.00%		100.00%
Four-Year Cohort Dropout Rate	0.00%		0.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	50%		60.00%		70.00%		80.00%
On Track to Graduate - 9th Graders	64%		74.00%		84.00%		94.00%
9th Graders meeting A-G requirements	54%		64.00%		74.00%		84.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0%		20.00%		40.00%		60.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	15%		25.00%		35.00%		45.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%		100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100%		100.00%		100.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12%		20.00%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34%		38.00%		42.00%		46.00%

**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.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<p><b>Instructions:</b> Complete the Strengths and Challenges columns for all indicators in <b>bold</b> (lines 41-44). Then select <b>ONE</b> of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</p> <p><b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p> <p>We completed transcripts evaluations and determined that we needed to implement mastery based instruction. We regularly have senior meetings with students and families to ensure that they are on track of graduating. As an organization, we will no longer give credit for Ds and Fs starting next school year. We are offering consistent Break School during student vacation to support our scholars with meeting A-G eligibility</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p> <p>Distance learning and the pandemic drastically set us back. We implemented structures to curtail the negative implications of distance learning. For instance, our seniors started with year with only 37% on track to graduate. As of March 2023, we have 87% on track to graduate.</p> <p>We noticed that some students with IEPs need to complete the California minimum to be on track to graduate and not our 230 credit requirement.</p>

<b>A-G Completion - 12th Grade</b>	Our A-G completion went from 33% at the beginning of the year to 73% percent in March. We continue to create systems to promote A-G eligibility because our master schedule ensures our students core classes are A-G aligned.	The pandemic adversely impacted our scholars. Our online credit recovery platform, according to the research, is not sufficient in preparing scholars with mastering content and skills because students in credit recovery need an actual teacher guiding them through the content. Our students with IEPs are not meeting our 230 A-G graduation requirements. Many of our students with learning exceptionalities meet the CA state minimum graduation requirement.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements (Analyze these two indicators together)</b>	Now that we have mastery based grading and consistent break school implemented, we are noticing a reduced need to support students with meeting there A-G requirements. Our 9th grade teachers get weekly personalized coaching and participate in weekly professional learning communities. We implemented internal instructional rounds at our school site to have teachers more frequently observe one another to improve instruction.	We have noticed that policy is the starting point of shifting hearts and minds when it comes to mastery based instruction. We are refining our mastery based grading policies to improve instruction and to reduce the likelihood for credit recovery.
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</b>	Our school has historically sent most students to college. All high school students are expected to be A-G eligible to be position to enter college if they choose to do so. We require students to graduate with at least 230 credits and take at least three dual enrollment courses.	There has been a decline in college enrollment compared to pre-COVID years.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Students have gained real world application experience through BUILD by engaging in the design thinking process and utilizing public speaking skills. In quarter four, our juniors will participate in job shadowing opportunities at various Bay Area companies. During senior advisory, we have guest lecturers who will speak to our students about career options. We are building a partnership with Summer Search, Youth Uprising, Genesys Works, and other industry partners to support us with internship opportunities for all scholars. We recently received the K12 SWP grant that requires our students to complete at least one internship by the end of the high school.	Students have not been afforded the opportunity to seek off campus internship experience this year because our partnership will begin this forthcoming summer.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	The schedule structures at our school provide opportunity for juniors and seniors who wish to engage in college level courses to do so during the academic school day, which is typically during block four. Most of our students who are A-G eligible are in dual enrollment.	We currently offer four dual enrollment courses that are not necessarily aligned to our pathway. We are applying for a dual enrollment grant in the coming weeks to expand our dual enrollment courses here on campus.
Percentage of 10th-12th grade students in Linked Learning pathways	We have 94% currently enrolled with the expectation that 100% will be involved with our Linked Learning pathway.	Some seniors need to complete core classes to be A-G eligible. Hence, they were not able to participate in our senior pathway this year.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	All of our students complete an end of year pathway aligned cross curricular exhibition project.	Our pathway coordinator is in the process of expanding our exhibition offerings to at least two next year and four within the next two years.

