MEASURE N COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

Board Office Use: **Legislative File Info.**	
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Memo

To Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date June 1, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment Services For: Aspire Lionel Wilson College Preparatory Academy

Action Requested and Recommendation Approval by the Board of Education of Measure N – College and Career Readiness Commission of the 2021-2022 Education Improvement Plan and Assessment for Aspire Lionel Wilson College Preparatory Academy as "Probationary, Planning & Piloting" in an amount not to exceed $143,850.00.

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

Attachments

- 2021-2022 Measure N Education Improvement Plan - REVISED
- 2021-2022 Measure N Education Improvement Plan Assessment

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Measure N 2021-2022 Education Improvement Plan Assessment

Aspire Lionel Wilson College Preparatory

Checklist of Required Elements:

- ✅ Submitted Measure N Education Improvement Plan
- ✅ Submitted Measure N Budget
- ✅ Completed Measure N EIP Presentation
- ✅ Submitted Linked Learning 4 Pillars Pathway
- ✅ 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)
• Rigorous Academics Integrated in Pathway
• Integrated Students Supports
• Work Based Learning
• Industry Theme and CTE Sequence
	Score: 4
	
	Rationale:
	• Designing for Social Change Engineering Pathway includes evidence of 4 pillars of Linked Learning as evidenced by their 4 Pillars one-pager
	• CTE Sequence includes:
	  ○ 9th Grade: BUILD & Engineering Essentials
	  ○ 10th: Intro to Engineering
	  ○ 11th: Environmental Sustainability
	  ○ 12th: Civil Engineering & Architecture
	• Theme of engineering is consistent across pillars
	
	Feedback for continued progress monitoring: N/A			

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

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: 3.5
	
	Rationale:
	• Strategic goals include 1) Comprehensive WBL series for 9th-12th; 2) Integrating academic and technical courses at all grade levels; and 3) Adjusting Pathway courses for cross-curricular academics and industry standards
	• Concrete evidence provided for achievements across all goals in 2020-21
	  ○ WBL series and partners developed from 9th-12th (9th: SWA Design Firm; 10th: Electrical Engineer; 11th: EBMUD, Design Firm and former Oakland City Planner; UC Berkeley College of Environmental Design
	  ○ Professional development on Linked Learning & Project-Based Learning
	  ○ Family and student engagement during distance learning
	  ○ Cross-curricular projects in Humanities & Engineering across all grades
	
	Feedback for continued progress monitoring: N/A			

Strategic Actions
• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars
• 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
	Score: 3
	
	Rationale:
	• New Strategic Actions include:
	  ○ Develop 9th grade orientation program that introduces Design Thinking Process, graduate profile, and engineering core sequence
	  ○ Grade level trips to college engineering programs + engineering businesses
	  ○ Deepen partnership with BUILD for 9th grade Engineering course
	  ○ Strengthen Student Ambassador Program and student voice in pathway
	  ○ Strive for Gold Certification			

• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	• Identified strategies support rigorous academics, equity and student support **Feedback for continued progress monitoring:** N/A

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**
Budget *The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.* • 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	**Score: 4** **Rationale:** • Budget includes 1.0 FTE Project Lead the Way (PLTW) teacher, 1.0 FTE Pathway Coordinator, Linked Learning Consultant, PLTW Curriculum & Supplies and teacher planning time • Proper justification articulates what Measure N dollars are funding and how it is aligned to pathway development • Proposed budget is in support of and aligned with reflections and assessments and the goals outlined • Proposed Measure N budget appears to be supplemental			

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Final Recommendation

Probationary, Planning & Piloting

School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning
School is figuring out how to align Linked Learning to the school mission and vision
**Measure N funding recommendations for probationary schools were presented and approved December 2019 by the Measure N Commission, and approved by OUSD Board of Education as part of the Probationary School process.*

Strengths:

- Measure N presentation provided evidence that students are now working towards a career, not just towards graduation. One-week design challenge created student momentum for designing products that could improve their lives.
- Adaptations for DL: Distributed basic electronic kit for kids to do projects at home. One project based on COVID: developing a distance detector to detect how far away things are. Utilizing CAD software from home.

Key Questions:

- How might you need to adapt your pathway strategic goals and actions after a year of distance learning given the potential return to in-person instruction in the Fall of 2021?
- How will you approach integrated project planning upon returning to in-person instruction? Will this require adjustment to any of your strategies? If so, how will you adjust?
- How will you strategically utilize the new Pathway Coordinator to help tie all components of Pathway together?

