

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Measure N Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Linked Learning 4 Pillars Services For: Aspire Lionel Wilson College Preparatory Academy

Action Requested and Recommendation Presentation to and discussion by Measure N Commission of Aspire Lionel Wilson College Preparatory Academy's proposed 2023-2024 Measure N/Measure H Education Improvement Plan and the Linked Learning 4 Pillars, with a base allocation of \$215,900.00 and a strategic carryover allocation of \$263,032.96 for a total allocation not to exceed \$478,932.96.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan and Linked Learning 4 Pillars

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

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

Site #: **9123**

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

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

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

School Name:	Aspire Lionel Wilson College Preparatory Academy	Site #:	9123
Pathway Name(s):	Designing for Social Change: An Engineering Pathway		

School Description

School Mission and Vision

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

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

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

School Demographics

									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			260						0.9%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52%	4%	94%	90%	29%	13.30%	12%	12.50%	0.10%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	4.40%	0	0.04%	94%	0	0.60%	0	0.99%	0
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Students with IEPs			

SCHOOL PERFORMANCE GOALS AND INDICATORS
 Please refer to this [Data Dictionary](#) for definitions of the Indicators.

<i>Whole School Indicator</i>	<i>2021-22 Baseline Data</i>	<i>2022-23 Data</i>	<i>2023-24 Benchmark</i>	<i>2023-24 Data</i>	<i>2024-25 Benchmark</i>	<i>2024-25 Data</i>	<i>2025-26 Goal (3-Year Goal)</i>
Four-Year Cohort Graduation Rate	92%		94%		96%		9%
Four-Year Cohort Dropout Rate	%		6.00%		4.00%		3.00%
A-G Completion Rate (12th Grade Graduates)	6.00%		3%		.00%		92.00%
On Track to Graduate - 9th Graders	5%		90%		90.00%		90.00%
9th Graders meeting A-G requirements	5%		90%		90.00%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	21%		31%		41.00%		51.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	3.0%		4.00%		5.00%		6.00%

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

ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

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

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

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
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<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<ul style="list-style-type: none"> -100% of students enrolled in pathway beginning in ninth grade (including Multilingual Learners and students with IEPS) -BUILD programmatic support -Mastery Based Grading -Senior Capstone -Yearly pathway aligned and cross curricular exhibitions -Measure N advisory Board that meets monthly to provide input in pathway programming -Office hours for students to get support with pathway work -Our pathway coordinator is coordinating dual enrollment for our scholars. We are now offering two additional courses this school year. -Created a system to track credit recovery and A-G Eligibility -Implemented a Looking at Grades Protocol where grade level members engage in looking at student grades. 	<ul style="list-style-type: none"> -An increase of pathway aligned exhibition projects by SY 24-25 (at least one per quarter) -Refining rubric for senior capstone project to prepare our student for post-secondary life. -Thematic exhibition projects with exemplars, associated field trips, and clear criteria for success. -We need to have our dual enrollment aligned to our pathway 	<p>Interdisciplinary Exhibition Projects- Our pathway coordinator and instructional leadership team will meet monthly to discuss cross curricular pathway aligned exhibition projects with associated field trips.</p>
<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> -We offer a flexible school schedule that allows for students who wish to have a work based learning experiences to engage in them during their fourth block. -Next year, all high school students must complete an internship to be on track to graduate from Lionel Wilson Prep. -We are receiving the K12 SWP workforce grant that will support with our students getting Work-Based Learning experiences. -Our Measure N Advisory Board supports us with getting local professionals on campus to speak with our scholars. -Our BUILD partner regularly brings local professionals onto our campus to build Work-Based Learning awareness for our students. 	<ul style="list-style-type: none"> -Communicate Work Based Learning opportunities and expectations to scholars -By 2023, form a partnership with Summer Search, Youth Uprising, Genesys Works, and other industry partners. -Have our pathway coordinator collect data on Work-based Learning experiences. 	<p>WBL Curriculum Review, revise, and enhance our pathway WBL Continuum to reflect Linked Learning Gold Standards and Linked Learning pathway best practices. Assure that every student has work-based learning experiences that connect to classroom learning at each grade level.</p> <p>Internships Create a partnership with Summer Search, Youth Uprising, and Genesys Works to support us with providing internships for 100% of our high school students by 2026.</p>

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

Pathway Strategic Goals

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

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

Pathway Strategic Actions

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

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

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

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	
\$86,408.98	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway	
Hire a Project Lead the Way teacher, at 1.0 FTE This teacher is certified in Project Lead the Way and is dedicated to teaching our pathway-aligned courses (Project Lead the Way), which are the core engineering courses for the pathway. Other job duties include updating the curriculum to better support our scholars with IEPs, updating the senior pathway capstone project, providing engineering job shadowing field trips to local Bay Area companies, and creating scaffolds for RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) to better meet the needs of our scholars with IEPs. (Salary) Benefit costs are budgeted in Strategic Carryover.						

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

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

Name of School Site	Aspire Lionel Wilson College Preparatory Academy	Site #	9123
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$263,032.96	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$263,032.96	The funding represents money withheld during our Probation period and we have yet to spend all of it in one year. Therefore, we are allocating it to Strategic Carryover.	
Remaining Amount to Budget	\$0.00		

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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Hire a Pathway Coordinator, at 1.0 FTE We are expanding our Pathway Coordinator position from 0.5 FTE to 1.0 FTE. This position directly supports the development and integration of our engineering pathway throughout the school: by supporting teachers with project based learning, instructional practices and authentic assessment; collaborating with College and Career Counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; augmenting pathway curricula to support our students with IEPs; providing pedagogy and content coaching to pathway teachers and teachers in other departments to better integrate our pathway in meaningful ways; updating pathway aligned exhibition projects with clear rubrics that meet the Gold certification standard; and co-developing an art integrated pathway course to expand pathway learning in the arts. (Salary)	\$90,000.00	1300	Certificated Salaries	Pathway Coordinator	1.0 FTE	Designing for Social Change: An Engineering Pathway	
Benefit Costs associated with the Pathway Coordinator position.	\$31,500.00	3000	Benefits			Designing for Social Change: An Engineering Pathway	

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