

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

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Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Aspire Lionel Wilson College Preparatory Academy 9123

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Aspire Lionel Wilson College Preparatory Academy as “Approved,” with a base allocation of \$196,350.00 and a strategic carryover allocation of \$136,532.00 for a total allocation not to exceed \$332,882.00.

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
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - Aspire LWP
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Aspire LWP

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$196,350.00	\$196,350.00	\$0.00
*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (231) multiplied by the per pupil amount of \$850.			

School: ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

Site #: 9123

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9123-1	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. This relates to Goal #1 and Goal #3 of our strategic action related to servicing scholars with IEPs and expanding our career and Linked Learning offerings and pathway capstone project.	\$96,350.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
9123-2	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) This relates to Strategic Goal #1 of increased academic opportunities within our pathway and goal #3 of expanding our engineering capstone projects by incorporating more Linked Learning Standards	\$100,000.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

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

Site #: **9123**

REVISED 4/19/2023

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
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Pathway Name(s):	Designing for Social Change: An Engineering Pathway
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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 communities.

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 it 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, our students engage in the Design Thinking Process to develop products and structures using various software applications. Our students learn Computer Aided Design programs, specifically the Autodesk 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 asks students to use their engineering knowledge, skills, and tools to design a solution to a social justice challenge.

School Demographics

									% Current Newcomers
2023-24 Total Enrollment Grades 9-12			260						0.98%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52%	48%	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.

Whole School 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	92%	97.20%	94%		96%		97%
Four-Year Cohort Dropout Rate	8%	2.80%	6.00%		4.00%		3.00%
A-G Completion Rate (12th Grade Graduates)	67.00%	81.90%	73%		88.00%		92.00%
On Track to Graduate - 9th Graders	75%	72.00%	90%		90.00%		90.00%
9th Graders meeting A-G requirements	75%	62.20%	90%		90.00%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	21%	28.57%	31%		41.00%		51.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	37.0%	52.86%	47.00%		57.00%		67.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.00%	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%	100.00%	85.00%		90.00%		92.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.0%	22.86%	24.00%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34.0%	24.29%	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%		100.00%
Four-Year Cohort Dropout Rate	0.00%	0.00%	0.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	50%	55.56%	60.00%		70.00%		80.00%
On Track to Graduate - 9th Graders	64%	63.64%	74.00%		84.00%		94.00%
9th Graders meeting A-G requirements	54%	45.45%	64.00%		74.00%		84.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0%	23.00%	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%	42.86%	25.00%		35.00%		45.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%	100.00%	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%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12%	28.57%	20.00%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34%	14.29%	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 <i>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.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>	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	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. 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.
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 <i>(Analyze these two indicators together)</i>	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 <i>(Analyze these two indicators together)</i>	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>
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	<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 	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>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>	<p>-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.</p>	<p>-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>	<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>	<p>-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.</p>	<p>-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.</p>	<p>-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.</p>

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.*

<p>Goal #1: By 2026</p>	<p>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.</p>
<p>Goal #2: By 2026</p>	<p>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.</p>
<p>Goal #3: By 2026</p>	<p>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.</p>

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 completion 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 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