Budget Feedback:

- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

What	Suggested Lead	Deliverable	Date
2021-2022 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/ Business Manager	Quarterly Reports & Supporting Documents	2021-22 Quarterly Dates to be provided

2021-22 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2021
2021-22 Probationary School Process *including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation*	Principal	Meeting Attendance Site Visit Presentation	Fall 2021
Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval.	Principal Administrative Assistant Pathway Coach		Ongoing FY 2021-2022

2021-2022 MEASURE N BUDGET

School: ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

REVISED 5-21-21

	Allocation	*Total Expended*	*Total Remaining*
Measure N	$143,850.00	$143,850.00	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Hire an Project Lead the Way Teacher, at 1.0 FTE (Salary) -We want to fund a teacher is dedicated to teaching our aligned pathway courses and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	$79,560.00	1110	Teacher Salaries	Teacher, Science 6-12	1.0 FTE	Designing for Social Change: An Engineering Pathway
2	Benefit Costs associated with the Project Lead The Way Teacher position on line 88.	$22,440.00	3000	Benefit Costs	Teacher, Science 6-12		Designing for Social Change: An Engineering Pathway
3	Hire an Linked Learning Consultant to support the following: -Our consultant supports us with aligning our program and connecting us to resources as needed -They recommend trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff who are supporting pathway buildout.	$12,000.00	5802	Consultant Contract	Other Professional Services		Designing for Social Change: An Engineering Pathway
4	Project Lead The Way Program Fee -The PLTW program fee is an annual fixed program cost. This allows access students and staff access to all online tools and curricular resources. Staff also can access virtual professional development communities and access ongoing training. -Given PLTW courses are the foundation of the engineering experiences we provide, it is important to be able to access these resources to ensure fidelity to the program. -All 275+ high school students will have access to PLTW programs.	$3,200.00	5809	Other Professional Services			Designing for Social Change: An Engineering Pathway
5	Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidelity. -PLTW provides materials packages aligned to each course that schools are able to purchase directly. -All 275+ high school students will have access to PLTW materials based on the course they are taking.	$18,700.00	4301	Supplies & Materials			Designing for Social Change: An Engineering Pathway
6	Curriculum Development -Teacher stipends for writing curriculum and designing cross-curricular projects. -Teacher stipends for vertical alignment of engineering experiences in aligned Pathway classes and across content areas. -We want to provide these funds to help pay teachers to plan over the summer in preparation for the next school year. -All 275+ high school students will benefit from a clear plan for how engineering skills and experiences align across all of their academic classes.	$7,950.00	1115	Teacher Salaries Stipends			Designing for Social Change: An Engineering Pathway

School: ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

School Description

Lionel Wilson College Preparatory Academy is a 6th -12th grade charter school serving 467 students in East Oakland. It is located at 400 105th Ave and is part of the Aspire Public Schools charter network. As a College for Certain school, all students are required to meet A-G requirements and be accepted to a four-year university in order to graduate. Having consistently gotten all graduating seniors admitted to four-year universities for over five years, Wilson Prep is in the midst of shifting focus toward making sure that students are prepared to succeed in college and that they are well positioned for meaningful careers, whether those careers involve four-year university, community college, technical training, or other post-secondary options.

School Mission and Vision

Our school mission statement describes the way we intend to work together and reads: At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

The Aspire Bay Area vision statement articulates our ambitious goal: All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52.0%	48.0%	94.0%	89.9%	29.0%	13.30%	n/a	12.5%	0.1%
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**
	4.4% (23)	n/a	(2) 0.04%	93.9% (493)	n/a	0.6% (3)	0.0%	n/a	0.0%
Target Student Population	**Which student population will you focus on in order to reduce disparities?**					EL Students			

