

2020-2021 MEASURE N BUDGET**School: LPS OAKLAND**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$412,250.00	\$412,250.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Career and Community Leadership Coordinator (WBL Coordinator) 1.0 FTE to work with pathway teachers to develop WBL experiences and career preparedness in school 1.0 FTE Career & Community Leadership Coordinator Salaries and Benefits	\$92,300.00	2251 & 3000	Noncertified Support Salaries and Benefits	Career and Community Leadership Coordinator	1.00	
2	Professional learning for CCLC, 2 Core & Pathway Teachers, Lower School Counselor, and Administrator attendance at Linked Learning Alliance 2021 Conference to deepen understanding of Linked Learning on campus Conference fees, transportation, food and lodging for 5 staff members	\$5,000.00	5215 & 5230	Travel And Conference			
3	Newcomer Internship Program differentiated by language acquisition and area of student interest. Fees to Faith Network for internship costs	\$5,000.00	5885	Professional /Consulting Services			
4	Newcomer Internship Program differentiated by language acquisition and area of student interest to ensure Newcomer students have access to career programming in all grades, and especially 9th grade. Stipend for LPS staff member supporting internship program (spring evening training sessions for students & summer coordination and support)	\$1,200.00	2305	Noncertified Stipend			
5	Create sustainable, impactful WBL activities for students and host sites Transportation (busses) to unique industry and opt-in career exploration visits for all grade levels	\$5,500.00	5812	Student Transportation			
6	Create sustainable, impactful WBL activities for students and host sites Senior Intern stipends (\$600 fall semester per student, \$600 spring semester per student). Allocate for 5-7 interns per semester	\$6,000.00	5885	Professional /Consulting Services			
7	Offsite industry focused (WBL) activity in entrepreneurship pathway classes, through collaboration with the Career and Community Leadership Coordinator Transportation (busses) to NFTE events - one event per semester	\$2,000.00	5812	Student Transportation			

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8	Create sustainable, impactful WBL activities for students and host sites AC transit & BART tickets for internship students	\$500.00	5812	Student Transportation			
9	Create sustainable, impactful WBL activities for students and host sites. Provide stipend to 10 - 12 student communication interns. Communication Intern stipends (\$200 fall semester per student, \$200 spring semester per student). Allocate for 10-12 interns per semester	\$4,000.00	5885	Professional / Consulting Services			
10	Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Course Facilitator 1.0 FTE (COMM and BUS)	\$68,250.00	1101	Certificated Teacher Salaries	College Course Facilitator	1.00	
11	Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Course textbooks/readers for 6 sections of COMM & BUS students, two semesters	\$1,600.00	4110	Approved Textbooks and Core Curricula Materials			
12	Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. Course Facilitator 0.8 FTE	\$71,240.00	1101	Certified Teacher Salaries	College Course Facilitator	0.80	
13	Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. Textbooks and online licenses for 60 students enrolled in Stats courses, two semesters	\$14,813.00	4110	Approved Textbooks and Core Curricula Materials			
14	Provide professional learning for new Business Management teacher (10th grade pathway course) -summer training for curriculum, community of practice, and coaching through NFTE. Fees to NFTE for one teacher 2020-2021 school year (annual program support and one-time teacher training costs)	\$5,500.00	5885	Professional/Consulting Services			
15	Continue 10th grade Business Management pathway course 0.8 FTE Business Management Teacher	\$62,400.00	1101	Certified Teacher Salaries	Business Teacher	0.80	
16	Ensure the implementation of integrated projects through the creation of a summer LPS Oakland week-long curriculum institute for teachers Stipends for 15 teachers	\$13,500.00	1105	Certified Teacher Stipends			
17	Ensure the implementation of Linked Learning and career-related curricula by partnering with outside partners for teacher PD. We are still identifying which PD is needed and which partners to work with. We will ensure this PD is in alignment with our Measure N plan. Fees and stipends for four teachers to participate in additional PD	\$2,800.00	1105 & 5800	Certified Teacher Stipends / Consulting Services			
18	Continue Measure N funded Lower School Counselor position from 2016-2020. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating 0.5 FTE Lower School Counselor	\$40,647.00	1201	Counselor	Lower School Counselor	0.50	

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19	<p>Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating. These meetings will take place during the summer. Students will be identified from incoming data we receive from feeder middle schools as well as our internal assessments (ex: students performing multiple years below grade level on MAP in Reading and Math). The meetings will involve two staff members conducting home visits and on-campus meetings to build student and family connection to our school community, identify needs and assets, and develop a plan of support before the school year begins.</p> <p>Summer stipend for Lower School Counselor and Campus Coordinator to complete two weeks of early intervention meetings with students and families of incoming 9th graders identified with low attendance rates, GPA, high suspension rate, or other challenges in middle school.</p>	\$5,000.00	1105 & 2305	Stipends - Certified and Noncertified			
20	<p>Implement young-men cohort groups to increase on-track to graduation rates, connection to school, and expose young men to careers earlier</p> <p>Fees and transportation for young-men cohort groups to visit local trade schools/colleges, attend unique industry visits, and experience specialized guest speakers at school</p>	\$5,000.00					

School: LPS OAKLAND**School Description**

LPS Oakland R&D was established as a school in August of 2012. In early 2012, a committee of concerned constituents (staff, representatives of the LPS College Park community) met to discuss strategies to provide a new model of schooling for students in the East Oakland region. With the support of the Leadership Public Schools Superintendent, Louise Waters, a charter petition was filed and approved in May of 2012.

LPS Oakland R&D was committed to creating new learning experiences for students. A strong College Counseling program was started in 2013. Students were provided with a strong foundation in college and career exploration. In part, this led LPS Oakland R&D to become one of the top schools for A - G completion in Oakland.

Over the last six years, our school has developed a strong reputation for creating a safe and supportive learning environment for students of a varying skill levels and learner profiles. Our school has focused on providing culturally responsive teaching, restorative practices, and academic interventions. LPS Oakland R&D currently serves 9th-12th grade students. Our student body consists of approximately 481 students, of which approximately 97% qualify for Free and Reduced Lunch.

School Mission and Vision

Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.

