

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

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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-0263
Introduction Date	02/6/2024
Enactment Number	
Enactment Date	

# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2024-2025 Education Improvement Plan Reflections and Actions Guidance  
Services For: All High Schools

**Action Requested and Recommendation** Presentation to and discussion by the Measures N and H - College and Career Readiness Commission of 2024-2025 Measures N and H Education Improvement Plans - Year 2 Reflections and Actions Guidance.

**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**

- 2024-2025 Education Improvement Plan Reflections and Actions Guidance

## 2024-2025 Measures N and H Education Improvement Plan (EIP) Year 2 Reflections and Actions Guidance

Rev. 01.30.24

### Purpose of Measures N and H EIP Year 2 Reflection and Planning Process

We are entering Year 2 of a 3-year cycle for the current Measures N and H Education Improvement Plan (EIP). While the 2023-24 EIP includes three-year goals, a slightly [updated set of standards](#), and reformatting, the 2024-25 process will be more of a reflection and status check. We are asking sites to reflect on goals and progress and to use this as an opportunity to update or revise strategic actions, based on how pathway work is going this year.

Note that for 2024-25, the updated standards are linked in the EIP. We also now have standards for continuation schools.

It is important to recognize that the time of year this process occurs is not ideal, as it is in the middle of the year and the goals and actions set for this school year may or may not be complete at this time. That is why the 2024-25 EIP prioritizes reflection and providing updates on how the work is going rather than an expectation that all actions are complete.

Lastly, the EIP is a spreadsheet tool to capture information and data in one place; it does not inherently offer a protocol for sites and teams to engage in a reflective and collaborative discussion of the work. Therefore, we intend the planning guidance process provided below to supplement the EIP instructions document and to help teams participate in necessary dialogue that allows for pausing, reflecting, celebrating, and defining next steps in relation to the continuous improvement cycles of pathway development work. If sites and teams implement the process below, our hope is that all stakeholders at the school will understand where they are in the implementation of pathways at their school, how strategically to deepen implementation and impact, and how the Measures N and H funds are set up at their site to support their progress.

### Configurations for Reflecting and Updating

This can be done in various configurations of people, however principal engagement is essential no matter what other combination of roles participate in this process. In addition to the principal, consider including the following:

- All pathway leads

- Pathway coach
- Pathway teachers
- Pathway school counselors
- Assistant principals

**Ideal, but not required, Prework**

Please ask those who will participate in this process to review the EIP. Having the goals and actions established last year fresh in everyone’s mind will help the process below move a little more quickly. The parts to review include:

- school wide data analysis
- school wide strategic actions
- pathway quality assessment
- pathway 3-year goals
- pathway strategic actions.

**Suggested Norms to Prioritize and Meeting Agreements**

Norms	Meeting Agreements
Pause <b>Paraphrase</b> <b>Pose Questions</b> <b>Provide Data</b> Put ideas on the table Pay attention to self and others Presume positive intentions	<ul style="list-style-type: none"> <li>● Be present</li> <li>● Stick to the protocol or process (trust the process)</li> <li>● Lend honest reflection in service of improving student learning</li> <li>● (add more as needed)</li> </ul>

**Roles Needed**

- Facilitator
- Time keeper
- Note taker

**Materials and Tools Needed**

- Your site’s EIP
- [Multiple Pathway School EIP Instructions](#)
- [Single Pathway School EIP Instructions](#)
- [Note Catcher](#) (both the version for single and multiple pathway schools is in one document; simply delete the section that doesn’t apply to your school after making a copy of the document).

**Suggested Process for Multiple Pathway Schools**

Process for [Single Pathway Schools](#) is [here](#)

Designed to be about a 70-minute process, depending on how many pathways are at your site.

1. **(3 min) Purpose** The purposes of this process are to:
  - a. Reflect on pathway work from 2023-24
  - b. Identify to what extent the pathway goals and actions are aligned to the school wide goals and actions (for multiple pathway schools)
  - c. Gain clarity on where the site and pathway(s) are in relation to accomplishing the 3-year goals
  - d. Analyze the impact and/or effectiveness of school and pathway strategic actions at this point in time
  
2. **(5 min) Norms and Meeting Agreements; Roles:** Review norms and suggested meeting agreements. Add or revise meeting agreements to align to purpose based on team needs and input. Assign roles and ensure everyone understands the expectations of each role
  
3. **(10 min) Whole School Performance Goals and Indicators (Data) Review**  
Locate the '22-23 data column in purple on the Whole School tab of the EIP. Review that data in relation to the benchmarks that were established last year and the 3-year goal for each indicator, along with those for the focal student population section. Also review the “strengths” and “challenges” section of the Root Cause Analysis. Take notes as needed in the Note Catcher linked above (make your own copy). Some prompts to offer the group:
  - a. What do we notice?
  - b. Are we on track to hit the established benchmarks? And are we on track to meet the 3-year goals? How do we know?
  - c. What wins should we recognize and celebrate? How will we share these with others?
  - d. What areas might we need to recommit to or increase emphasis on for 2024-25?
  
4. **(5 min) Whole School Strategic Actions Check:** Locate the Whole School Strategic Actions from 23-24 in Rows 85-88 of the Whole School tab. Review the 23-24 Strategic Actions from 23-24 and reflect on the extent to which you are on track to accomplish them, recognizing that we are only about half way through the school year. Use the prompts from the EIP to guide discussion and take notes as needed in the Note Catcher. After completing this whole process, you might be able to copy and paste answers from the notes into the EIP.

- a. Are you on track for accomplishing the actions for the related goal this school year?
  - b. If so, what has been done or will be done by the end of the year to accomplish it?
  - c. If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
5. **(5 min) Pathway Standards Assessment Review** Locate the Pathway Quality Assessment portion of the Pathway Tab(s) - it's at the top, in orange. Review the Evidence of Strength, Areas for Growth, and Next Steps that were recorded last year. This work should have been done in pathway teams referencing the [2023-26 College and Career for All Linked Learning Quality Standards](#). Any pathway leads/teachers participating in this process should review their own tab while any admin and/or pathway coach participating should attempt to review this section for all pathways. There is no need to update this section of the EIP. This review is simply to ground yourself in what was documented last year. If preferred, you could discuss noticings or reflections as a whole team.
6. **(10 min) Pathway Goals Check** On the Pathway Tab(s), scroll down to the purple "Year 2" section and locate the Pathway Quality Strategic 3-Year Goals (lines 45-47). Depending on the size of the group going through this process and how many pathways your site has, you could stay as a small group or break into even smaller groups, trios, or pairs (e.g. 2-3 pathway leads, pathway lead and pathway teacher, etc.) to work through the prompts for this section. Use the prompts from the EIP to guide discussion and take notes as needed in the Note Catcher. After completing this process, you might be able to copy and paste answers from the notes into the EIP.
  - a. To what extent is the pathway on track for accomplishing this goal by 2026?
  - b. What evidence do you have for your response to the previous question (*note: this question is not required to be answered in the EIP*)?
  - c. What has supported or hindered progress towards each goal this year?
7. **(10 min) Pathway Strategic Actions Check** Below the Pathway Goals section you'll find the Pathway Strategic Actions, lines 50-64. Repeat the process in Step 6 above for this section to work through the reflection prompts for Pathway Strategic Actions set for this school year. Again, if using the Note Catcher, you might be able to copy and paste answers from there into the EIP. For each set of strategic actions connected to a 3-year goal, discuss:

- a. Are you on track for accomplishing the actions for the related goal this school year?
- b. If so, what has been done or will be done by the end of the year to accomplish it?
- c. If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

**8. (15 min) Schoolwide/Pathway Alignment Check** If you split into smaller groups for Step 7 and 8, come back together as a whole group and give each pair/trio an opportunity to share takeaways from reviewing the pathway 3-year goals and actions, and what has been accomplished so far this year. You can offer this prompt for discussion, and record in this section of the Note Catcher as well.

- a. Summarize what has been done/accomplished, what has yet to be done, and what questions came up.

After everyone has had an opportunity to share summaries of their reflections, have a dialogue as a whole group to identify points of alignment across pathways and/or to schoolwide goals and actions. At certain points, ask several people to paraphrase what they are hearing, and record in the Note Catcher.

- a. What similarities did we notice between pathway goals and actions?
- b. To what extent are the pathways goals and actions aligned with the school school ones?
- c. What schoolwide patterns, processes, and structures align with and support wall-to-wall pathway quality improvement?
- d. What might the impacts (positive or otherwise) of our collective actions have on student learning outcomes, school culture, teacher retention, etc. and how do we know?

If there seems to be an emerging opportunity for greater alignment between pathway actions and schoolwide actions (without modifying 3-year goals), consider:

- a. Adapting an existing pathway action to be more aligned with the schoolwide actions
- b. Adding an action to a goal that is already aligned with schoolwide actions

Based on the dialogues above, develop a theory of action that captures alignment between schoolwide performance goals and strategic actions, and pathway strategic actions. Add to the Note Catcher.

*If \_\_\_\_\_, then \_\_\_\_\_, therefore \_\_\_\_\_.*

The last part of the EIP that needs to get done is the expenditures planning. You do not need to do that as part of this meeting, but you could discuss as a team how the site and individual pathways should prioritize use of funds in order to support accomplishment of goals and/or strategic actions.

**9. (3 min) Updating Pathway Teams** Consider what from this process is important to bring back to whole pathway teams, and when you will share that information. Document it on the Note Catcher.

**10. (2 min) Reflect** Take an opportunity to reflect on how this process went for you, how well the group upheld norms and agreements, etc. Offer an optimistic closing prompt (choose one):

- a. What's your MIP (most important point) you're taking away?
- b. What are you excited about pathway work next year?
- c. What is a next step you have?

### **Suggested Process for Single Pathway Schools**

Designed to be about a 60-minute process, depending on how many pathways are at your site. The Single Pathway Schools note catcher can be found within the main note catcher document [here](#). Delete the first part of the document, intended for use with multiple pathway schools.