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
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.	In the previous year, we increased the percentage of A-G eligible students from 33% at the beginning of the year to 82% in June of last year. We anticipate an increase in percentages this year as well because we tightened up our A-G coursework offerings. We have had 100% of seniors participate in various WBL activities, such as career exploration field trips and multiple internship fairs. Interviewing a professional in their career pathway is a new requirement of the senior capstone project. Pathway teachers collaborate with education specialists to ensure that students with IEPs participate in WBL events successfully and complete the senior capstone project. IEP support and transition goals are a part of the senior capstone reports for 100% of the students in the graduating class who have IEPs. Having the pathway coordinator work with the college staff to build awareness of the importance of A-G completion and creating new rubrics for capstone projects has been helpful. The promotion of the Assistant Principal to Principal has also increased academic rigor. Our progress on A-G eligibility has been hindered by staff turnover during the school year and learning loss due to remote learning during COVID.
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.	We have a dual enrollment partnership with the Peralta Community College District, and students must complete three college classes as a graduation requirement. All students must complete a senior portfolio project with a pathway-aligned capstone that is culturally responsive. The college and career section requires students to state their post-secondary plan and connection to a career and complete a resume, cover letter, and LinkedIn profile. As of last year, 74% of the class of 2023 had enrolled in a two or 4-year college. This year, as of March 1st, the class of 2024 has received one hundred and twenty-one college acceptances. We expect that number to increase once the University of California decisions are released. This year, our progress in dual enrollment participation was doubled as we worked to bring our college classes to the campus instead of expecting the students to travel through Oakland to a college campus.
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.	Every student in grades 9-11 this fall completed a pathway-aligned project, and there will be a similar requirement in the spring. The seniors will have a culminating pathway exhibition project with a capstone, a graduation requirement. We can meet this expectation through consistent professional development on Fridays and the expected structured planning time during the break. The common planning time is with grade-level teachers and education specialists, so support and accessibility for all students are ensured. Each grade level will have a culminating pathway project at the end of each semester, giving students several opportunities to participate in more than four pathway projects throughout their four years at Lionel Wilson Prep. Each year, our staff updates the pathway-aligned exhibition projects with student input to ensure they are culturally responsive and relevant to our scholars.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	Pathway coordinator will refine mastery based instruction grading policies by adding supports for students with IEPs.	This year, we adopted an inclusion model of co-teaching and co-planning between education specialists and general education teachers. Our principal is leading the special education department to increase the collaboration between ed specialists and general education teachers to accelerate the learning of our scholars with learning exceptionalities. Our pathway teachers meet regularly with our education specialists to collaborate and make instruction accessible based on the individual student's IEP. 100% of students with IEPs had their accommodations inserted into their senior pathway capstone project. Pathway teachers also received professional development on reading and understanding student IEPs. The pathway coordinator reached out to the UC Berkeley Department of Engineering for guidance on Engineering rubrics for the capstone project.
	Engineering teachers will hold "break school" during breaks to support students with IEPs with completing their pathway aligned exhibition projects and senior capstone.	Break school was held over winter break to support students with IEPs and other students needing support to complete exhibition projects. The Pathway Coordinator and teachers collaborated with school administrators to assist several students with their pathway-aligned projects. Break school is also scheduled during the spring break to assist students with their senior capstone and other pathway projects. Intersession school during the spring break is also offered to help support students.
	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.	An engineering class that is A-G approved and has an art focus was created to give students with IEPs and other pathway students, fifteen in total, the option of using RIVET CAD or an art medium for their senior capstone project. This is a pathway-aligned class.
	Ensure all scholars and their parents understand A-G requirements and the pathway completion 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.	Our school counselors and Berkeley Destination Corps Advising Corps (DCAC) staff members meet with parents and students in pathway classes on all grade levels to promote understanding of A-G requirements and pathway completion. Back-to-school nights and parent meetings have occurred at different times for school counselors and DCAC fellows to speak with parents. DCAC fellow aims to talk to 100% percent of students in our high school on A-G completion. Our progress in having monthly and family meetings could be improved due to families having a variety of work schedules and childcare obligations throughout the day. The Pathway Coordinator will oversee and support DCAC fellows in completing their work. The Pathway Coordinator will use the ParentSquare to send information to parents more regularly.