In addition to our primary mission we also strive to:

- Improve the academic achievement of all students
- Close the achievement gap of educationally disadvantaged students
- Foster student leadership and dedication to public service
- Create differentiated supports for college access and success for students via our College Launch program

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	51.6%	48.4%	98.0%	96.4%	37.8%	19.20%	9.6%	91.0%	9.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	6.2%	0.2%	0.8%	91.8%	0.4%	0.4%	0.0%	0.2%	8.4%
Target Student Population	Which student population will you focus on in order to reduce disparities?					After an analysis of our data, our team uncovered that our male students experience the most challenges and believe that Linked Learning will support them and, ultimately, decrease the dropout rate. We believe that Linked Learning experiences can change their relationship with school and support male students in completing high school with college credits and a clear post-secondary plan aligned to their interests.			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	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	88.1%	not available	90.0%				
Four-Year Cohort Dropout Rate	8.3%	not available	6.0%				
A-G Completion	92.1%	<i>not available</i>	94%				

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On Track to Graduate- 9th Grade	72.3%	78.8%	85%				
Percentage of students who participated in at least 1 Work-Based Learning activity	N/A	78.95%	84%				
Percentage of students who have passed dual enrollment courses with a C- or better	83.6%	88.3%	93%				
Percentage of students in Linked Learning pathways	88.8%	85.4%	90%				
Target Student Population Indicator: Male Students	18-19 Baseline Data	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	79.2%	not available	85.0%				
Four-Year Cohort Dropout Rate	17.0%	not available	6.0%				
A-G Completion	90.9%	<i>not available</i>	92%				
On Track to Graduate - 9th Grade	62.1%	71.1%	79%				
Percentage of students who participated in at least 1 Work-Based Learning activity	N/A	53%	58%				
Percentage of students who have passed dual enrollment courses with a C- or better	76.5%	80.0%	84%				
Percentage of students in Linked Learning pathways	88.0%	83.3%	90%				
ROOT CAUSE ANALYSIS							
Indicator	Strengths			Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>		Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>	

<p>Four-Year Cohort Graduation Rate</p>	<p>Schoolwide our Four-Year Cohort Graduation Rate increased by 4% this past year, from 84% to 88%. While we aim to continue to increase this rate, we note that compared to the state average (for all students and for all subgroups), our graduation rates are above average.</p> <p>We continue to support students who need the additional summer after senior year to fulfill their A-G requirements and graduate on time. While this is a small number of students, we know that it is vital to continue this practice. This was strengthened by deep connections to advisory and student understanding of A-G requirements. Advisors hold a caseload of students from 9th -12th grade. During advisory, students review their own transcripts and track their A-G course completion. Student ownership and teacher support helped support this increase.</p> <p>In addition, LPS Oakland was recognized as one of the top schools for A-G completion for Latinx students in Oakland.</p>	<p>The highest leverage challenge in our four-year cohort graduation rate is students who do not pass A-G courses in 9th and 10th grades. These students then need summer remediation, and tend to continue to struggle in 11th and 12th grades. This often means that students need to retake courses during the academic year and have limited room within their schedules to complete dual enrollment or other elective courses. We know that these students tend to be male as evidenced by the 79% graduation rate. This means these are the same students who are not graduating with a diploma and our dropping out before senior year.</p> <p>These students also report having less of a connection to school and tend to be more motivated to work and earn money rather than earn their high school diploma.</p>	<p>Ultimately, students who are not on track to graduate after 9th and 10th grade account for the 12% of our students who are not graduating on time. (Thus, this root cause connects to many of the other data points described below.)</p> <p>After examining our data and reviewing the roster of students, we identified that these students came in to 9th grade with skill gaps in math and english and had a history of disconnection with school. These students were supported by our Tier 2 system and ultimately tested for additional services. However, some of these services were not initiated until the end of 10th or beginning of 11th grade. This impacted our ability to fully support these students to graduation.</p> <p>We recognized that our Tier 2 services and lower school counselor services were just beginning during this cohort's 9th grade year. Since that time, we have significantly overhauled our supports added student allies, a student support coordinator, and created a comprehensive Tier 2 support team with caseload.</p>
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Four-Year Cohort Dropout Rate	<p>0% of our female students dropped out in this most recent cohort.</p> <p>While our overall dropout rate increased, our dropout rate continues to be lower than that of surrounding districts and the state average.</p> <p>As our student body begins to include more Newcomer students, often coming to our school at age 16 or higher with interrupted schooling, we knew we needed to create new ways to support these students in graduating. We have begun to address this group of students by developing a Newcomer diploma track that maintains high rigor while also accounting for the unique circumstances some of our Newcomer students face. As a result, we have been able to support older-aged Newcomer students in graduating on this diploma pathway.</p>	<p>The four-year cohort dropout rate for the class of 2019 male students (our target population) was 17%. As described above regarding our four-year cohort graduation rate, these students came to our school with a broken relationship to school, significant attendance and academic challenges that followed them into high school.</p> <p>The highest leverage challenge that continues is providing intensive case management support for newcomers and students with IEPs. These students are account for the majority of students who dropped out in the past year.</p>	<p>As described above for this group of students, and particularly our male students, our Tier 2 and 3 services were not fully implemented for students until 10th or 11th grade and as a result, we lost traction with these students, who needed more support in 9th and 10th grades.</p> <p>These particular subgroups of students (Newcomer and SPED) are entering high school with severe academic skill gaps. In addition to this, these students often experience greater responsibilities outside of school, which leads to difficulties with accessing academic work and requires more intensive case management.</p> <p>We have a Newcomer Student Ally whose impact is seen on a daily basis at school. Given the year she started and the age of the students when she began working with them, we anticipate seeing the impact of her work and collaboration with colleagues "show up" in the dropout rate for Newcomer students in the coming years.</p>
A-G Completion	<p>Our A-G completion rates are above 90%, including for our target group of male students.</p> <p>We anticipate seeing a higher A-G completion rate for our Special Education students in this senior cohort due to the intensive case management and collaboration between general education and special education staff that has taken place for the last four years. This level of intense case management with a focus on supporting the development of their independence and connection to college and career is now an area of focus for our rising grade levels of SPED students as well.</p>	<p>The highest leverage challenge for our school is that students continue to fail math courses at the highest rate out of any other A-G courses. Once students fail a math course, they are required to take summer school or double-up on math courses in their final two years of high school.</p>	<p>Our network as a whole has been moving towards a new math curriculum. The adoption of the curriculum requires an intensive level of coaching and professional development for our math teachers. We continue to work through the process of revising and adapting the curriculum to student learning needs while maintaining a high level of rigor for students.</p>