<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>

<p><b>Integrated Program of Study</b>  Equitable Admissions  Cohort Structure  Curriculum and Instructional Design and Delivery  Assessment of Learning  Early College Credit Opportunities  Partner Input and Validation</p>	<ul style="list-style-type: none"> <li>-100% of students enrolled in pathway beginning in ninth grade (including Multilingual Learners and students with IEPS)</li> <li>-BUILD programmatic support</li> <li>-Mastery Based Grading</li> <li>-Senior Capstone</li> <li>-Yearly pathway aligned and cross curricular exhibitions</li> <li>-Measure N advisory Board that meets monthly to provide input in pathway programming</li> <li>-Office hours for students to get support with pathway work</li> <li>-Our pathway coordinator is coordinating dual enrollment for our scholars. We are now offering two additional courses this school year.</li> <li>-Created a system to track credit recovery and A-G Eligibility</li> <li>-Implemented a Looking at Grades Protocol where grade level members engage in looking at student grades.</li> </ul>	<ul style="list-style-type: none"> <li>-An increase of pathway aligned exhibition projects by SY 24-25 (at least one per quarter)</li> <li>-Refining rubric for senior capstone project to prepare our student for post-secondary life.</li> <li>-Thematic exhibition projects with exemplars, associated field trips, and clear criteria for success.</li> <li>-We need to have our dual enrollment aligned to our pathway</li> </ul>	<p><b>Interdisciplinary Exhibition Projects-</b> Our pathway coordinator and instructional leadership team will meet monthly to discuss cross curricular pathway aligned exhibition projects with associated field trips.</p>
<p><b>Work Based Learning</b>  Work Based Learning Plans  Student Work Based Learning Experiences and Self Assessments  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>-We offer a flexible school schedule that allows for students who wish to have a work based learning experiences to engage in them during their fourth block.</li> <li>-Next year, all high school students must complete an internship to be on track to graduate from Lionel Wilson Prep.</li> <li>-We are receiving the K12 SWP workforce grant that will support with our students getting Work-Based Learning experiences.</li> <li>-Our Measure N Advisory Board supports us with getting local professionals on campus to speak with our scholars.</li> <li>-Our BUILD partner regularly brings local professionals onto our campus to build Work-Based Learning awareness for our students.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate Work Based Learning opportunities and expectations to scholars</li> <li>-By 2023, form a partnership with Summer Search, Youth Uprising, Genesys Works, and other industry partners.</li> <li>-Have our pathway coordinator collect data on Work-based Learning experiences.</li> </ul>	<p><b>WBL Curriculum</b>  Review, revise, and enhance our pathway WBL Continuum to reflect Linked Learning Gold Standards and Linked Learning pathway best practices. Assure that every student has work-based learning experiences that connect to classroom learning at each grade level.</p> <p><b>Internships</b>  Create a partnership with Summer Search, Youth Uprising, and Genesys Works to support us with providing internships for 100% of our high school students by 2026.</p>