	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.	We are working with our pathway partner, BUILD, and our new partner, EarnLearn, to enhance our work-based learning program. During fall and spring exhibitions, professionals come to the school to offer feedback on student projects and give career advice. Seniors will have attended two different internship fairs through our partnership with EarnLearn and a career exploration event in February through a partnership with Junior Achievement. The capstone project and senior portfolio require a resume, an informational interview, and the creation of a LinkedIn profile, which one hundred percent of seniors will complete. We have also worked with the Oakland Education Fund to help compensate students for participation in internships. We are limited in our internship offerings due to the need for more availability of internships in the East Oakland area. Our students are in class until 2:30 pm, restricting their hours in an internship. Our surrounding neighborhood does not have a business base in downtown Oakland, so the availability of internships remains an issue that we are ameliorating by creating partnerships with industry leaders in the Bay Area.
23-24 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.	The College and Career Center has supported all seniors in their application to two and four-year colleges. The pathway coordinator established a college culture in two ways. Firstly, College representatives came to the campus to speak to classes. Secondly, every grade was allowed to visit a college campus each semester. Students went to 2-year, 4-year, public and private colleges and universities. 100% of our juniors and seniors will attend the OneGoal Summit in March at UC Berkeley. They will meet industry professionals in various fields and attend a college and opportunity fair.
	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.	The College and Career Readiness teacher developed a senior seminar (College and Career Readiness A-G course) using a curriculum created by our partners BUILD and OneGoal. The pathway coordinator supports the implementation of this curriculum. The college and career portfolio requires a personal narrative, resume, cover letter, and LinkedIn profile. The OneGoal and BUILD curriculum is used to assist the seniors with this portion of the rubric.
	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.	All seniors will present their college and career portfolios to community leaders, including UC Berkeley's Department of Engineering members, Oakland city council members, and city planners. Feedback will be given using a career-aligned rubric made in consultation with our industry partners. The pathway coordinator reached out to this Department this year to create a partnership. The UC Berkeley Engineering Department hosted the sophomores to visit their labs and museums on campus. The Department will be invited to campus to give feedback on the presentations.
	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.	Our academic counselor is working to increase our pathway dual enrollment by arranging college classes to take place on our campus through our CCAP agreement with the Peralta Community College District. The academic counselor is identifying courses aligned with our pathway and consulting with our college partners to offer pathway-themed classes in the fall.
	Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.	Our college counselor is partnering with the Peralta Community College District through our CCAP to offer college classes aligned with our career pathway. The counselor will also be working to bring these classes to our campus. This CCAP partnership is new.
23-24 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 collaborated with our instructional coach to implement two pathway-aligned, cross-curricular integrated exhibition projects this school year, one per semester. Our teaching faculty is conducting ongoing professional development to incorporate the NGSS standards and the Science and Engineering Practices into the exhibition project rubrics and assignments. Our pathway coordinator is working with local industry professionals to have folk provide our scholars feedback on their exhibition projects. Last year, our high school scholars attended pathway-aligned exhibition project field trips where they met with industry professionals to get input on their projects. We also invited city planners, planning commissioners, and city council members to observe our exhibition projects last year. We will continue this practice, and this year, our pathway manager is looking for a venue to host our exhibition projects, where we will invite our community partners and families. All grades 9-12 students will have a pathway-aligned project once per semester.
	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.	Last year, we launched a College and Career Readiness Professional Learning Community where administrators, pathway coordinators, college advisors, academic counselors, DCAC counselors, instructional coaches, and our college and career readiness teachers collaborated with our pathway teachers to update our pathway-aligned senior exhibition project and capstone. Our team incorporated CTE and Linked Learning Gold Certification components into the senior portfolio and rubrics. Our team extensively updated the senior portfolio to prepare our scholars for postsecondary life. Our senior education specialist works closely with our college and career team to embed transitional plans for seniors with IEPs into this year's portfolio. The transition plans will incorporate our pathway work, too.
	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.	In April, our pathway coordinator and principal will attend this year's Linked Learning Conference in Los Angeles, California. During the first semester, we attended UC Berkeley's College Access Symposium to deepen our learning on supporting our scholars with college readiness. Our pathway teachers were trained over the summer with our community partner BUILD, and one of our pathway teachers attended the Project Lead the Way training. Every pathway teacher is assigned a BUILD and academic coach to support them with developing their expertise in our pathway work. Our partners of BUILD and OneGoal meet with teachers to offer support on implementation of curriculum.
	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 partnered with EarnLearn to create an internship fair on campus featuring multiple employers for the senior class in April. The seniors attended an internship fair at Berkeley City College in the fall. In addition, there will be a senior portfolio and spring exhibitions that will showcase student project work. The pathway coordinator will collaborate with education specialists to ensure that students with IEPs not just participate but create exceptional pathway-aligned exhibition projects and acquire transferrable skills from this process.
	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.	Our pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator attended a paid internship summit in Sacramento hosted by State Superintendent Tony Thurmond and a Youthworks professional development to gain support for work-based learning opportunities. We have also begun partnerships with Junior Achievement and the University of California at Berkeley's Department of Engineering.
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		