<p>On Track to Graduate - 9th Grade</p>	<p>This year nearly 79% of 9th graders are on track to graduate. As a whole there was a 5% increase in this rate from last year to this year, and for male students there was a nearly 10% increase in On Track to Graduate!</p> <p>The 9th Grade Team of teachers, lower school counselor, and other support providers have worked to create individualized plans for struggling male students around completion of A-G requirements. This team has consistent collaboration and several strong "anchor" teachers who have either been at our school for several years and/or are veteran teachers.</p>	<p>The highest leverage challenge for our school is that 30% of our boys are off-track to graduate by the end of 9th grade. While this number has improved (decreased), there is still more support work to be done in order to close this gap. We also know that helping students be on track by the end of 9th grade drastically increases their likelihood of on-time graduation.</p>	<p>While intensive case management has been providing students success, there is a need for intensive case management earlier on. We were not monitoring progress towards A - G enough. We were not holding enough grade level team meetings enough. We noticed also a gap in student understanding of their graduation requirements and their connection to college and career choices.</p> <p>There are plans for this to be part of Freshmen onboarding in the fall as part of programming and registration. For example, during our Summer Bridge Program our lower school counselor provides a survey for students to assess the need for mental health supports, academic supports, or social-emotional supports. Our lower school counselor will then meet with families to create a plan of action for each student's 9th grade year.</p> <p>To support student understanding of Linked Learning opportunities, students will be able to learn more in depth about our pathway during the summer program and student interest in programming will be assessed. During the course of the school year, the 9th and 10th grade level teams will meet bi-weekly to focus support on students who are not finding academic support. Teachers will plan with the lower school counselor for interventions and career connections for struggling students.</p>
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<p>Percentage of students who participated in at least 1 Work-Based Learning activity</p>	<p>This year, 87 LPS Oakland Sophmores were able to connect classroom learning with real world application through our one time industry visits. Based on data from LinkedIN, we chose to visit industries that were the most profitable, fastest growing and has the highest employment rates; they are the most employable industries. Our Sophomore students went to Fehr and Peers (transportation), Innovative Genomics Institute (Bioengineering), Berkeley Police Departemnt (Law Enforcement), Samuel Merritt School Of Medicine (Medical), KTVU News Station (Communications and Broadcasting), AirBnB (Hospitality and E-Commerce), and the Alameda County Superior Court House as well as Juvenile Hall (Justice System).</p> <p>379 of our 480 students participated in a schoolwide career fair where 57 different professionals across 19 different industries spoke to our students about their professional journies. For 4 weeks, students prepared for this event, by learning soft skills in their Advisory classess. These preparation Advisory lessions included classes around professional langague, professional dress, professional greetings and personal branding. During the 'networking' portion of our career fair, students had an opportunity to practice these soft skills with the volunteers.</p> <p>26 students participated in paid internships throughout the year. Each internship had a built in Professional Development for all participants, one on one on the job coaching, and support with adding their internships experience to their resumes.</p> <p>In the first semester, 27 students came to our 'drop in job club' to get support with building their resumes, interview tips and practice as well as ask questions about volunteer, internship and job opportunities.</p>	<p>Male students have the lowest participation rate in WBL activities at 53% (compared to 79% overall).</p> <p>On average, our 10th grade average daily atendance is 92%. During our 10th grade industry vist we had an attendance rate of 65%. The highest leverage challenge for our school is that student attendance for outside school events is historically lower than the normal school day as students do not see it as an expected and required school event. We are creating WBL activities that 100% of students have access to, but ensuring their <i>participation</i> in the events (despite being during the school days) has been a challenge for our team.</p> <p>Additionally, most of the preparation for work-based learning activities is faciliated by core teachers who have varying levels of comfort in delivering the content. As a result of their comfort levels with it, student responses (excitement, apathy, etc) toward the activities are varied.</p>	<p>The root cause for low attendance is lack of cohesion in the preparation in advisory for students. For our male students, we have not yet found a way to help male students see the power and excitement of the WBL activities that our female students experience.</p> <p>Most of the preparation for our WBL activities currently takes place in Advisory. In reflection, the advisory lessons were not cohesive enough for staff and students to make strong connections to the WBL activity they were preparing for. Additonally, there are a number of items (unrelated to WBL) that are covered during advisory that take up some of the WBL preparation time. Furthermore, we currently expect 80% of our teaching staff (Advisors) to deliver the same WBL content to their cohort of students in a consistent manner through pre-made Advisory lessons. We know that there will be variance in implementation. Ultimately, this impacts the efficacy of our WBL activities.</p>
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<p>Percentage of students who have passed dual enrollment courses with a C- or better</p>	<p>The majority of students who enroll in dual enrollment courses at our school are passing. (Up from 83% to 88% pass rate this school year!)</p> <p>Our school is seeing increased pass rates every year while expanding our program. This includes students with IEPs, African American students, and male students. It also includes humanities and math courses!</p>	<p>80% of our male students are passing dual enrollment courses as opposed to 88% schoolwide.</p> <p>The percentage of 11th and 12th grade students who are enrolling in college courses is not yet 100%. There is still a cohort of students who are unable to take college courses, however, of the 202 students taking college courses, 104 are juniors. This most frequently happens when students do not have "room" in their schedule to participate in the classes, usually because they are retaking A-G courses.</p>	<p>If we are able to have more students on track to graduate by the end of the 9th grade, then more students will be able to take a dual enrollment course by their 11th or 12th grade year. Success in 9th grade would also mean a shift in the mindset that our students have.</p> <p>Currently, students who are off-track to graduate on time by the end of 9th grade do not view themselves as "capable" of being successful in a college course. We must shift this mindset to help them see that every student is capable of being successful in dual enrollment courses!</p>
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Percentage of students in Linked Learning pathways	<p>The majority of our students are enrolled in the core pathway courses. We do not see a discrepancy between participation/access to Linked Learning pathways for male and female students.</p>	<p>The highest leverage challenge for our school remains providing access for our first year Newcomer students as well as juniors and seniors who are off-track with their A-G requirements.</p> <p>Our first year Newcomer students do not enroll in Ethnic Studies (the 9th grade Pathway class) until 10th grade as a result of their language needs. However, we have created a unique summer opportunity for this group in the summer between 9th and 10th grades where they have summer internships and job training. We are entering the third summer of this program and continue to see very high participation rates from our students!</p>	<p>We do not yet have a master schedule that allows all of our Newcomer students to enroll in core Pathway class (Ethnic Studies) during their 9th grade year, leading to a portion of our student body not being in LL Pathways during 9th grade. Also, since our core Pathway class in 11th and 12th grades is dual enrollment, students who do not pass A-G courses in 9th and 10th grade are required to retake them and can't enroll in dual enrollment courses during the regular school day.</p> <p>We are currently calculating the percentage of students in Linked Learning pathways by considering which students are engaged in at least one Pathway course annually from 9th-12th grade (Ethnic Studies, Business Management, dual enrollment courses). This does not account for our work in expanding Linked Learning to ensure that A-G courses are connected to each other, the pathway courses, and WBL experiences.</p> <p>If we begin to calculate this data point by using multiple factors, such as participation in other Linked Learning programs, we know it would be significantly higher.</p>
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PATHWAY QUALITY ASSESSMENT

	Evidence of Strengths	Areas For Growth	Next Steps
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	<p>Due to the small size of our school, we are able to ensure cohort scheduling in academic and technical courses. Given the small size of our school, while we are unable to ensure a common prep for teachers by grade, we do ensure grade level collaboration during Professional Development time.</p> <p>We have previously experienced challenges with first year or new teachers in implementing rigorous curriculum, however we have developed wrap around supports for these courses. One way we continue to support new teachers is by providing a New Teacher/First Year Teachers will professional develop in the fall and ongoing professional development throughout the school to support their work with advisory and linked learning curriculum.</p> <p>We have implemented the use of a common oral communication rubric (vetted from the connectEd website) in all pathways and social sciences courses with a goal to incorporate this rubric in all courses next year. Students are also broadening the courses in which they argue or defend culminating projects. For example, the 10-Point Plan in Ethnic Studies, Shark Tank in Economics, and the Business Plan in Business Management. To support this work further, we provide more department time for planning and designing materials to support our linked learning work. We were able to bring the humanities team together to ensure ongoing rubric development and alignment for writing and presentations.</p> <p>Currently our school provides a multitude of opportunities for our students to interact with post-secondary partners. This includes college tours, visits from post-secondary partners, and community college visits.</p>	<p>To consider how to leverage our pathway theme while we are in different learning modes. For example, during virtual learning as a result of COVID-19 we are beginning to think about ways to continue to bring Linked Learning to life. During our school closure, students are still able to apply for internships and college courses. There are also opportunities for students to use online programming to do career exploration. Many of our students continue to reach out to our CCLC to ask for ideas and supports around careers, internships, and work-based opportunities.</p> <p>Support the integration in core classes by ensuring that core teachers create opportunities to interact with pathway partners. Because advisory has a variety of teaching styles and experiences, in 2020 - 2021 school year we would like to create opportunities in our Navigate Math class, Ethnic Studies, Business Management, or STEM courses to provide a wider range of partnerships or field trips that connect to class content and support our Linked Learning Pathway. It is our hope that this will also support students in seeing the many connections to careers and school.</p> <p>For the third year in a row, we have found the NFTE curriculum to lack cohesion and accessibility. To support this, there has been intensive coaching and support around planning for daily lessons. This has led to a manage adaptation and rehaul of the curriculum at our site. While we continue to utilize NFTE as a foundational curriculum, we continue to make materials that are more aligned to supporting student learning. We have also involved our CCLC to provide more guest speakers and plan to create a calendar for guest speakers from our partners for the 2020 -2021 School Year. In addition to this, we are working to ensure that students taking this course are able to attend two field trips during the year to deepend student connections to our Linked Learning Pathway.</p>	<p>The site pathway team has been developing a professional development plan to further support the explicit integration of core and pathway classes. Our goal is that in the 2020 - 2021 school year we will have new integrated experiences for students in core or pathway courses.</p> <p>We aim to create a Curriculum Institute for Linked Learning for LPS Oakland R&D staff. This will be a summer PD experience that supports our entire teaching staff in incorporating Linked Learning into their curriculum - specifically identifying additional opportunities for integrated projects, continued focus on utilizing the Oral Communication rubric and developing students' communication skills explicitly, and building in connections to career in their daily curriculum.</p> <p>We also plan to utilize Summer Bridge as a way to familiarize students with the pathway and different ways the pathway can be personalize to their goals in high school. This is an experience for all incoming 9th grade students during the summer.</p> <p>We will also continue to develop ways to support teachers who are new to the pathway to ensure they understand the connection between all courses, the meaning of Linked Learning, and what that means for their specific work.</p> <p>We anticipate that this will help support our target student population create a deeper connection to A-G courses and have a greater on-track to graduate rate.</p>
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<p>CTE (pages 3,4,5 of rubric)</p>	<p>Our pathway theme of business and communications has been effectively communicated to our students, staff, and families this year.</p> <p>We have been intentionally developing partnerships within the communication and business sectors. For example, KTVU News station had a personalized networking event for 5 of our students, Salesforce will be hosting our annual Business competitions (Shark Tank), Oakland Roots and the Oakland A's are (scheduled prior to COVID-19) allowing our students to explore and learn the business behind sports entertainment, and Oakland's Own a real estate investor and Gringa Productions (Marketing) are some of our entrepreneurial guest speakers</p> <p>All students, regardless of their prior academic achievement, have access to all pathway classes. In particular, we ensure that all students in 9th and 10th grade have access to Ethnic Studies and Business Management. (With the year in which Newcomer students take each course varying.)</p> <p>We have also prioritized CTE and field experience in our hiring practices, and as a result we currently have a teacher with a CTE credential and with experience in the field of business.</p>	<p>Due to the COVID - 19 crisis, we were unable to connect with partners after career day and industry visits to create a pathway industry advisory board. However, this continue to be a priority for us long-term, and we have a few partners "on the bench" prepared for when we launch the advisory board.</p> <p>In dual enrollment courses, we would like to develop ways to better support students with IEPs or Newcomers to access the coursework. During the COVID-19 crisis we have been working with the college professors to build additional supports.</p> <p>We have a need to create more diverse offerings for students in the senior year beyond dual enrollment. We are exploring a pilot for a senior seminar/internship experience.</p>	<p>In Fall 2020 we intend to create our pathway industry advisory board.</p> <p>For 2020-2021 we are exploring the opportunity to create college course opportunities for students on community college site or provide access to more online course offerings.</p> <p>Over the next four months we will reevaluate the 10th grade Business class to decide if we will continue to modify NFTE to attend to our student needs or find a more aligned curriculum.</p> <p>We anticipate that having a stronger course for 10th graders will provide a deeper connection to our pathway and support student connection. In addition, having stronger touchpoints with industry advisory board members will support student understanding of our pathway. Overall, we believe this will support students in career networking and desire for dual enrollment courses. Ultimately, creating a deeper connection to school and supporting our student target group to be on track to graduate.</p>
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<p>WBL (page 6 of rubric)</p>	<p>Our school has a strong pipeline of professionals willing to participate in various WBL opportunities. Within this pipeline, 12 companies were available to host our annual one on one job shadows, industry visits, networking/social events and come to our school as guest speakers; all 12 companies participated in at least one WBL activity this school year.</p> <p>Students from all grade levels have participated in a 6-week career awareness unit. These lessons were facilitated by a content teacher during student Advisory classes. This career awareness unit would have culminated in:</p> <ul style="list-style-type: none"> - a one-time interaction with our industry partners for 10th grade students - an intensive 2-day job shadow for 11th grade students - informational interviews for Seniors with a Senior Seminar. This seminar was designed to have professionals in their fields coach and interact with Seniors to help prepare them for the workforce and explore post high school options. <p>However, due to COVID-19, only 1 out of 3 scheduled events have happened.</p> <p>In our Business Pathway class, students learned about ROI (return on investments) and had the opportunity to interview and hear from a College Business Professor/Real Estate Entrepreneur to help connect an academic subject to real life situations.</p> <p>Our Ethnic Studies Pathway Class learned about levels of oppression and had the opportunity to visit Favianna Rodriguez's (a social activist) art studio to pick out a piece that would be donated to our school that represented resilience and overcoming oppression. However, the trip was rescheduled due to COVID-19.</p>	<p>Post WBL events, our CCLC (Career and Community Leadership Counselor/WBL Coordinator) sends a thank you card and a survey to our industry partners to rate their experience and solicit feedback. We need to create more of a formalized process to regularly gather input from industry partners, regarding student preparation for WBL experiences and the quality of those experiences. There should also be an assessment criterion that measures the effectiveness of our overall WBL preparation and culminating events, including areas needed to improve the program.</p> <p>We currently have WBL off campus events for 10th-12th grades. We've noticed that students tend to be more engaged when they can connect academic content to post high school pathways and career interests, therefore we need to develop a more in depth 9th grade WBL experience to capture students early in their High School careers.</p> <p>Looking at the WBL Continuum, we have all four elements/pillars incorporated into our program, however, we need to develop a more cohesive 9th - 12th grade plan that intentionally builds off of each element/pillar. By aligning each WBL Continuum section to a grade level, we can develop a more personalized 3-4-year WBL portfolio or scope and sequence that culminates into a more individualized WBL experience in their Senior year. This process will also allow each grade level to facilitate curriculum and activities that build off of previous WBL knowledge</p>	<p>Pilot a Senior internship experience in 2020-2021 that is in alignment with the WBL continuum - Career Training. The chosen 5-7 students will consist of our target population: male students who are disengaged in school, as well as male and female students who are thriving in school; to build a diverse cohort of students that could uplift and support each other. This paid internship will have on campus classes 2 days per week facilitated by a teacher and our CCLC (Career and Community Leadership Coordinator) and 3 off-campus real world work experience 3 days per week with a partnering company. Some of the on-campus classes will include weekly professional development, how to budget, taxes, soft skills needed in the workplace and reflections/troubleshooting workplace assignments. At their job placements, they will receive on the spot job coaching, and an opportunity to be hired on or mentored by the host company. The senior internship experience would ensure more access to career preparation and career training. After applying and choosing a placement that fits their interests,</p> <p>Revise WBL lessons in collaboration with Pathway teachers to provide instruction to students that prepare them for their work based learning experience and consistent messaging to all students about its importance and how this experience connects to academics and the real world. We will review the input from our past partnerships and create lesson plans that are in alignment with industry partner feedback.</p> <p>In response to the varying facilitation of advisory lessons and WBL event promotions, we are shifting the preparation for WBL activities from Advisory classes into a Pathway class per grade level so that we can ensure a consistent experience for all students and it is directly tied to our Pathway work and seen as a continuation of the school, not a separate WBL activity. The Pathway teacher who will facilitate these lessons will work in collaboration with our Career and Community Leadership Counselor to ensure the material is accessible to all students and the communication around the upcoming WBL activity, its importance and how this event could affect their grade(s) are clearly articulated and taught to students. With the WBL lessons shifting from advisory class to a core Pathway class, we are anticipating a spike in attendance.</p> <p>Develop a 9th grade WBL experience that includes career awareness activities and lessons that explore 'why we work.' In collaboration with the lower school counselor and 9th grade team, our 9th grade WBL experience will ensure that all 9th graders are prepared for their 10th grade WBL experiences and allow them to reflect on their personalized plans created in 9th grade that will be revised throughout their high school years.</p> <p>Establish monthly Pathway team meetings to review, analyze,</p>
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	<p>Our school has strong collaboration between WBL/pathway team members and college counselor/lower school counselor.</p> <p>Our students' skills and individual needs are known well by teachers, counselors, and the Pathway team. Our school focuses on relationships in order to ensure rigor and access for students. This is particularly true during our school closure for COVID-19. Our site moved to create advisory caseloads and each advisor contact their advisees everyday to support with distance learning materials or to assess for additional supports. During the first week of the COVID-19 closure, we were able to ensure contact for 85% of our students. For the students advisors were not able to make contact with, a second round of intervention was put in place. This meant student families were contacted by either the School Culture Team, the Tier 2 Team, or the SPED Team. While our hope was to support students in completing academics, our priority was to ensure our students were able to have basic needs met. Through the contacts with students we were able to provide resources for food and mental health supports. In terms of academics, teachers provided a multitude of online or text supports and all students were able to leave before the closure with Chromebooks. We were also able to assess, through our continued contacts, which students did not have wifi and needed tech support.</p> <p>Students have the ability to execute their own college and career plans and there is a system build to support students with independent learning plans or internships.</p> <p>Ongoing Student Led Conferences (SLCs) to reflect on academic and career goals. This year we were intentional about ensuring that lower school students were also reflecting on their industry visit with parents and advisors. We developed a College Graduation and Career Tracker for use this spring during SLCs, which we were unfortunately not able to use yet because of COVID-19. This tracker will help students to map out their Pathway experiences, career exploration and aspirations, and keep track of the "scholarship" they are earning by completing dual enrollment courses during high school! During our school closure, our college counselor has supported our students will</p>	<p>Ensuring that we are taking steps to ensure that that data is used strategically by our support staff to impact student success. This includes the continued development of our student services team to help increase impact on the root causes described above.</p> <p>Ensure that all students, including students with IEPs, Language Learners, and male students, are empowered to develop their own learning plan or pathway.</p>	<p>Starting in the Summer of 2020 in Summer Bridge we will implement a 6 - 10 year college and career plan. Students will begin this plan before the launch of their 9th grade year. This will then be incorporated in advisory for 10th - 12th grades. At all grade levels, students would share this plan as part of their SLCs every semester to keep their families and advisors abreast on their evolving college and career plan.</p> <p>During registration, our School Culture Team will be holding meetings with every 9th grade student and family. These meetings are intended to help create better communication with parents and assess needs families and student may need to be supported in the school year. The School Culture Team will assess for ongoing caseload needs.</p> <p>During the summer, our lower school counselor and our CCLC will be working on revamping our school's current advisory curriculum to better align to our Linked Learning Pathway and to help students develop academic mindsets and habits. Our lower school counselor will be attending an AVID professional development conference (offered online if COVID-19 continues). The addition of AVID to 9th and 10th grade curriculum will also support our work in our 9th grade on track progress.</p> <p>We believe that as a result of these plans, we will see an increase in our on-track to graduate by the end of 9th grade rate, as well as increased cohort graduation rates, A-G completion, and participation in WBL activities.</p>
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<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>We provide tools and processes to empower students as they plan for college and career.</p> <p>We have a pathway team with diverse roles from the school and this group of staff has embraced the linked learning approach. Our team developed a mission and vision statement for our pathway. We have a clearly articulated mission statement for our pathway and have been communicating this to families and other stakeholders. It is as follows:</p> <p><i>The LPS Oakland Business and Communications Pathway is designed to ensure that 100% of our graduates develop skills in the Business and Communications sectors and connect their learning to the real world, their personal interests, and careers in those sectors. Every LPS Oakland student will graduate with core academic skills, build career-technical competencies in the business sector, and graduate as a competent and confident communicator. Within and beyond the classroom our graduates will build a vision for themselves with explicit learning around career and college. They will graduate high school prepared for college and career with advanced credits through our Dual Enrollment early college classes. Along the way, every single student will be known and valued in our school community, receiving personalized supports for their unique interests and needs.</i></p> <p><i>Students in the Business and Communications Pathway are rooted in our four core values, using them as a foundation for their personal, educational, and career visions.</i></p>	<p>Most of our college and career curriculum, activities and events are facilitated and/or promoted in advisory. Based on feedback from both students and staff, having this work live in advisory has caused students to overlook the connection between academic and technical coursework to real world application and career exploration/career training.</p> <p>Every year, for 10th-12th grades, there is a separate college and career unit. The work done in each grade, each unit, does not intentionally build off previous years. Therefore, there is currently no ongoing portfolio, or system of tracking student work over the course of their high school career in regards to WBL or college and career work. We need to codify all of these tools into a system that allows students to keep an ongoing folder/portfolio that houses all WBL and college/career work. This folder/portfolio will be the foundation in Senior year when we help students map out their 6-10 year post high school plans. This 6-10 year plan will pull from tools gathered in their 9-11th grades. Such tools include: career interest profilers, a series of informational interviews, volunteer brag sheets, industry partner fieldtrip reflections and job shadow observations.</p>	<p>Continue to communicate and embed our pathway vision into the fabric of our school.</p> <p>Ensure that 100% of teachers can identify how their course work connects to business and communications. This can be incorporated in our Linked Learning Curriculum Institute and during our Staff Retreat and Fall Professional Development.</p> <p>Ultimately we believe that the work to integrate our classes and demonstrate for students that all of their learning is connected will help us to reach all of our student outcome goals. We believe that this pathway work is a lever to motivate staff, students, and our broader community to reach these goals.</p>
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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?

<p>Work-Based Learning</p> <p>-Career Awareness: All students will experience Career Awareness activities in their 9th grade year, in both Advisory, core, and pathway classes. As a result, students will be more prepared for and invested in the in-depth experiences that will come throughout high school</p> <p>-Career Exploration: All students will experience a Job Shadow experience through their advisory, core class, or linked learning course. Every year increased participation in Job Shadow participation, so by the end of year three there will be 100% participation.</p> <p>-Career Preparation: All students will engage in at least one career activity such as: informational interviews, professional seminars and off-campus networking by the end of high school.</p> <p>-Career Training: A cohort of senior students will pilot a modified schedule with an internship and accompanying seminar on campus.</p>	<p>Career Awareness:</p> <ul style="list-style-type: none"> -Develop a 9th grade industry visit that ensures a one-time interaction with industry partners. Continued implementation of school-wide career fair. Industry-aligned guest speakers in core and aligned pathway classes with a focus on 9th and 10th grade. -100% 9th grade attendance in Industry Visits by 2023. <p>Career Exploration:</p> <ul style="list-style-type: none"> -Move Job Shadow experience into 10th grade and connect the Job Shadow to the pathway class and their experience in their 9th grade year. -100% 10th grade attendance in Job Shadows by 2023. <p>Career Preparation:</p> <ul style="list-style-type: none"> -Develop an 11th grade off-campus career preparation event. -Implement and develop an 11th grade student led enterprise with industry support. <p>Career Training:</p> <ul style="list-style-type: none"> -Develop internship partnership with a small number of core business and industry partners. -Develop curriculum for senior seminar. -Recruit and target students who may be experiencing a high level of disengagement or experience less connection to their 6 - 10 year plan.
<p>Integration of Core & Pathway Courses</p> <p>All students will experience Linked Learning in every grade level through the use of integrated projects as a result of ongoing teacher collaboration.</p> <p>All parents will be able to understand and connect our Linked Learning pathway courses to their student through registration and SLCs.</p>	<ul style="list-style-type: none"> -Develop an LPS Oakland Curriculum Institute for Linked Learning to develop an integrated project in every grade level. -Use of the Oral Communication rubric in all courses to help support understanding of our Communication Pathway and development of communication skills by all students. -Ongoing professional development for teachers to support Linked Learning in core courses -Establish strong, consistent Business Management curriculum for 10th graders through professional development -Provide coaching and professional development for college course facilitators -Establish ongoing parent meetings to promote understanding and support of core and pathway courses by utilizing registration, Student Led Conferences (SLCs), and parent meetings.
<p>Building supports to increase male students' connection to school, college, and career</p> <p>All male students will have an increased connection to school, college, and career through their participation in Linked Learning experiences (WBL Activities, integrated projects, 6-10 year college and career plan) throughout high school.</p> <p>We will identify male students in need of additional support and case management during Summer Bridge (pre-9th grade) and at the start of 9th grade, and provide them with unique, targeted experiences early-on in high school.</p>	<ul style="list-style-type: none"> -Utilize Summer Bridge to identify male students who have historically experienced disconnection from school in order to plan specialized supports for this cohort. -The Lower School Dean of Students and the Lower School Counselor will facilitate 9th and 10th grade young mens groups to build their sense of camaraderie and connection to school. -The WBL Coordinator will create specialized industry visits and connection to community leaders for 9th and 10th grade young men. -9th and 10th grade young men will have the opportunity to visit specialized programs at local trade schools, colleges, and universities to build their personal vision for post-secondary experiences. -As a result of this case management, our goal is to have 79% of our male students on track to graduate in 2021, which is an 8% increase from this school year. By 2023, at least 90% of 9th grade males will be on track to graduate by the end of freshman year. -Our male cohort dropout rate will consistently be lower than 5%
<p>Strategic Actions</p>	
<p>Strategic Actions</p> <p><i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i></p>	<p>What evidence will you look for to know you are successful?</p>