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> <li>-Seniors take a college and career course where they get college and career awareness.</li> <li>-We have 90%+ FAFSA completion.</li> <li>-College field trips at every grade level</li> <li>-Student led conferences every semester</li> <li>-Community Outreach Manager that is expanding our Social-Emotional Learning programming at LWP</li> <li>-Completed a needs assessment and community mapping to identify our next steps and community's strengths</li> <li>-Implemented two norm-referenced Social-Emotional Learning surveys (i. e., Panorama and Six Seconds EVS).</li> <li>-Implemented Youth Truth survey to get student input.</li> <li>-Student Government regularly interviews student body for input in decision-making and events programming.</li> <li>-Taking off the Mask partnership to provide Social-Emotional Learning workshops.</li> </ul>	<ul style="list-style-type: none"> <li>-We need to match every student with a mentor teacher to be a trauma-informed school</li> <li>-We need to have more frequent Social-Emotional Learning data days using the Panorama and EVS surveys to plan Social-Emotional Learning units and student events.</li> <li>-Teachers need explicit professional development to expand the Social Emotional Learning toolkit.</li> <li>-There is a need to implement mindfulness at our school for adults and students.</li> <li>-We need to engage our students in emotional intelligence lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-Form an Social-Emotional Learning committee to provide learning opportunities for adults on campus.</li> <li>-Audit our Social-emotional learning curriculum and advisory classes</li> <li>-Adopt a Social-Emotional Learning curriculum and approach at LWP.</li> </ul>
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<b>Goal #1:</b> By 2026	By 2026, we will increase academic supports and opportunities for students to succeed in our pathway program of study, with an emphasis on students with IEPs. We will ensure that at least 92% of our graduates are A-G eligible; have completed a range of WBL activities, including internships or similar professional experiences; and have earned a C- or better in their CTE concentrator and capstone courses.
<b>Goal #2:</b> By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 90% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.
<b>Goal #3:</b> By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<b>Strategic Actions for Goal #1</b>	Pathway coordinator will refine mastery based instruction grading policies by adding supports for students with IEPs.
	Engineering teachers will hold "break school" during breaks to support students with IEPs with completing their pathway aligned exhibition projects and senior capstone.
	The master schedule will include an alternative art pathway aligned course to give students with IEPs the option of using RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) for their capstone or using an art medium to complete their senior capstone.
	Ensure all scholars and their parents understand A-G requirements and the pathway completer requirements. Ensure that A-G eligibility and pathway completion are included as goals in each scholar's College and Career 10-Year Plan through monthly family and student engagement meetings, including a ninth-grade pathway orientation meeting.

	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.
<b>Strategic Actions for Goal #2</b>	College and Career teacher will support students with applying to two and four year colleges. Additionally, the teacher 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.
	College and Career teacher will develop a senior seminar (College and Career Readiness A-G course) curriculum with the support of the pathway coordinator, BUILD, and OneGoal that focuses on a college and career portfolio that includes a personal narrative, resume, cover letter, and LinkedIn profile.
	Students will present their completed college and career portfolio and we will invite engineering leaders to interview our scholars and provide them with feedback using a career aligned rubric.
	Increase our pathway aligned dual enrollment to improve college matriculation and completion rates by having one of our two academic counselors identify courses aligned to our pathway.
	Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.
<b>Strategic Actions for Goal #3</b>	Our pathway coordinator will support our teachers with expanding our pathway aligned exhibition projects from one per year to at least one per semester during the SY 23-24 in grades 9-11.
	Our pathway coordinator and College and Career Readiness teacher will update our pathway aligned senior exhibition and capstone to meet CTE and components of Linked Learning, specifically engaging our students with IEPs with a personalized college and career readiness transition plan.
	We will continue to enhance professional development related to high-quality, interdisciplinary Project-based learning and connect classroom learning and work-based learning. Pathway teachers will attend conferences to expand their repertoire with the latest research on work-based learning, project-based learning, and Linked Learning.
	Our pathway coordinator will work with students, teachers, and industry partners to develop on-campus WBL opportunities that we will document and showcase, including showcasing our integrated project implementation and exhibitions of student work.
	Our pathway coordinator will engage industry professionals and post-secondary partners in support for and evaluation of student project work and to expand and enhance industry partnerships that support work-based learning opportunities for all students.