<p>Goal #1: By 2026</p>	<p>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.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>We continuously increase academic support so that 100% of students with IEPs can complete CTE concentrator and capstone courses. We restructured our special education department and shifted to an inclusion co-teaching model to better support our scholars with learning exceptionalities.</p> <p>The pathway coordinator will use new partnerships with Earn & Learn, BUILD, and the UC Berkeley Department of Engineering to create more WBL activities, such as internship fairs and career exploration opportunities. The Pathway Coordinator will also reach out to Summer Search, Youth Uprising, and Genesys Work to strengthen WBL opportunities, such as student internships. We are implementing our WBL continuum.</p> <p>The pathway coordinator and principal will attend the Linked Learning Conference to better educate themselves on the steps needed to obtain the Linked Learning Gold Certification. We hope to make connections at these conferences that can lead to new partnerships and opportunities for students, especially for our scholars with IEPs.</p>
<p>Goal #2: By 2026</p>	<p>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.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>We developed a College and Career Access Pathways (CCAP) with the Peralta Community College District to expand dual enrollment offerings aligned to our pathway and ethnic studies for students.</p> <p>Our dual enrollment courses are to happen on our school campus to remove transportation costs as a barrier to completion.</p> <p>We will work with our CCAP partner to expand dual enrollment offerings related to our pathway and build criticality in our scholars.</p> <p>We are participating in the Peralta Summer Institute to promote concurrent enrollment for our scholars.</p> <p>We launched a College and Career Center to offer all scholars comprehensive college and career awareness.</p>
<p>Goal #3: By 2026</p>	<p>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.</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<p>We will offer students a pathway-aligned integrated project each semester. By the time they graduate, students will have completed eight projects.</p> <p>The pathway coordinator will work with the instructional leadership team to create pathway-aligned projects and build our teachers' capacity in interdisciplinary planning.</p> <p>The pathway coordinator will work with the instructional leadership team and pathway-enrolled students to present professional development to faculty on elements of a high-quality capstone and projects. Our students will provide input into their pathway-aligned exhibition projects.</p> <p>Industry leaders, city planners, university professionals, and politicians will provide feedback on our scholar's exhibition projects and presentations.</p>

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>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 NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME (if applicable)</p>	<p>Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i></p>
Empty justification cell	Empty cost cell	Empty object code cell	Empty object code description cell	Empty position title cell	Empty FTE cell	Empty pathway name cell	Empty fully approved cell	Empty conditionally approved cell

<p>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. This relates to Goal #1 and Goal #3 of our strategic action related to servicing scholars with IEPs and expanding our career and Linked Learning offerings and pathway capstone project.</p>	\$96,350.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway		Conditionally Approved
<p>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) This relates to Strategic Goal #1 of increased academic opportunities within our pathway and goal #3 of expanding our engineering capstone projects by incorporating more Linked Learning Standards</p>	\$100,000.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway		Conditionally Approved

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	

MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

For Fiscal Year: July 1, 2024 - June 30, 2025

Name of School Site	ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY	Site #	9123
Approved Strategic Carryover <small>(from prior years - Carryover Plan)</small>	\$136,532.00	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$136,532.00		
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 Measures N and H 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 Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.
Resources:	Measures N and H 2024-2025 Permissible Expenses Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development

<p>BUDGET JUSTIFICATION</p> <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT 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 Measures N/H Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (no additional Justification Form required) <small>(protected cells below to be completed by MN/H staff only)</small>	Conditionally Approved (Justification Form is required) <small>(protected cells below to be completed by MN/H staff only)</small>
<p>Pathway Coordinator: Salary for 1.0 FTE</p> <p>Role includes coordinating Pathway development and documentation by our Measures N and H plan and with the instructional leadership team at LWP. This includes but is not limited to supporting Pathway staff with planning and ordering, facilitating collaboration among Pathway teachers and between Pathway teachers and core instructional staff, helping schedule and implement integrated projects, ensuring students have access to a range of work-based learning opportunities, managing partnerships with industry, higher education, and others.</p> <p>The Pathway Coordinator is integral in certifying that Pathway/Measure N/H goals are prioritized amidst the various initiatives, responsibilities, and unforeseen challenges that occur every school year. In particular, the Pathway Coordinator will lead the planning and facilitating of the development of integrated projects, connections with industry partners, and collaboration between our Academic Advisor, Academic Counselor, Dual Enrollment Coordinator, and Pathways staff. Through their interactions with LWP's teachers, administration, and Pathway Advisory board, the work of the Pathway Coordinator will directly impact all of LWP's scholars.</p>	\$120,000.00	1300	Certificated Salaries	Pathways Manager	1.00%	Design for Social Change: An Engineering Pathway	Enabling Conditions		Conditionally Approved

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

Aspire Lionel Wilson College Preparatory Academy

Checklist of Required Elements:

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

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Lionel Wilson Prep has developed a clear four-year sequence of CTE courses that intentionally supports the inclusion of all students, including your focal group students. There is a fully developed integrated program of study at each grade level. There are at least two pathway-aligned cross-curricular exhibition projects each year at each grade level. The interdisciplinary exhibition project design and refinement process is supported by common planning time with education specialists and the instructional coach. The interdisciplinary exhibition project design process includes teachers presenting their PBL design/s to students and receiving and incorporating student feedback. LWP has adopted a co-teaching (and co-planning) model to support the full inclusion of focal group students. Both a Senior Portfolio and Senior Capstone Project are fully 			

	<p>in place.</p> <ul style="list-style-type: none"> • LWP has added a full-time Pathway Coordinator who is updating/enhancing the Work Based Learning Continuum. • LWP has actively expanded its college and career-related partnerships. • Break school and credit recovery blocks are helping to increase the number of students completing a-g requirements. • The LWP graduation college-going rates have increased. • LWP continues to innovate. Examples of this include work related to mastery grading, the Critical Thinking and Problem Solving Rubric, and the integration of the Design Thinking Process in both CTE and core academic courses.
	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Are students with special needs (focal student group) enrolling in PLTW <i>and</i> Arts Integration PLTW? All students must enroll in a common program of study, so students with EIPs need to take the same CTE classes as their general education peers, though PLTW Arts Integration could be a support class added for students who need it to access the engineering standards in PLTW. • EIP presentation described “100% of multilingual learners” participating in pathways. What differentiated supports are in place for ELLs? Newcomers? LTELs? • How might pathway teachers integrate internship readiness and awareness into their curriculum to ensure that all students are aware of and preparing for these key experiences?

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Strategic Actions</p> <ul style="list-style-type: none"> • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Strategic actions support the successful achievement of the 			

<ul style="list-style-type: none"> • Integrated Program of Study • Work-Based Learning • Integrated Student Support • Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals • Coherence is evident as a clear theory of action that bridges their reflection logically into their actions 	<p>EIP three year goals and align with the three domains of Linked Learning.</p> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Since Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status and since Gold Certification is already a priority for LWP, how might LWP best involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership in achieving the Linked Learning Gold Standards? How might LWP create a shared sense of purpose and shared responsibility by engaging stakeholders in backwards mapping and forward planning related to the Gold Standards? • How might LWP develop opportunities for all students to participate in pathway-related internships and/or client-based projects? • LWP might consider adding an a-g Internship and/or a-g Practicum course to provide credit-bearing opportunities
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Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning • Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Budget reflects staffing only. Other funding sources are presumably being leveraged to resource goals and actions outlined in EIP. 			

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

Strengths:

- Well-developed integrated program of study that includes both CTE and core academic courses at each grade level as well as at least two grade-level cross-curricular exhibition projects each year.

¹Fully Approved

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

Approved

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

Conditionally Approved

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

- Successful implementation of a co-teaching model designed to support full inclusion of focal group students.
- A systems-thinking approach to Linked Learning implementation that results in thoughtful and strategic actions as well as improved student outcomes.

Key Questions:

How might LWP involve teachers, advisory board members, student leaders, and other key stakeholders in backward mapping from the Linked Learning Gold Certification Standards?

How might LWP best increase shared responsibility for and shared ownership of the work and documentation needed to achieve Linked Learning Gold Certification?

How might LWP ensure that all students are enrolled in the full program of study?

Budget Feedback:

- Consider bringing in new funding sources to sustain and deepen pathway work at Lionel Wilson Prep.

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

What	Suggested Lead	Deliverable	Date
Not applicable			