School Leadership: Ensure that new site leaders are onboarded and supported so that the pathway and Linked Learning work continues to be the central strategy for school improvement.	<ul style="list-style-type: none">-All new school leaders understand the historical pathways work and the 3-year plans embedded in this plan. This will be evidenced in the onboarding plan for new school leaders and the ongoing coaching that school leaders receive. This will be held in ongoing coaching notes with network leaders.-The LPS Oakland Linked Learning/Pathway Team continues to collaborate with the site leadership to further the Linked Learning plans. This will be evidenced by continued facilitation of meetings (agendas, minutes, etc) with participation from the Pathway Team and school leaders.-School improvement plans (Measure N and others) highlight the Linked Learning priorities of the school as a way to further/accelerate student success.					
Staffing Structure Aligned to Purpose: Ensure that all non-teaching staff have deep connections to the Pathway Teams and have a vision for their role that connects to the vision/mission of the LPS Oakland Business and Communications Pathway.	<ul style="list-style-type: none">-All teaching and non-teaching staff are able to communicate with students and community members about our Linked Learning and Pathway courses.-Consistent staff professional development opportunities to norm around and accelerate Pathway work.-Ensure that the annual staff retreat centers on Pathway curriculum and will be reviewed by parents, students, and staff during semester SLC conferences with ongoing reflection and input. The the staff retreat agenda will reflect this priority.-Continue to ensure non-teaching staff are on the LPS Oakland Linked Learning/Pathway Team. (Currently this team includes the Lower School Counselor and WBL Coordinator as non-teaching staff) The Pathway Team agendas and participation will reflect this priority.-Continue to have non-teaching staff sit on grade-level teams. All staff members on grade level teams will be active participants in meetings and have next steps and work products that demonstrate this priority.					
Alignment and Coherence of Leadership Bodies Ensure that all leadership bodies, especially those that include non-staff community members, understand the school pathway goals and contribute/support those goals through their work.	<ul style="list-style-type: none">-Solicit feedback from Industry Partner Advisory Board-Development of a robust Student Pathway Ambassador Program-Monthly Linked Learning updates to all families, with input from all leadership bodies.					
Equity Stance: Ensure that all policies and procedures at the school continue to facilitate equity of access (to resources, programs, pathways, opportunities, etc) and achievement for our male students (which includes male students with IEPs, male Newcomer students, and African American male students).	<ul style="list-style-type: none">-Small-group WBL events with male students to connect them to careers and community leaders.-Set aside a number of internship spots for Newcomer and SPED male students-Prioritize male students when recruiting for internships and WBL events-Continue to have bilingual events and activites for Newcomers to have the same access to information and events as their non-Newcomer peers.-Continued partnership with <i>Bridges to Work</i> for SPED students-Ensure that we continue to create spaces that promote higher-level of access points to all students, including male 9th graders, to explore different career and college paths.-Ensure that diversity of staff meembers/roles who have varied relationships with students are involved in the recuritment process for enrichment opportunities sponsored by the school to ensure all students have the information and access to such opportunities.					
Budget Expenditures						
2020-2021 Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