1. **(3 min) Purpose** The purposes of this process are to:
  - a. Reflect on school and pathway work from 2023-24
  - b. Identify to what extent there is alignment across the pathway goals and actions and the school's student achievement data goals
  - c. Gain clarity on where the site is in relation to accomplishing the 3-year goals
  - d. Analyze the impact and/or effectiveness of strategic actions at this point in time
2. **(5 min) Norms and Meeting Agreements; Roles:** Review norms and suggested meeting agreements. Add or revise meeting agreements to align to purpose based on team needs and input. Assign roles and ensure everyone understands the expectations of each role



3. **(10 min) School Performance Goals and Indicators (Data) Review** Locate the '22-23 data column in purple on the Whole School Single Pathway tab of the EIP. Review that data in relation to the benchmarks that were established last year and the 3-year goal for each indicator, along with those for the focal student population section. Also review the “strengths” and “challenges” section of the Root Cause Analysis. Take notes as needed in the Note Catcher linked above (make your own copy). Some prompts to offer the group:
  - a. What do we notice?
  - b. Are we on track to hit the established benchmarks? And are we on track to meet the 3-year goals? How do we know?
  - c. What wins should we recognize and celebrate? How will we share these with others?
  - d. What areas might we need to recommit to or increase emphasis on for 2024-25?
  
4. **(5 min) Pathway Standards Assessment Review** Locate the Pathway Quality Assessment section (in orange, under Root Cause Analysis). Review the Evidence of Strength, Areas for Growth, and Next Steps that were recorded last year. This work should have been done in pathway teams referencing the [2023-26 College and Career for All Linked Learning Quality Standards](#). There is no need to update this section of the EIP. This review is simply to ground yourself in what was documented last year. If preferred, you could discuss noticings or reflections as a whole team.
  
5. **(10 min) Pathway Goals Check** Locate the purple “Year 2” section, the Pathway Quality Strategic 3-Year Goals. Depending on the size of the group going through this process, you could stay as a small group or break into even smaller groups, trios, or pairs to work through the prompts for this section. Use the prompts from the EIP to guide discussion and take notes as needed in the Note Catcher. After completing this process, you might be able to copy and paste answers from the notes into the EIP.
  - a. To what extent is the pathway on track for accomplishing this goal by 2026?
  - b. What evidence do you have for your response to the previous question (note: this question is not required to be answered in the EIP)?
  - c. What has supported or hindered progress towards each goal this year?
  
6. **(10 min) Pathway Strategic Actions Check** Below the Pathway Goals section you'll find the Pathway Strategic Actions. Repeat the process in Step 6 above for this section to work through the reflection prompts for Pathway Strategic Actions

set for this school year. Again, if using the Note Catcher, you might be able to copy and paste answers from there into the EIP. For each set of strategic actions connected to a 3-year goal, discuss:

- a. Are you on track for accomplishing the actions for the related goal this school year?
- b. If so, what has been done or will be done by the end of the year to accomplish it?
- c. If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

**7. (10 min) Alignment Check** If you split into smaller groups for Step 6 and 7, come back together as a whole group and give each pair/trio an opportunity to share takeaways from reviewing the pathway 3-year goals and actions, and what has been accomplished so far this year. You can offer this prompt for discussion, and record in this section of the Note Catcher as well.

- a. Summarize what has been done/accomplished, what has yet to be done, and what questions came up.

After everyone has had an opportunity to share summaries of their reflections, have a dialogue as a whole group to identify points of alignment across the pathways goals and actions, and the goals from the School Performance Goals and Indicators section towards the top of the tab. At certain points, ask several people to paraphrase what they are hearing, and record in the Note Catcher.

- a. How do we anticipate the pathway goals and actions supporting the school performance goals (for the whole school and the focal student population)? What about for the challenges identified in the Root Cause Analysis?
- b. How are the revised actions for 24-25 aligned with the pathway quality assessment from last year?
- c. What might the impacts (positive or otherwise) of our collective actions have on student learning outcomes, school culture, teacher retention, etc. and how do we know?

If there seems to be an emerging opportunity for greater alignment between the school performance goals, pathway quality assessment, and the 24-25 actions, make those updates now.

Based on the dialogues above, develop a theory of action that captures alignment between schoolwide performance goals and strategic actions, and pathway strategic actions. Add to the Note Catcher.

If \_\_\_\_\_, then \_\_\_\_\_, therefore \_\_\_\_\_.

The last part of the EIP that needs to get done is the expenditures planning. You do not need to do that as part of this meeting, but you could discuss as a team how to prioritize use of funds in order to support accomplishment of goals and/or strategic actions.

**9. (3 min) Updating Others** Consider what from this process is important to bring back to others on site that were not part of this meeting, and when you will share that information. Document it on the Note Catcher.

**10. (2 min) Reflect** Take an opportunity to reflect on how this process went for you, how well the group upheld norms and agreements, etc. Offer an optimistic closing prompt (choose one):

- d. What's your MIP (most important point) you're taking away?
- e. What are you excited about pathway work next year?
- f. What is a next step you have?