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	92.3%	93.20%	95.0%	***Not Yet Available***	***95.0%***		
Four-Year Cohort Dropout Rate	4.0%	3.40%	3.50%	***Not Yet Available***	***3.5%***		
A-G Completion	91.7%	91.53%	96%	***85.5%***	***90%***		
On Track to Graduate- 9th Grade	76%	61%	90%	***61%***	***90%***		
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	***100%***	***100%***		
Percentage of students who have passed dual enrollment courses with a C- or better	95%	91.3%	95%	***85% as of 3/5***	***92%***		
Percentage of students in Linked Learning pathways	100%	100%	100%	***100%***	***100%***		
Target Student Population 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	90.9%	94.1	95%	***Not Yet Available***	***95.0%***		
Four-Year Cohort Dropout Rate	0.90%	0%	1%	***Not Yet Available***	***1%***		
A-G Completion	70%	100%	80%	***78%***	***85%***		
On Track to Graduate - 9th Grade	67%	68%	75%	***64%***	***75%***		
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	***100%***	***100%***		
Percentage of students who have passed dual enrollment courses with a C- or better	92%	88%	95%	***78%***	***90%***		

Percentage of students in Linked Learning pathways	100%	100%	100%	***100%***	***100%***		

ROOT CAUSE ANALYSIS

Indicator	***Strengths***	***Highest Leverage Challenge*** *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	***Root Cause Analysis*** *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	Our graduation rate increased from roughly around 74% to 92% with the redesign of differentiated advising structures centered around student 4 year matriculation plans. 18-19 SY was also the year we were recognized for having so many of our graduating seniors completing all A-G requirements.	The overwhelming majority of our LTELs are achieving GPAs below that of their Reclassified or English only peers and are overrepresented in the number of Ds and Fs given in courses. 55/78 (71 %) of LTELs have at least 1 failing grade, compared with 203/430 (47%) of non-LTEL ELs + non-ELs	The root cause is that we have not prioritized developing a research based approach to supporting these learners and developing our teacher's capacity. Our Tier 1 instruction does not regularly include EL supports and we do not have designated ELD instruction. Our teachers have an incredibly strong will to learn how to support our ELs but teachers and our organization lack the skill
Four-Year Cohort Dropout Rate	The dropout rate has diminished from what it used to be. One of the major factors is the involvement of Cyber High in the school work load. The counseling office also has an open door policy at lunch and many students who are off-track often come to seek services. Our school has also increased the number of engaging and diverse pathway courses which have engaged some of our students who typically were not interested in traditional courses. Our Robotics, Engineering, and Environmental sustainability courses have allowed students to get hands on career based learning opportunities that have made them excited to come to school and engage.	Our dropout rate is low at 4%. However, the students who do drop out have predictable behaviors and experiences that need to better plan for and support. We currently have a 5.4% chronic absenteeism rate. While this is down from 10% two years ago, these students are less likely to graduate on time and more likely not to return to school. Also, there have been 557 incidents of eloping this school year that mostly attributed to a group male LTELs who are not accessing content or supports.	A possible root cause is that our college for certain mantra doesn't resonate with all students. We have been so focused on college as a destination, that we don't help students understand the process or that the end-goal is actually a meaningful career.

A-G Completion	Starting with 9th grade, we have focused on creating a student schedule that prioritizes as many opportunities to complete A-G courses. This is aided in the development of 4 year college and career plans, which allow students to identify their end goal and backwards map their high school path to get there. Students in 9th grade begin thinking about future college and career options in order to make their high school track feel more purposeful. Students also have a chance to engage with counselors in full capacity during senior year in various ways across various mediums. This allows more hands on and 1:1 help in the classroom This a privilege not afforded at many other schools.	There is disproportionate number of ELs not completing A-G when compared against their English only/RFEPd peers. 70% of our EL classified students complete A-G as compared to 91.7% of their non EL Peers.	The root cause is that we have not prioritized developing a research based approach to supporting these learners and developing our teacher's capacity. Our Tier 1 instruction does not regularly include EL supports and we do not have designated ELD instruction. Our teachers have an incredibly strong will to learn how to support our ELs but teachers and our organization lack the skill
On Track to Graduate - 9th Grade	Students who or are not in compliance by the end of 9th grade year have a chance to make up necessary course work and get back on track due to the various courses we offer	Our students who are off-track in 9th grade, fall behind without adequate opportunity to both develop skill and make up credit. This prevents students from being on track for A-G completion and from actually developing the skills to be college and career ready.	One possible root cause is that we don't have a cohesive college advising and career exploration program that starts in 9th grade (or earlier). Students in 9th and 10th have limited counselor contact to understand the the implications of A-G, what and how to get back on track, and what is at stake. A better understanding of where a student will go and what they will do after graduation will help them to stay focused and leverage resources along the way.
Percentage of students who participated in at least 1 Work-Based Learning activity	9th graders are automatically enrolled in Design 1 and have the option to progress through this program throughout their high school career. Students are often provided with internship opportunities which have been spiking interest recently. One of our most popular programs this year was the ACE Mentor Program which accepted 6 of our juniors. All of our students have participated in some combination of talking to guest speakers about careers, researching job opportunities, or preparing resumes and interview questions.	**All** students cannot consistently talk about careers they are interested in or the experiences/skills/education they need to pursue those careers.	One root cause is that our tier 1 program has not prioritized the intentional embedding of work-based learning activities in an effort to improve the foundations of the pathway that were not in place. There isn't a clear and predictable structure for experiences happen when and how students should reflect on these experiences ongoing.