Career and Community Leadership Coordinator (WBL Coordinator) 1.0 FTE to work with pathway teachers to develop WBL experiences and career preparedness in school 1.0 FTE Career & Community Leadership Coordinator Salaries and Benefits	\$92,300.00	2251 & 3000	Noncertified Support Salaries and Benefits	Career and Community Leadership Coordinator	1.00	
Professional learning for CCLC, 2 Core & Pathway Teachers, Lower School Counselor, and Administrator attendance at Linked Learning Alliance 2021 Conference to deepen understanding of Linked Learning on campus Conference fees, transportation, food and lodging for 5 staff members	\$5,000.00	5215 & 5230	Travel And Conference			
Newcomer Internship Program differentiated by language acquisition and area of student interest. Fees to Faith Network for internship costs	\$5,000.00	5885	Professional /Consulting Services			
Newcomer Internship Program differentiated by language acquisition and area of student interest to ensure Newcomer students have access to career programming in all grades, and especially 9th grade. Stipend for LPS staff member supporting internship program (spring evening training sessions for students & summer coordination and support)	\$1,200.00	2305	Noncertified Stipend			
Create sustainable, impactful WBL activities for students and host sites Transportation (busses) to unique industry and opt-in career exploration visits for all grade levels	\$5,500.00	5812	Student Transportation			
Create sustainable, impactful WBL activities for students and host sites Senior Intern stipends (\$600 fall semester per student, \$600 spring semester per student). Allocate for 5-7 interns per semester	\$6,000.00	5885	Professional /Consulting Services			
Offsite industry focused (WBL) activity in entrepreneurship pathway classes, through collaboration with the Career and Community Leadership Coordinator Transportation (busses) to NFTE events - one event per semester	\$2,000.00	5812	Student Transportation			
Create sustainable, impactful WBL activities for students and host sites AC transit & BART tickets for internship students	\$500.00	5812	Student Transportation			
Create sustainable, impactful WBL activities for students and host sites. Provide stipend to 10 - 12 student communication interns. Communication Intern stipends (\$200 fall semester per student, \$200 spring semester per student). Allocate for 10-12 interns per semester	\$4,000.00	5885	Professional / Consulting Services			