**Budget Expenditures**

**2023-2024 Budget: Enabling Conditions Whole School**

<b>BUDGET JUSTIFICATION</b>						
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.            For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	
\$86,408.98	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway	

<b>Hire an Engineering Teacher at, 1.0 FTE</b> This teacher is dedicated to teaching pathway-aligned courses including BUILD Engineering Design and our Engineering Design Capstone. Other job duties include updating the BUILD and engineering curricula to center the needs of our scholars with IEPs and organizing events with local engineering leaders to spotlight the engineering industry. (Salary)	\$96,573.19	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
<b>Benefit Costs</b> associated with the Engineering Teacher position.	\$32,917.83	3000	Benefits			Designing for Social Change: An Engineering Pathway

**MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN**  
(for Fiscal Year 2023-24)

<b>Name of School Site</b>	Aspire Lionel Wilson College Preparatory Academy	<b>Site #</b>	9123
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	\$263,032.96	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$263,032.96	The funding represents money withheld during our Probation period and we have yet to spend all of it in one year. Therefore, we are allocating it to Strategic Carryover.	
<b>Remaining Amount to Budget</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> 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 <a href="#">EIP Budget Justification 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>Hire a Pathway Coordinator, at 1.0 FTE</b> We are expanding our Pathway Coordinator position from 0.5 FTE to 1.0 FTE. This position directly supports the development and integration of our engineering pathway throughout the school: by supporting teachers with project based learning, instructional practices and authentic assessment; collaborating with College and Career Counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; augmenting pathway curricula to support our students with IEPs; providing pedagogy and content coaching to pathway teachers and teachers in other departments to better integrate our pathway in meaningful ways; updating pathway aligned exhibition projects with clear rubrics that meet the Gold certification standard; and co-developing an art integrated pathway course to expand pathway learning in the arts. (Salary)	\$90,000.00	1300	Certificated Salaries	Pathway Coordinator	1.0 FTE	Designing for Social Change: An Engineering Pathway	
<b>Benefit Costs</b> associated with the Pathway Coordinator position.	\$31,500.00	3000	Benefits			Designing for Social Change: An Engineering Pathway	

<p><b>Hire a College &amp; Career Readiness Teacher/Specialist, 1.0 FTE</b>          -This position supports our high school students' readiness to engage in post-secondary careers and college options. The teacher will work closely with seniors to work on career readiness skills. They will use OneGoal curriculum and support our seniors with completing their senior portfolio exhibition and capstone project that is aligned to our pathway.          -The College &amp; Career Readiness Teacher will work closely with students with IEPs and Ed Specialist to create a post-secondary plan (i.e., Transitions: one for education and one for employment and living skills) that focuses on college and career options.          (Salary)</p>	\$67,000.00	1110	Teacher Salaries	College and Career Readiness Specialist	1.0 FTE	Designing for Social Change: An Engineering Pathway	
<p><b>Benefit Costs</b> associated with the College and Career Readiness Specialist position.</p>	\$22,700.00	3000	Benefits			Designing for Social Change: An Engineering Pathway	
<p><b>Conference and Site Visit Travel</b>          Travel, accommodations and registration fees for Aspire Lionel Wilson staff to attend and present at Linked Learning Alliance, Educating for Careers, Deeper Learning, ConnectEd, and site visits to schools with similar engineering pathways. It is clear that we must continue to learn and deepen our understanding of pathway work from leading experts to improve our pathway at LWP.</p> <p>-Linked Learning Conference Fees: Registration (\$650 x 6 staff = \$3,900); Transportation (\$400 x 6 staff = \$2,400); Lodging (\$300 x 6 staff = \$1,800) Total: \$8,100          -Educating for Careers Conference Fees: Registration (\$450 x 4 staff = \$1,800); Transportation \$300 (mileage for two drives); Lodging (\$300 x 4 staff = \$1,200) Total \$3,300          -Deeper Learning Conference Fees: Registration (\$1,050 x 3 staff = \$3,150); Transportation (\$400 x 3 staff = \$1,200); Lodging (\$300 x 3 staff = \$900) Total \$5,250          -Pathway School Site Visits = Transportation and Lodging = \$3,050</p> <p>Total = \$19,700 plus a buffer of \$1,889.96 to account for price changes.</p> <p>This line item is aligned with Strategic Goal 3 and our Strategic Action of expanding pathway professional development.</p>	\$21,589.96	5210	Conference Expenses			Designing for Social Change: An Engineering Pathway	
<p><b>Benefit costs</b> associated with the Project Lead the Way Teacher position budgeted in the Whole School tab.</p>	\$30,243.00	3000	Benefits			Designing for Social Change: An Engineering Pathway	

# Measure N/H 2023-2024 Education Improvement Plan Assessment

## Aspire Lionel Wilson College Preparatory Academy

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

**Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?**  
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>● Integrated Program of Study</li> <li>● Work Based Learning</li> <li>● Integrated Student Supports</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Pathway Quality Assessment provides evidence of all 3 domains of Linked Learning. Focus on pathway work is embedded in school’s vision and mission</li> <li>● School provides structured opportunities for teacher collaboration time for pathway exhibition projects as well as professional development related to interdisciplinary projects and performance assessments.</li> <li>● Cross-curricular exhibition projects in 9th grade BUILD design project and 12th grade Capstone</li> <li>● Clear, four year sequence of Engineering and Design CTE courses that culminate in a Senior Capstone and exhibition of learning</li> <li>● School recently received Strong Workforce grant that supports and requires at least one internship experience before a student graduates</li> <li>● Assessment identifies the following areas of growth:               <ul style="list-style-type: none"> <li>○ Integrated Program of Study: increase in pathway-aligned exhibition projects, alignment of dual enrollment to pathway</li> <li>○ Work Based Learning: increase in internship</li> </ul> </li> </ul>			

	<p>partnerships, enhanced work-based learning continuum</p> <ul style="list-style-type: none"> <li>○ Integrated Student Supports: Greater emphasis on social-emotional learning supports and professional development</li> </ul> <p><b>Feedback for continued progress monitoring:</b> N/A</p>
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<b>Criteria 2: Quality of the Measure N/H Education Improvement Plan</b>				
<b>Category</b>	<b>Excelling 4</b>	<b>Meeting 3</b>	<b>Approaching 2</b>	<b>Beginning 1</b>
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>● School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>● School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>● For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Identified focal group is students with IEPs</li> <li>● All sections of the root cause analysis are complete. Some of the identified challenges include: impact of distance learning on on-track to graduate rate, dual enrollment classes that are not aligned to pathway, students with IEPs not meeting 230 A-G graduation requirements, lack of off campus internships due to pandemic.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>● The Root Cause Analysis describes a shift to mastery-based grading, which can be a powerful practice. What professional development have teachers received to do this well? How has the mastery-based learning approach been communicated to students and parents? How is school assessing the impact of a shift to a mastery-based approach?</li> </ul>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>● Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● The assessment identifies the following areas of growth: pathway-aligned exhibition projects, alignment of dual enrollment to pathway, update to work-based learning</li> </ul>			

<p>are impacting student achievement in each of the domains</p> <ul style="list-style-type: none"> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p>curriculum, increased internship opportunities, social-emotional learning and professional development</p> <ul style="list-style-type: none"> <li>• Identified next steps support continuous quality improvement of pathway</li> <li>• Evidence of strengths section references data and concrete examples</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Expanding internships is identified as a “Next Step” in the Assessment. As you design and refine more external and on campus internships and internship-like learning experiences, it will be important to use tools such as the <a href="#">NAF Gold Standards for Internships</a> in the design and quality assessment process. Research-based internship practice often describes three student outcomes of internships - identifying career aspirations and mapping a plan to reach their goals; building college-and-career ready/21<sup>st</sup> century skills and receiving feedback (employer-evaluated internships); and developing connections with professionals who can help them navigate their path forward. How will you assure that students develop connections with industry professionals as part of their on-campus internship experiences? How might you assure that students have both on-campus and off-campus internship experiences? How might current and future grant funding support internships and other forms of work-based learning?</li> </ul>
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Identified goals align to the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>○ Goal 1 aligns to Integrated Student Supports and Work-Based Learning</li> <li>○ Goal 2 aligns to Integrated Student Supports and Integrated Program of Study</li> <li>○ Goal 3 aligns to Integrated Program of Study</li> </ul> </li> <li>• Goal 1 specifically addresses the needs of the focal group and challenges identified in root cause analysis</li> <li>• There is a disconnect between Goal 2 (related to the college and career portfolio) and the Pathway Quality Assessment/Root Cause Analysis. What is the challenge</li> </ul>

you are addressing through this goal?

**Feedback for continued progress monitoring:**

- There are a number of components to Goal 1, including academic supports and work-based learning. For your internal implementation plan, It might be beneficial to address the Work-Based Learning goal separately as its own goal.
- School has identified student attendance as a barrier to progress yet strategies for increasing student attendance are only slightly mentioned in the root cause analysis and there are no goals or strategic actions specifically related to increasing student attendance. What research-based strategies is Lionel Wilson Prep using to increase student attendance and engagement? How might your pathway scholars serve as peer mentors and help address student attendance issues?
- For Goal 2: How will you track and document the enrollment of students in two- or four-year colleges? In addition to the National Student Clearinghouse, what other tools and strategies will you use to follow your scholars in the year following their graduation?
- Are there other indicators of success for graduates beyond enrollment in college? If, for example, a graduate meets the requirements for college without need for remediation, but opts for a gap year OR needs/wants to enter the workforce to help with family support or save for college OR chooses to enter a skilled apprenticeship program OR chooses Americorps, City Year, or the military as an option is this also documented and valued?
- In the self assessment, Lionel Wilson Prep identified the need to form a Social-Emotional Learning committee and engage students in SEL lessons. Social-Emotional Learning, however, is not included as one of the 3 year goals. In your plan, you might consider adding one or more strategic actions related to social-emotional learning as an essential element in supporting success for all students, especially your focal group students.

<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>The identified strategies are specific and, if implemented, should lead to progress towards 3 year goals</li> <li>Several strategies are included that specifically address the needs of focal group such as targeted academic supports for students with IEPs including break school and an alternative art pathway-aligned course for students with IEPs</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>What additional support will you need to develop and implement pathway-aligned integrated projects?</li> </ul>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Budget includes funding for 1.0 FTE Project Lead the Way Teacher and 1.0 FTE Engineering Teacher</li> <li>Strategic Carryover budget includes funding for 1.0 FTE Pathway Coordinator, 1.0 FTE College and Career Readiness Teacher, and conference for Professional development</li> <li>School will involve pathway teachers and school leaders in Linked Learning conferences and visits to like pathways/academies</li> <li>Proper justification is provided that articulates what Measure N/H dollars are funding</li> <li>Proposed Measure N/H budget is in support of outlined goals, and the role of FTE in supporting students with IEPs is explicit.</li> </ul>			

## 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, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

**Rating: Fully Approved**

- School has **fully implemented** *Linked Learning* as evidenced by the establishment of all three domains of *Linked Learning*: *Integrated Program* (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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

**Strengths:**

- Ambitious 3-year goals identified which should lead to meaningful growth in *Linked Learning* implementation
- Plan intentionally addresses the needs of focal group students (students with IEPs) in Goals and Strategic Actions
- At the EIP presentation, students and staff shared the positive impact of having real-world projects embedded in the curriculum
- School's commitment to *Linked Learning* is evident in EIP and through the additional grant funding secured to enhance programming (Strong Workforce grant and plans to apply for a dual enrollment grant)
- School has an active *Pathway Advisory Board* which meets monthly and is chaired by an industry partner. The *Advisory Board* brings industry and technical expertise into classrooms and project work.
- Extensive community partners
- School data indicates that Lionel Wilson is significantly raising a-g eligibility and increasing the number of 9<sup>th</sup> graders and 12<sup>th</sup> graders on-track to graduate.

**Key Questions:**

- Does Lionel Wilson still have the *Student Ambassador* program? It isn't mentioned in the EIP or 4-Pillars document. How is student voice incorporated into pathway development?

**Budget Feedback:**

- How do you plan to sustain the *Pathway Coordinator* position beyond 2023-24 (since it is to be funded by Strategic Carryover?)

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided

Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided
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