Percentage of students who have passed dual enrollment courses with a C- or better	Students who are taking courses on our campus with professors are passing at a rate of 95-100%. The 19/20 SY has seen an increase in the number of students taking courses on and off campus in our concurrent and dual enrollment courses.	Our highest leverage challenge is supporting our students to bridge the difference in expectations and support in college class vs a high school class.	One possible root cause is that we do not have a clear support structure in place that clearly communicates expectations, provides organizational support, offers extra academic help, and supports our students to communicate and advocate with their professors.
Percentage of students in Linked Learning pathways	We have developed a sequence of Project Lead the Way Engineering courses that all students take starting in 9th grade. These courses make-up the core learning experiences in the pathway.	Our highest leverage challenge is developing alignment across all content areas and supporting teachers to integrate the core engineering takeaways into all academic experiences students engage with.	One possible root cause is that the pathway work has been made to fit within our school vision and mission. Our vision and mission have not been centered around this work which has been a significant barrier in improving the quality of our program.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Communication and Collaboration is competency in our Graduate Profile. Grade level teams worked together to both develop and celebrate this competency in individual classes as well as cross-curricular projects. Teacher teams used vetted rubrics to align feedback and consistently support students with how to develop communication and collaboration skills. All of our 9th graders received a rating for each competency in their Spring Student Led Conferences. 9th grade teachers collaborated to assess student development and provided this feedback to support development and growth. We will be able to track this data over time to look for trends and adjust course as needed.	We need to better align our integrated core classes with the rest of our A-G classes to ensure regular alignment to the pathway theme as well as the production of products and services.	Develop new vision and core value with school community grounded in the graduate profile Embed graduate profile reflection and feedback into all grade levels Embed Design Thinking Process into all content areas Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning Provide stipends for staff to support development Small group intervention and shadow classes for ELA and Math embedded in master schedule.

CTE (pages 3,4,5 of rubric)	We have had much success with our Project Lead the Way integrated core engineering classes. Our engineering teachers delivered daily instruction aligned to CTE standards and offered hands-on learning experiences requiring students to consistently apply both the engineering design process and technical skills they were learning to identify solutions to various problems.	We need to provide more opportunities for sharing best practices as it relates to pathway integration. This year, we embedded two 90 minute PD sessions per month to collaboratively plan pathway aligned exhibitions. However, this was not enough time to allow for integration in daily coursework. We received feedback that our staff was more aware that an engineering pathway existed but in general struggled to communicate how that means for their specific content. We need to build in weekly time for content and grade level teams to collaborate on integration and share takeaways from pathway learning opportunities teachers participate in outside of school. We also need to integrate our pathway development work into all development that takes place. This should happen during department meetings, grade level meetings, admin meetings, student council, etc.. Our professional development, team, and family meeting scope and sequence did not reflect pathway work throughout the year and thus was not fully integrated. We also need to regularly leverage industry partners in strategic planning, teacher level planning, and in daily interactions with students.	Adjust master schedule to allow for weekly collaboration time in addition to professional development Schedule school visits for content teams Participate in professional development for PBL and aligning content courses to A-G Develop branding and program marketing, use Silver Certification language and visuals Provide stipends for staff to support development
WBL (page 6 of rubric)	We developed a more cohesive work-based learning plan in collaboration with outside partners and our industry advisory board. Our students engaged in: -resume development (10th and 12th) -career panels of engineers and other professionals (9th-12th) -career research (9th and 12th) -feedback from industry professionals (9th - 11th) -informational interviews (9th and 12th) -job site visits (11th) Many of these opportunities were designed and implemented in collaboration with these outside partners. For example, our industry advisory board designed the informational interview process.	While we offered significantly more WBL opportunities this year, we received feedback that not enough students could articulate the type of career they wanted to pursue when asked questions during our site visit in the fall. This is because our WBL continuum is not as clear and sequential as it needs to be. We need to reflect on what we have offered, identify what is missing, and create a clear and cohesive continuum the leverages our partners while prioritizing this work at various points throughout the academic trajectory of our students.	Update WBL continuum in collaboration with BUILD and Advisory Board Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning Stipend leads to embed WBL into grade level academic experiences Partner with Engineering companies in the bay area Grade level trips to college engineering programs + aligned business

Comprehensive Student Supports (page 7 of rubric)	Our Academic and career counseling team has historically done a great job of developing 4-year completion plans for all high school students while regularly meeting with students and adjusting these plans ongoing. This year, we have started to strategically career plans with our seniors in collaboration with our outside partner, BUILD. We are looking forward to starting career plans in 9th grade and having regular reflections with students to update their career plans based on the WBL experiences they engage with throughout high school. We have started meeting regularly in grade level teams to provide targeted support for students. Teachers review academic, behavior, and anecdotal data to identify next steps and collaborate on best practices to support different students with different needs. We have also embedded some additional math and ELA/Reading support classes for 9th and on 10th graders in the daily schedule. Students were identified for these courses based on grades and test data and we plan to scale these courses out for all grades levels going into next school year.	We need to do a lot of work to support our ELs. Data shows that our ELs have significant academic gaps compared to other student groups. We have not had professional learning opportunities for our staff to learn how to best support ELs. We will do not have programming that targets language development. This will be a focus area for our organization over the next 3-year cycle. We also need to do a better job of engaging families and welcome them into the school community; both to plan to meet the needs of our students but also just to be more present in the day-to-day workings of the school.	Embed ELD into mater schedule Train and coach teachers on Tier 1 EL supports through EL Achieves Develop school wide Academic literacy class to support reading development EL specific job site visits
Pathway Student Outcomes (page 2 of rubric)	All of our high school students are enrolled in our pathway and core engineering courses. All students also have access to engineering aligned electives and participate in WBL activities through the 9th - 12th experience.	We need to develop and implement an 8th grade bridge/orientation program that supports students to both transition into high school as well as understand the Engineering Pathway Program. As referenced above, more strategic supports for EL students will support them to be able to access more academic content and be more confident and prepared to engage in WBL experiences outside of school.	Develop 9th grade orientation program that introduces to design thinking process, graduate profile, and engineering core sequence

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Implement comprehensive Work-Based Learning sequence for all 9-12 students	• 100% of 9- 12 students participate in career awareness activities • 100% of 9- 12 students participate in career exploration activities • 100% of 10 - 12 students participate in career preparation activities • 50% of 11, 100% of 12 participate in internships/apprenticeships, paid or unpaid

Support teachers to Integrate all academic and technical coursework in all grades levels	• 9-12 portfolio of engineering challenges and solutions, collection of artifacts and learnings from engineering experiences • Teacher Unit plans so alignment to engineering, design process, and graduate profile characteristics
Adjust pathway courses in order to provide cross-curricular academic experiences that reflect the processes and products of industry professionals and align to social change	PLTW engineering courses and pathway courses connect around Social Change Problems. - 100% of 9th graders explore and identify a social problem they plan on tackling over the course of the pathway and identify initial possible solutions using skills from 9th grade courses. - 100% of 10th graders apply skills and knowledge from courses to adjust and design solution to problem and develop a prototype. - 100% of 11th graders apply skills and knowledge from courses to adjust and modify prototype design - 100% of 12th graders apply skills and knowledge from courses to finalize prototype and complete capstone.
Strategic Actions	
Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Develop 9th grade orientation program that introduces to design thinking process, graduate profile, and engineering core sequence	-100% attendance at orientation or make-up, student led from current engineering students -students using the grad profile language -students being able to explain the sequence -parent involvement
Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning	-multiple staff members engaging with and supporting planning of WBL experiences, grade level leads infusing this work into grade levels -career portfolios in all grade levels, informed ongoing from career experiences -more professionals visiting our school
Plan and implement grade level trips to college engineering programs + aligned business	-all grade levels have a partner firm or organization that specializes in engineering or architecture work -job site visit w/ ongoing visits from members of these organizations to support with teachers and in classrooms -aligned college visit to engineering or architecture school
Participate in professional development for PBL and aligning content courses to A-G	-all department leads and and grade level leads participate -weekly team meetings are informed by new learning -end-of-year exhibitions are cross-curricular with engineering theme woven in, engineering aligned products and processes are embedded
Schedule School Visits for Content Teachers	-100% teacher participation -teachers able to take learnings from other sites to inform planning, classroom teaching, and team collaboration

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)**
Fund 1 Project Lead the Way Teacher - Salary -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	$78,000.00	1110		Engineering teacher	1.00	

Fund 1 Project Lead the Way Teacher - Benefits -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	$22,000.00	3000				
Hire linked learning consultant to support the following: -Our consultant supports us with aligning our program and connecting us to resources as needed -She recommends trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff supports who are supporting pathway buildout	$10,000.00	5802				
Project Lead The Way Training -both Principles of Engineering and Civil Engineering and Architecture -As we build out our pathway, these trainings ensure our teachers are implementing the engineering programs with fidelity -these trainings also allow our teachers to build a network of teachers to collaborate with	$4,800.00	5201				
Project Lead The Way Program Fee -represents an increase from last year; PLTW increased participation fees across the board for 20-21 -allows access to all online PLTW materials and ongoing teacher support	$3,200.00	5809				
Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidelity -PLTW provides materials packages aligned to each course that schools are able to purchase directly	$25,850.00	4301				

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do different next year to continue to improve?**
Implement comprehensive Work-Based Learning sequence for all 9-12 students	Actions during the 20-21 school year include: -Professional speaker series for all 9-12 students, focus on engineering careers plus other professional opportunities -Career exploration activities in advisory for all 9 - 12 students -Resume workshop and development for all 9 -12 students -Updated senior portfolio that includes multiple college and career components: college search, interview cover letter, resume feedback, mock interview and feedback, career research and reflection -In partnership with Pathway Advisory Board, identified professional partners to support/consult all engineering classes : 9th Grade SWA Design Firm, 10th Grade Electrical Engineer Alex Cowley 11th Grade EBMUD Wastewater Processing, SWA Design Firm, Former Oakland City Planner 12th Grade UC Berkeley College of Environmental Design	Adjustments for the 21-22 school year: -Differentiate WBL experiences for HS students, for example, we found that resume development and career exploration needed to be structured differently for 9th graders than it did for 11th graders -Introduce college and career portfolio to 9th graders to understand scope of work to come and to begin to identify work samples to include -Collaborate with BUILD to identify corporate/industry partners for 9th grade (year 1 of rolling out BUILD collaboration over next several years)

Support teachers to Integrate all academic and technical coursework in all grades levels	Actions during the 20-21 school year include: -Linked Learning professional development series on Deeper Learning with the Linked Learning Alliance -PBL professional development series with Hi-Tech High -Multiple content specific projects grounded in the Design Thinking Process and CTE Engineering Standards with support from industry representatives -Updated senior portfolio that includes engineering capstone project, reflection on graduate profile competencies, and defense of capstone -Hosted multiple family meetings to discuss pathway and graduate profile competencies -Monthly town halls for all students discussing different social change themes that align to pathway	Adjustments for the 21-22 school year: -develop vertical alignment plan to support integration of CTE Engineering Design standards across content areas -develop grade level themes and guiding questions aligned to the vertical alignment plan
Adjust pathway courses in order to provide cross-curricular academic experiences that reflect the processes and products of industry professionals and align to social change	Actions during the 20-21 school year include: -PBL professional development series with Hi-Tech High, representatives from multiple departments are participants, some whole school learning as well -Linked Learning professional development series on Deeper Learning with the Linked Learning Alliance -Cross curricular projects in all grade levels grounded in at least Humanities and Engineering course, planned as grade level during grade level team time	Adjustments for the 21-22 school year: -Develop vertical alignment plan to support integration of CTE Engineering Design standards in a rigorous and meaningful way -Schedule co-planning opportunities for teachers and industry professionals
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:		
Strategic Actions *- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?	
Develop 9th grade orientation program that introduces Design Thinking Process, graduate profile, and engineering core sequence	While we did offer a program overview at the beginning of the year, we want to provide a more authentic transition experience for rising 9th graders: -Experience will be planned with 9th grade team, BUILD, and industry partners -Experience will include overview of program and sequence of future learning -Experience will be grounded in an engineering design challenge that introduces students to the CTE standards and experiences they will have in the program -Co-planned and co-facilitated by Student Ambassadors	
Plan and implement grade level trips to college engineering programs + engineering related businesses	This year we have been able to leverage virtual platforms to engage industry partners and other professionals who have wanted to support our students and pathway. Going into next year, we would like to: -Continue to engage industry partners virtually and on-site; focus more on opportunities for collaboration rather than simply physical/virtual trips -Work with pathway advisory board and BUILD to identify more partners based on grade level themes and Engineering Design CTE standards, secure mentor feedback, co-planning opportunities, and job site visits (virtual and in-person)	

Deepen partnership with BUILD Bay Area to develop Build Engineering course for 9th graders	We have had a longstanding relationship with BUILD. Moving forward we want to collaborate more closely to align BUILD programming and our pathway. Going into next year, we would like to: -Develop a Build Engineering course description that blends the BUILD curriculum and the Engineering Design CTE standards, submit for A-G approval -Collaborate with BUILD on program marketing across Oakland -Collaborate with build to support our embedded Work Based Learning program (corporate/industry partners, professional mentors, internship opportunities, etc.)
Deepen student ambassador program and participation to ensure student voice in pathway strategic planning and implementation	This year we adopted an A-G approved Peer Leadership course. Going into next year, we would like to: -Establish advisory component for Peer Leadership students to provide input to pathway development and general school functions -Create mentorship program for Peer Leaders to support younger students with academics and preparation for High School -Develop ambassador program for Peer Leaders to market and advocate for our pathway -Develop ambassador program to support family events and 9th grade/new student orientation
Strive for Gold Certification in Linked Learning	We want to strengthen and further develop our Design for Social Change: Engineering Pathway based on the Linked Learning Alliance Gold Certification Standards: -In collaboration with our Pathway Advisory Board, BUILD, and our Linked Learning Consultant, LWP will conduct a self assessment of our pathway development as measured by the Gold Certification Standards for Linked Learning. This data will inform our strategic plan. -LWP will work with our Linked Learning Consultant to create a strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification. -LWP will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which LWP is excelling and sustaining.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

During the 20-21 school year, we will have used approximately 90% of our allocated Measure N funds.

The majority of our funds were allocated toward staffing. This has allowed for consistent representation on the planning and alignment of our pathway. Also, our work with our pathway consultant has been instrumental in continuing to focus our planning to align our pathway program to Measure N and state CTE expectations.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

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

Hire an Project Lead the Way Teacher, at 1.0 FTE (Salary) -We want to fund a teacher is dedicated to teaching our aligned pathway courses and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	$79,560.00	1110	Teacher Salaries	Teacher, Science 6-12	1.0 FTE	Designing for Social Change: An Engineering Pathway
Benefit Costs associated with the Project Lead The Way Teacher position on line 88.	$22,440.00	3000	Benefit Costs	Teacher, Science 6-12		Designing for Social Change: An Engineering Pathway
Hire an Linked Learning Consultant to support the following: -Our consultant supports us with aligning our program and connecting us to resources as needed -They recommend trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff who are supporting pathway buildout.	$12,000.00	5802	Consultant Contract	Other Professional Services		Designing for Social Change: An Engineering Pathway
Project Lead The Way Program Fee -The PLTW program fee is an annual fixed program cost. This allows access students and staff access to all online tools and curricular resources. Staff also can access virtual professional development communities and access ongoing training. -Given PLTW courses are the foundation of the engineering experiences we provide, it is important to be able to access these resources to ensure fidelity to the program. -All 275+ high school students will have access to PLTW programs.	$3,200.00	5809	Other Professional Services			Designing for Social Change: An Engineering Pathway
Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidelity. -PLTW provides materials packages aligned to each course that schools are able to purchase directly. -All 275+ high school students will have access to PLTW materials based on the course they are taking.	$18,700.00	4301	Supplies & Materials			Designing for Social Change: An Engineering Pathway
Curriculum Development -Teacher stipends for writing curriculum and designing cross-curricular projects. -Teacher stipends for vertical alignment of engineering experiences in aligned Pathway classes and across content areas. -We want to provide these funds to help pay teachers to plan over the summer in preparation for the next school year. -All 275+ high school students will benefit from a clear plan for how engineering skills and experiences align across all of their academic classes.	$7,950.00	1115	Teacher Salaries Stipends			Designing for Social Change: An Engineering Pathway