LPS_2020-2021 Measure N Education Improvement Plan

Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Course Facilitator 1.0 FTE (COMM and BUS)	\$68,250.00	1101	Certificated Teacher Salaries	College Course Facilitator	1.00	
Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Course textbooks/readers for 6 sections of COMM & BUS students, two semesters	\$1,600.00	4110	Approved Textbooks and Core Curricula Materials			
Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. Course Facilitator 0.8 FTE	\$71,240.00	1101	Certified Teacher Salaries	College Course Facilitator	0.80	
Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. Textbooks and online licenses for 60 students enrolled in Stats courses, two semesters	\$14,813.00	4110	Approved Textbooks and Core Curricula Materials			
Provide professional learning for new Business Management teacher (10th grade pathway course) -summer training for curriculum, community of practice, and coaching through NFTE. Fees to NFTE for one teacher 2020-2021 school year (annual program support and one-time teacher training costs)	\$5,500.00	5885	Professional/Consulting Services			
Continue 10th grade Business Management pathway course 0.8 FTE Business Management Teacher	\$62,400.00	1101	Certified Teacher Salaries	Business Teacher	0.80	
Ensure the implementation of integrated projects through the creation of a summer LPS Oakland week-long curriculum institute for teachers <i>Stipends for 15 teachers</i>	\$13,500.00	1105	Certified Teacher Stipends			
Ensure the implementation of Linked Learning and career-related curricula by partnering with outside partners for teacher PD. We are still identifying which PD is needed and which partners to work with. We will ensure this PD is in alignment with our Measure N plan. Fees and stipends for four teachers to participate in additional PD	\$2,800.00	1105 & 5800	Certified Teacher Stipends / Consulting Services			
Continue Measure N funded Lower School Counselor position from 2016-2020. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating 0.5 FTE Lower School Counselor	\$40,647.00	1201	Counselor	Lower School Counselor	0.50	

LPS_2020-2021 Measure N Education Improvement Plan

<p><i>Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating. These meetings will take place during the summer. Students will be identified from incoming data we receive from feeder middle schools as well as our internal assessments (ex: students performing multiple years below grade level on MAP in Reading and Math). The meetings will involve two staff members conducting home visits and on-campus meetings to build student and family connection to our school community, identify needs and assets, and develop a plan of support before the school year begins.</i></p> <p>Summer stipend for Lower School Counselor and Campus Coordinator to complete two weeks of early intervention meetings with students and families of incoming 9th graders identified with low attendance rates, GPA, high suspension rate, or other challenges in middle school.</p>	\$5,000.00	1105 & 2305	Stipends - Certified and Noncertified			
<p><i>Implement young-men cohort groups to increase on-track to graduation rates, connection to school, and expose young men to careers earlier</i></p> <p>Fees and transportation for young-men cohort groups to visit local trade schools/colleges, attend unique industry visits, and experience specialized guest speakers at school</p>	\$5,000.00					



Measure N 2020-2021 Education Improvement Plan Assessment

LPS Oakland R&D

Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Submitted Measure N Budget
- ☒ Silver Certification Status

Criteria 1: Measure N Overall Pathway Assessment: 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 (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 4 Rationale: <ul style="list-style-type: none">• There is evidence of all key pillars of Linked Learning pathways• There is evidence that school is focused on improving the integration of CTE and their instructional core through professional development• Theme of business is consistent and clearly evident in courses and collaborative projects• School has demonstrated clear next steps to deepen staff understanding and experience with Linked Learning• Overall, plan reflects awareness and clear next steps to evaluate what's been put in place and provide deeper quality			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
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Root Cause Analysis

The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action

- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.
- Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.
- 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

Score: 4

Rationale:

- School is reflective on disaggregated student outcomes and provides root causes for challenges that are named
- School has identified a key issue of providing intensive case management services to target student population sooner
- School has identified key issue of implementing new math curriculum that requires teacher support currently having an impact on students doing well in math
- School is reflective on interventions and strategies already implemented and invested in to determine root cause of their impact

Pathway Quality Assessment

The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars

- Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars
- Next steps that have been identified support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence such as concrete examples or references data
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 4

Rationale:

- School has provided evidence of progress made this year and is clear on the areas of growth that would be important to develop
- School has provided specific strategies that will be implemented next year to address areas of growth such as creating “summer PD experience that supports our entire teaching staff in incorporating Linked Learning”
- Reflection demonstrates next steps that contribute to the integration and quality of the pillars

Strategic Goals

- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year
- Alignment between schoolwide goals and Measure N priorities is evident
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N

Score: 4

Rationale:

- School has identified goals that prioritize and are tightly aligned to the improvement and the quality of key areas of growth identified in the pathway quality assessment
- The evidence identified is concrete

Strategic Actions

- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving

Score: 3



<p>equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars</p> <ul style="list-style-type: none">• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	<p>Rationale:</p> <ul style="list-style-type: none">• School has identified action steps that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment and align to the goals• The evidence identified is concrete and specific and demonstrates how the action will be implemented
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none">• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning• Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N• Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available• Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school• Expenditures are necessary due to the existence of Linked Learning pathways at the school site	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development• Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined• Proposed Measure N budget appears to be supplemental			



Final Recommendation

Fully Approved

*School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning.
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes.*

Strengths:

- Strong pathway quality assessment
- School has clear focus on improving quality and doing deeper integration work
- School has clear focus on the need for industry connection and relevancy to improve quality

Key Questions:

- Your plan reflects the challenge of students who get off track and need to make up courses often having much more limiting schedules. What interventions are you considering to ensure these students' schedules aren't limiting their access and participation in pathway courses or pathway experiences?
- How are you leveraging your pathway structure and pathway experiences to support these students earlier to reduce the chances of getting off track?

Next Steps:

What	Suggested Lead	Deliverable	Date
2020-2021 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided