

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

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**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** 2024-2025 Educational Improvement Plan Assessment  
Services For: All Oakland Public and Charter Schools

**Action Requested and Recommendation** For discussion and possible adoption by the Measures N and H Commission of 2024-2025 Education Improvement Plan Assessment.

**Background**

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

For discussion and possible adoption by the Measures N and H Commission of 2024-2025 Education Improvement Plan Assessment.

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2024-25 Educational Improvement Plan Assessment Template

# Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[Insert Name of School]

**Checklist of Required Elements:**

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

**Criterion 1: Measures N and H Pathway Improvement Progress Reflection:** To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?  
*(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score:</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Feedback for continued progress monitoring:</b></p>			

**Criterion 2: Measures N and H Pathway Improvement Plan (Actions):** In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1

<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 three 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 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 their reflection logically into their actions</li> </ul>	<p><b>Score:</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Feedback for continued progress monitoring:</b></p>
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<b>Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan</b>				
<b>Category</b>	<b>Strategic &amp; Aligned</b> 4	<b>Partially Strategic &amp; Aligned</b> 3	<b>Unclear Strategy &amp; Alignment</b> 2	<b>Missing or Non-Compliant</b> 1
<p><i><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</i></p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul>	<p><b>Score:</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li></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<sup>1</sup>:**

**Strengths:**

- 

**Key Questions:**

- 

**Budget Feedback:**

- 

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

What	Suggested Lead	Deliverable	Date

### <sup>1</sup>Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways