

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

1016 Union Street, #940  
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: Leadership Public Schools Oakland R&D 9126

**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 Leadership Public Schools Oakland R&D as “Conditionally Approved,” with a base allocation of \$177,650.00 and a strategic carryover allocation of \$200,000.00 for a total allocation not to exceed \$377,650.00.

**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 - Leadership Public Schools Oakland R&D
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Leadership Public Schools Oakland R&D

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$177,650.00	\$177,650.00	\$0.00
*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (209) multiplied by the per pupil amount of \$850.			

School: LEADERSHIP PUBLIC SCHOOLS OAKLAND R&D  
 Site #: 9126

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9126-1	Linked Learning Lead Facilitator (LLLLF) - This budget line item covers the salary and benefits for the individual responsible for leading the implementation of Linked Learning principles across the school, and in alignment with the CTE pathway. The LLLF supports the coordination of professional development sessions, curriculum development, and collaboration with industry partners. The role ensures efficient allocation of resources to foster student success and career readiness through the integration of academic and technical content. Specifically, the LLLF facilitates the implementation of, 1) the Whole School Strategic actions for 2024-25; 2) the attainment of the 3, 3-year pathway goals, and, 3) the Strategic Actions for 2024-25. All pathway students, and therefore all students, benefit from this expenditure. Additionally, this role assures the attainment of our strategic goals as related to outcomes for our males, our focus group, through effective implementation of ongoing data collection and analysis systems to implement strategies with the purpose of enhancing the overall effectiveness and impacts of the Linked Learning program as reflected in the achievement and outcomes for our males.	\$150,000.00	1300 & 3000s	Certificated Salary and Benefits	Linked Learning Lead Facilitator	1.00	
9126-2	Stipends for 3 teachers to attend PBL Works Summer Institute (PBL World). We will allocate stipends for three teachers to attend the PBL Works Summer Institute. All pathway students benefit from teachers attending the PBL Works Summer Institute as they will become in-house "experts" to in-service other faculty in their grade band to implement high quality PBL collaboration, to implement improved teaching methods, enhanced curriculum design, increased engagement, development of 21st-century skills, personalized learning opportunities, and better preparation for college and career readiness. This expenditure supports our goal related to our integrated program of study and increasing active learning for all pathway students.	\$7,650.00	1105 & 3000s	Certificated Support Stipends and Benefits			Design, Visual, and Media Arts (DVMA)

9126-3	<p>Dual Enrollment Course Facilitator - The collaboration between the dual enrollment (DE) facilitator and college instructor is pivotal in elevating student outcomes. This partnership ensures curriculum alignment, providing a cohesive educational experience for students transitioning from high school to college. By leveraging their respective expertise, the DE facilitator and college instructor offer personalized support, mentorship, and targeted interventions to address individual student needs. Through regular communication and data sharing, they identify struggling students early on and implement strategies to enhance their success. The collaborative efforts between the dual enrollment (DE) facilitator and college instructor are poised to have a significant impact on the outcomes of our focal group, specifically males. Research indicates that male students often benefit from personalized support and tailored interventions to thrive academically. Fostering a supportive and inclusive learning environment through this collaboration can help mitigate barriers to success and promote greater engagement and motivation among male students.</p>	\$20,000.00	1101 & 3000s	Certificated Salaries and Benefits	Course Facilitator	0.20	Design, Visual, and Media Arts (DVMA)
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**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: LEADERSHIP PUBLIC SCHOOLS OAKLAND R&D

Site #: 9126

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$286,450.00	\$286,450.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (337) 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
9126-1	Hire a Career & Community Leadership Coordinator, at 1.0 FTE to work with pathway teachers to develop Work Based Learning experiences and career preparedness in school. Specific Job duties include: Establish and maintain effective relationships with local industry experts, employers, community colleges, and other local/regional community-based organizations and agencies; plan and facilitate on-and-off site student, family, and community-wide college and career exploration opportunities, meetings, presentations and activities; support the expansion of Career Technical Education (CTE) Pathways; collaborate with stakeholders to ensure wide participation in career exploration opportunities; coordinate and maintain the job shadow program; support work-based learning activities; overseeing the Implementation of Measure N/H plan; support the implementation of Linked Learning. (Salary and Benefits)	\$88,775.00	2251 & 3000	Non Certificated Support Salaries and Benefits	Career and Community Leadership Coordinator	1.0 FTE	Whole School
9126-2	Student Stipends for Communications and Business On Site Internships: Stipends for work based learning on site internship opportunities for students where students receive on the job training, work experience, one on one mentorship, job coaching and internships. Additionally, students learn real world skills such as interview techniques, ethics and professionalism. Students will train for employment and/or postsecondary education in a specific range of Communication occupations including: journalism (including broadcast, print, and digital), public speaking and debate, video production, marketing, public relations, media relations, crisis communications, event planning, social media, graphic design, and business. (\$200 fall semester per student, \$200 spring semester per student). Allocate for 35 interns per semester for 5 ongoing internships equals in total of \$70,000, to be partially funded by Strong Workforce Grant.	\$5,000.00	5885	Professional / Consulting Services			Whole School

9126-3	Hire a College Course Facilitator for Communications Pathway, at 1.0 FTE to maintain cohort of students taking Peralta Community College District Dual Enrollment classes aligned to pathway theme, and incorporate schoolwide English Language Acquisition strategies into the facilitation of the courses. (Salary & Benefits)	\$108,062.00	1101 & 3000	Certificated Teacher Salaries and Benefits	College Course Facilitator	1.0 FTE	Digital Media and Communications
9126-4	Consultant Contract with REEL Oakland: Contract with REEL Oakland for our Communications Thru Film Internship. Fees for 20-25 interns for Spring semester to further explore careers within communications and film to provide students with direct interaction with partners over time to, supporting the application of skills transferable to a variety of careers.  This is an extension of a class where students have the opportunity to put their knowledge into application through a semester long internship. The partnership with REEL Oakland supports our communications pathway by providing one on one coaching and mentoring in the field of media entertainment and communications as well as project based learning.	\$5,000.00	5885	Professional / Consulting Services			Digital Media and Communications
9126-5	Hire a College Course Facilitator, at .80 FTE: to support dual enrollment statistics course. Facilitator teaches an estimated 2-3 courses serving approximately 250 students. Facilitator job duties include: Co-facilitating course with college professor, utilizing effective and research-based academic assessment strategies, collecting and analyzing student data results consistently to monitor progress and differentiate instruction to accelerate academic achievement. Additionally, facilitator differentiates instructional strategies to ensure students are motivated, engaged, challenged and accommodated based on diverse learning styles and plans units, lessons, and formative assessments. (Salary & Benefits)	\$78,113.00	1101 & 3000	Certificated Teacher Salaries and Benefits	College Course Facilitator	.80 FTE	Business Entrepreneurship
9126-6	Stipends for Business and Construction Internship: During the fall of 2023, 6 interns from grades 9-12 will participate in the planning, designing and construction of our new 8,000 sq. ft. building. This is a work based learning opportunity for students to learn the business behind construction by learning project management and document control. Students will attend weekly design team coordination meetings with Architect, Engineers, and other consultants, They will participate in Project Site Visits and Inspections and learn about Construction Management, Scheduling, Financial Modeling, Due Diligence/Research, Contracts Document Development, and Software (AutoCAD, Excel, Database Management).  3 Interns for 12 weeks, 20 hours per week, totaling 240 hours of direct experience. Stipend amount will approximately \$500 per student.	\$1,500.00	5885	Professional / Consulting Services			Business Entrepreneurship

<b>School Name:</b>		Leadership Public School Oakland R&D					<b>Site #:</b>		9126	
<b>Pathway Name(s):</b>		Business Entrepreneurship & Digital Media and Communications								
<b>School Description</b>										
LPS Oakland R&D was established as a school in August of 2012. In early 2012, a committee of concerned constituents (staff, representatives of the LPS College Park community) met to discuss strategies to provide a new model of schooling for students in the East Oakland region. With the support of the Leadership Public Schools Superintendent, Louise Waters, a charter petition was filed and approved in May of 2012.										
LPS Oakland R&D was committed to creating new learning experiences for students. A strong College Counseling program was started in 2013. Students were provided with a strong foundation in college and career exploration. In part, this led LPS Oakland R&D to become one of the top schools for A - G completion in Oakland.										
Over the last six years, our school has developed a strong reputation for creating a safe and supportive learning environment for students of a varying skill levels and learner profiles. Our school has focused on providing culturally responsive teaching, restorative practices, and academic interventions. LPS Oakland R&D currently serves 9th-12th grade students. Our student body consists of approximately 348 students, of which approximately 70% qualify for Free and Reduced Lunch.										
<b>School Mission and Vision</b>										
Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students, eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.										
In addition to our primary mission we also strive to: --Improve the academic achievement of all students --Close the achievement gap of educationally disadvantaged students --Foster student leadership and dedication to public service --Create differentiated supports for college access and success for students via our College Lunch Program										
<b>School Demographics</b>								<b>% Current Newcomers</b>		
<b>2022-23 Total Enrollment Grades 9-12</b>			<b>348</b>					<b>0.0%</b>		
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	45.3%	54.7%	95.7%	96.6%	40.1%	29.8%	12.9%	14%	0%	
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	4.0%	0.0%	0.29	94.3%		0.0%	0.57	0.0%	0.86%	
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					After an analysis of our data, our team uncovered that our male students continue to experience the most challenges and believe that Linked Learning experiences can change their relationship with school and support male students in completing high school with college credits and a clear post-secondary plan aligned to their interests.				
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>										
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.										
<b>Whole School Indicator</b>		<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>		
Four-Year Cohort Graduation Rate		88.4%	94.60%	95.00%		96.00%		97.00%		
Four-Year Cohort Dropout Rate		5.7%	5.40%	5.00%		4.00%		3.00%		
A-G Completion Rate (12th Grade Graduates)		88.1%	83%	92.00%		95.00%		97.00%		
On Track to Graduate - 9th Graders		73%	60.0%	75.00%		80.00%		85.00%		
9th Graders meeting A-G requirements		56%	47.0%	75.00%		80.00%		90.00%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		30.0%	3%	75.00%		80%		90.00%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better		50.0%	57%	80.00%		85.00%		90.00%		
Percentage of 10th-12th grade students in Linked Learning pathways		100.0%	77%	100.00%		100%		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		53%	45%	60.00%		70.00%		80.00%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation		Not available	Not available <small>(joined National School Clearing House 9/23; will have data in future)</small>	Not available		Not available		Not available		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation		68%*	Not available <small>(joined National School Clearing House 9/23; will have data in future)</small>	70.00%		75.00%		80.00%		
<b>Focal Student Population Indicator</b>		<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>		
Four-Year Cohort Graduation Rate		87.9%	91%	89.00%		90.00%		91.00%		

Four-Year Cohort Dropout Rate	5.6%	9%	6.00%		7.00%		8.00%
A-G Completion - 12th Grade (12th Grade Graduates)	47%	91%	48.00%		49.00%		50.00%
On Track to Graduate - 9th Graders	73.3% [1]	45%	74.00%		75.00%		76.00%
9th Graders meeting A-G requirements	41.60%	36% passing all classes	42%		43.00%		45.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2%	1%	80.00%		90.00%		100.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	14.5%	26%	15.00%		20%		25.00%
Percentage of 10th-12th grade students in Linked Learning pathways	10.6%	35%	80.00%		90.00%		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	10.6 %	20%	80.00%		90.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	Not available	Not available <small>(joined National School Clearing House 9/23; will have data in future)</small>	Not available		Not available		Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	Not Available	Not available <small>(joined National School Clearing House 9/23; will have data in future)</small>	29.00%		30.00%		31.00%
<b>ROOT CAUSE ANALYSIS</b>							
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.							
<b>Indicator</b>		<b>Strengths</b>		<b>Challenges</b>			
<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>		<i>What is our site doing well that's leading to improvements in this indicator?</i>		<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> <i>(Analyze these two indicators together)</i>		Schoolwide our Four-year Cohort Graduation Rate increased by .3% this past year, from 88.1% to 88.4%. While we aim to continue to increase this rate, we note that compared to the state average (for all students and for all subgroups), our graduation rates are above average. We continue to support students who need the additional summer after senior year to fulfill their A-G requirements and graduate on time. While this is small number of students, we know that it is vital to continue this practice. This was strengthened by deep connections to advisory and student understanding of A-G requirements. Advisors hold a caseload of students from from 9th-12th grade. During advisory, students review their own transcripts and track their A-G course completion. Student ownership and teacher support helped make this increase possible. In addition, LPS Oakland is still recognized as one of the top schools for A-G completion for Latinx students in Oakland.		As a small school with an enrollment of less than 350 students, it is particularly challenging to offer a wide variety of courses with sections across all grade levels while ensuring each section meets the minimum number of students per class. Less than half (7 of 15) of the teaching staff holds full teaching credentials and about half of the courses offered are in-person online classes with 100% virtual content. Consequently, when students do not pass A-G courses it is difficult for them to retake them during the regular school year without also attending the summer credit recovery session. Sustained academic underperformance, due in part to inadequate classroom support, often leads to students' diminished self worth and is further compounded by the dread of the extended school year. These factors contribute to students and families reevaluating the benefits of remaining at LPS Oakland and may prompt them to seek opportunities elsewhere.			
<b>A-G Completion - 12th Grade</b>		Our A-G completion rate strongly stands at 88.1% including for our target group of male students. We also anticipate seeing a higher A-G completion rate for our Special Education students in this senior cohort due to the intensive case management and collaboration between general education and special education staff that has taken place for the last four years. This level of intense case management with a focus on supporting the development of their independence and connection to college and career is now an area of focus for our rising grade levels of Special Education students as well.		The 12th grade senior class of 2023 is arguably the most negatively impacted class by the global COVID-19 pandemic to date. They spent the majority of their 9th and 10th grade years in a distance learning format within an unprecedented system of fluid and/or undefined standards of attendance, student engagement, and grading standards. Transitioning back to in-person learning on a high school campus for the first time during the high-stakes junior year was very challenging both socially and academically. The circumstances for A-G completion for this group of students has been and remains far from ideal.			
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i>		This year nearly 73% of 9th graders are on track to graduate. The 9th Grade Team of teachers and other support providers have continued to work to create individualized plans for struggling male students around completion of A-G requirements.		Challenges faced were first year out of the pandemic and being behind grade level and needing to learn Tier 1 skills once again. Second challenge was staff retention/stability. Upon return from the virtual learning environment staff turnover rate increased, the number of credentialed faculty decreased, and the number of web-based courses with in-person non-credentialed staff support increased. Currently, 21/78 (27%) of all classes offered are online.			
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i>		This data is not available due to incorrect coding. Moving forward, we will make sure we have this data available in the future.		First year challenges continue to be a result of pandemic and the school needs to address academic skills (i.e. vocabulary, context clues, essay composition, seeking editorial assistance, etc.) that are required to successfully complete college enrollment materials (i.e. applications, personal statements, FAFSA, etc.). Our incomplete, undertrained, and understaffed counseling team did not have the capacity to assist students adequately.			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience							
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12							



Percentage of 10th-12th grade students in Linked Learning pathways							
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		53% of students attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone. Among males the rate is 10.6%. This indicator is an area of growth for us.		Challenges include an inaccurate and incomplete CTE pathway program which was missing key anchor courses and a certification component. These omissions caused students to be unclear on the academic goals and decreased motivation and participation. Addressing the incomplete pathway sequencing has been an important focus this school year. We have developed a plan with Peralta (Merritt College and Berkeley City College) to implement a complete CTE pathway program that will include key anchor courses and a student certification component.			
<b>2023-2024: YEAR ONE ANALYSIS</b>							
<b>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</b>							
<b>2023-24 Strategic Actions</b>							
<i>Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?</i>							
Continue to recruit and hire credentialed classroom teachers to eliminate the need for universal online student learning systems and increase in-person, expert-led content-specific instruction.							
Reestablish parent stakeholder groups such as PTSA and ELAC to facilitate ongoing workshops on A-G requirements, graduation requirements, pathway/linking learning requirements, and opportunities for integrated work-study programs.							
We will offer credit recovery during the summer months through the web-based program Edgenuity to 9th-12th students in order to get them back on course.							
We will establish and maintain a fully-staffed and effective academic/college counseling team that will provide students with increased opportunities for academic and college counseling, including step-by-step assistance in accessing and completing 2- and 4-year college enrollment materials.							
Recruit and hire qualified social emotional counselors/therapists to support students' SEL competencies and overall well being.							
<b>Budget Expenditures</b>							
<b>2023-2024 Budget: Enabling Conditions Whole School</b>							
<b>BUDGET JUSTIFICATION</b>							
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 <a href="#">EIP Budget Justification Instructions</a> .							
- 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 <a href="#">QUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all QUSD'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>							
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	
Hire a Career & Community Leadership Coordinator, at 1.0 FTE to work with pathway teachers to develop Work Based Learning experiences and career preparedness in school. <b>Specific Job duties include:</b> Establish and maintain effective relationships with local industry experts, employers, community colleges, and other local/regional community-based organizations and agencies; plan and facilitate on-and-off site student, family, and community-wide college and career exploration opportunities, meetings, presentations and activities; support the expansion of Career Technical Education (CTE) Pathways; collaborate with stakeholders to ensure wide participation in career exploration opportunities; coordinate and maintain the job shadow program; support work-based learning activities; overseeing the Implementation of Measure N/H plan; support the implementation of Linked Learning. (Salary and Benefits)	\$88,775.00	2251 & 3000	Non Certificated Support Salaries and Benefits	Career and Community Leadership Coordinator	1.0 FTE	Whole School	

<p><b>Student Stipends for Communications and Business On Site Internships:</b> Stipends for work based learning on site internship opportunities for students where students receive on the job training, work experience, one on one mentorship, job coaching and internships. Additionally, students learn real world skills such as interview techniques, ethics and professionalism. Students will train for employment and/or postsecondary education in a specific range of Communication occupations including: journalism (including broadcast, print, and digital), public speaking and debate, video production, marketing, public relations, media relations, crisis communications, event planning, social media, graphic design, and business. (\$200 fall semester per student, \$200 spring semester per student). Allocate for 35 interns per semester for 5 ongoing internships equals in total of \$70,000, to be partially funded by Strong Workforce Grant.</p>	\$5,000.00	5885	Professional / Consulting Services	Whole School	
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**2024-2025: YEAR TWO**

<b>Strategic Actions</b>	
<b>2023-2024 Strategic Actions</b>	<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Year 1 Strategic Actions, 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?
<p>Continue to recruit and hire credentialed classroom teachers to eliminate the need for universal online student learning systems and increase in-person, expert-led content-specific instruction.</p>	<p>As an update, it's important to note a significant shift in our approach to online learning. This year, we've streamlined our offerings, with only three courses hosted by an online student learning system. This marks a notable decrease from the 12 online courses offered last year, indicating a deliberate move towards prioritizing in-person, expert-led instruction. Our commitment to this transition is unwavering. We continue to actively recruit and hire credentialed classroom teachers with expertise in their respective subjects. This strategic effort is aimed at eliminating the need for universal online student learning systems and promoting an environment rich in in-person, content-specific instruction. By bolstering our teaching staff with qualified professionals, we aim to enhance the quality of education and provide students with engaging, interactive learning experiences tailored to their individual needs. This initiative aligns with our overarching goal of fostering academic excellence through personalized, in-person instruction.</p> <p>To expand upon these actions that impact the efficacy of the learning experiences for students in their now mostly in-person classes, extended actions for this goal involves creating professional development session arcs and timelines to foster cross-curricular projects, enhance capstone portfolio development, and facilitate pathway learning outcome exhibitions. This extension of the associated strategic action underscores our intention to equip teachers with the tools and skills necessary to maximize the benefits of face-to-face learning. By investing in teacher capacity-building initiatives, we can ensure that educators are well-prepared to capitalize on the opportunities afforded by increased in-person interaction, ultimately leading to improved student outcomes and a more enriching educational experience.</p>
<p>Reestablish parent stakeholder groups such as PTSA and ELAC to facilitate ongoing workshops on A-C requirements, graduation requirements, pathway/linked learning requirements, and opportunities for integrated work-study programs.</p>	<p>As an update to our goal of fostering positive relationships with families through parent education and outreach, it's evident that there's a pressing need to enhance our efforts. While we've made strides in offering workshops on crucial topics such as FAFSA, A-G requirements, and Infinite Campus training, it's clear that more action is required to fully engage our parent community. To address this need, we are recommitting ourselves to reestablishing parent stakeholder groups such as PTSA and ELAC. These groups will serve as vital platforms for facilitating ongoing workshops on essential topics, including A-G requirements, graduation criteria, pathway/linked learning requirements, and opportunities for integrated work-study programs. By reinstating these parent stakeholder groups, we aim to create a collaborative environment where families can access valuable information, receive support, and actively participate in shaping their children's educational journey. Through consistent and targeted parent education initiatives, we seek to foster stronger partnerships between the school and our parent community, ultimately garnering increased support for ELAC and PTSA initiatives.</p> <p>To expand upon these actions that impact the inclusion of parent education partners as it relates to Linked Learning, our extended actions for this goal involve establishing the LPS Oakland Linked Learning Advisory Board with the primary objective of synchronizing Pathway Student Learning Outcomes (PSLO) with the graduate profile. Parent and family engagement plays a crucial role in ensuring the success of the LPS Oakland Linked Learning Advisory Board's efforts to synchronize Pathway Student Learning Outcomes (PSLO) with the graduate profile. By involving parents and families in the decision-making process, the Advisory Board can gain valuable insights into the needs and aspirations of students. This engagement ensures that the educational goals set by the board are not only aligned with academic standards but also resonate with the priorities of families and the broader community. Additionally, parent and family engagement fosters a sense of ownership and accountability, encouraging parents to actively support their children's educational journey and advocate for resources and opportunities that promote student success. Ultimately, by working collaboratively with parents and families, the Advisory Board can create a more inclusive and responsive educational environment that better prepares students for future success.</p>
<p>We will offer credit recovery during the summer months through the web-based program Edgenuity to 9th-12th students in order to get them back on course.</p>	<p>We've successfully met our goal of offering credit recovery during the summer months. Building on this achievement, we are excited to introduce a new opportunity for summer enrichment at the Peralta Summer Institutes on the Peralta campuses. Moving forward, we will continue to provide credit recovery during the summer months using the web-based program Edgenuity. This initiative will cater to 9th-12th-grade students, offering them the chance to catch up and get back on course academically. Additionally, we recognize the importance of providing opportunities for summer enrichment. Therefore, we are thrilled to partner with the Peralta Summer Institutes to offer students a chance to engage in enriching experiences on the Peralta campuses. Through these combined efforts, we aim to support student success and provide holistic educational opportunities throughout the summer months.</p> <p>To expand upon options post-credit-recovery, considering a particular focus on male success, our extended actions for this goal involves strategically developing Career and Technical Education (CTE) pathway certificates through collaboration with local initiatives and partnerships with institutions like the Peralta Colleges. This initiative encompasses conducting needs assessments, establishing support structures, promoting awareness, and ensuring an inclusive learning environment. By implementing these actions, male students can access engaging learning pathways aligned with their interests and career aspirations, fostering their success beyond mere credit recovery and contributing meaningfully to their personal and professional growth.</p>
<p>We will establish and maintain a fully-staffed and effective academic/college counseling team that will provide students with increased opportunities for academic and college counseling, including step-by-step assistance in accessing and completing 2- and 4-year college enrollment materials.</p>	<p>We have successfully met our goal of establishing and maintaining a fully-staffed and effective academic/college counseling team. Currently, we have three full-time college counselors in place, including two staff college counselors and one DCAC counselor. Moving forward, our focus remains on providing students with increased opportunities for academic and college counseling. Our dedicated team is committed to offering step-by-step assistance in accessing and completing 2- and 4-year college enrollment materials, ensuring that every student receives the support they need to pursue their academic and career goals. With our expanded counseling team, we are well-equipped to guide and empower students on their journey to higher education and beyond.</p> <p>To expand our actions to enhance student access to academic and college counseling, our extended actions for this goal involve bolstering Work-Based Learning (WBL) initiatives. In tandem, we'll establish mentorship programs for guidance, while maintaining continuous monitoring and evaluation for effectiveness and adaptability. These combined endeavors aim to furnish students with tangible skills, real-world experience, and robust support for both their academic and professional endeavors.</p>

<p>Recruit and hire qualified social emotional counselors/therapists to support students' SEL competencies and overall well being.</p>	<p>We have successfully achieved our goal. At present, we have one full-time wellness counselor dedicated to supporting our students' social-emotional well-being. Additionally, we have partnered with EBAC to provide supplementary services to our highest-need students, ensuring comprehensive support for their well-being. Looking ahead, our commitment to students' social-emotional development remains steadfast.</p> <p>To expand upon our actions to support students' SEL competencies and overall well-being, our extended actions for this goal involve supporting students to showcase their Linked Learning outcomes in the form of a Capstone Exhibition. Capstone exhibitions can significantly contribute to students' social and emotional learning (SEL) by providing them with opportunities to engage in collaborative projects, communicate effectively, and demonstrate their skills and knowledge in a supportive environment. By actively participating in the design and presentation of their projects, students can develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—all key components of SEL. Moreover, the exhibitions can foster a sense of belonging and pride among students as they showcase their achievements, thereby promoting positive self-esteem and emotional well-being. Additionally, the collaborative nature of the exhibitions encourages teamwork, empathy, and respect for diverse perspectives, further enhancing students' SEL competencies. Overall, the Capstone exhibitions serve as a holistic approach to nurturing students' social and emotional development alongside their academic growth.</p>
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**Whole School Strategic Actions (to address enabling conditions for high quality pathway development)**

**2024-2025 Strategic Actions**  
 In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.  
*Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?*

Implement professional development programs aimed at fostering the creation of cross-curricular projects, enhancing student capstone portfolio development, and facilitating pathway learning outcome exhibitions.

Establish the LPS Oakland Linked Learning Advisory Board with the primary objective of synchronizing Pathway Student Learning Outcomes (PSLO) with the graduate profile.

Strategically develop Career and Technical Education (CTE) pathway certificates through both local initiatives and partnerships with the Peralta Colleges, aimed at providing comprehensive vocational training and credentialing opportunities to our community.

Advance Work-Based Learning (WBL) initiatives by sustaining student work experience through the Career Launch curriculum, offering credits for Work Experience Education, and collaborating with industry partners to expand the availability of Internships and Apprenticeships.

Collaboratively design Capstone exhibitions to showcase student-produced products from their Linked Learning experiences, highlighting the practical skills and knowledge directly transferable to pathway related post-secondary opportunities and options.

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

**2024-2025 Budget: Enabling Conditions Whole School**

<p><b>BUDGET JUSTIFICATION</b>            For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.            Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 <a href="#">OUSD's Object Codes</a> 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>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b>            (no additional Justification Form required)   <i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b>            (Justification Form is required)   <i>(protected cells below to be completed by MN/H staff only)</i></p>
<p><b>Linked Learning Lead Facilitator (LLLF)</b> - This budget line item covers the salary and benefits for the individual responsible for leading the implementation of Linked Learning principles across the school, and in alignment with the CTE pathway. The LLLF supports the coordination of professional development sessions, curriculum development, and collaboration with industry partners. The role ensures efficient allocation of resources to foster student success and career readiness through the integration of academic and technical content. Specifically, the LLLF facilitates the implementation of, 1) the Whole School Strategic actions for 2024-25; 2) the attainment of the 3, 3-year pathway goals, and, 3) the Strategic Actions for 2024-25. All pathway students, and therefore all students, benefit from this expenditure. Additionally, this role assures the attainment of our strategic goals as related to outcomes for our males, our focus group, through effective implementation of ongoing data collection and analysis systems to implement strategies with the purpose of enhancing the overall effectiveness and impacts of the Linked Learning program as reflected in the achievement and outcomes for our males.</p>	\$150,000.00	1300 & 3000s	Certificated Salary and Benefits	Linked Learning Lead Facilitator	1.00			Conditionally Approved

<p><b>Stipends for 3 teachers to attend PBL Works Summer Institute (PBL World).</b> We will allocate stipends for three teachers to attend the PBL Works Summer Institute. All pathway students benefit from teachers attending the PBL Works Summer Institute as they will become in-house "experts" to in-service other faculty in their grade band to implement high quality PBL collaboration, to implement improved teaching methods, enhanced curriculum design, increased engagement, development of 21st-century skills, personalized learning opportunities, and better preparation for college and career readiness. This expenditure supports our goal related to our intergrated program of study and increasing active learning for all pathway students.</p>	<p>\$7,650.00</p>	<p>1105 &amp; 3000s</p>	<p>Certificated Support Stipends and Benefits</p>			<p>Design, Visual, and Media Arts (DVMA)</p>		<p>Conditionally Approved</p>
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<b>Pathway Name:</b>	<b>Business Entrepreneurship</b>				
<b>Mission and Vision</b>	Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.				
<b>PATHWAY QUALITY ASSESSMENT</b>					
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Due to LPS Oakland R & D's pathway admissions process, all students, grades 10-12, are provided with an equitable and open process that allows all students the opportunity to access high-quality instruction and experience the academic rigors of a college structured classroom. LPS Oakland R & D has found that the provision of the Business Entrepreneurship Pathway Program has established for our students the exploration of detailed and structured business practices through uniquely targeted curriculum and instructional design (business industry based instructors provide a wealth of knowledge and opportunity). The cohort structure encourages students to build a connection with each other and institute their network. In addition, the provision of college credit while in high school is a strength that gives our students a head start in their higher learning journey. Our community partners that include our College and Career Advisory Board members have provided strong support to the business entrepreneurship pathway and ensure that our students succeed. We meet with the Board quarterly to update them on the progress of the program which allows them to provide insight, advice, and support in strengthening and maintaining the pathway.	LPS Oakland R & D plans to strengthen our approach to developing integrated learning strategies and an integrated program of study. We have realized the benefits of this program and will continue to assess our learning environment and instructional design of the program in order to produce positive student outcomes.	-Acquire a Measure N/H Consultant to provide guidance in programming for curriculum and instructional design and assessment of learning to keep program on track and headed towards gold standard.		
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Due to LPS Oakland R & D's efforts to create an equitable and supportive WBL environment, we continue to extend career preparation opportunities to our 10-12 graders by providing exposure to our community partners (Genesys Works and LPS College and Career Advisory Board Members). Our Counseling team and Career and Community Leadership Coordinator provided work-based learning and career support through career panels, and internship opportunities. Our scholars experienced internships through Genesys works with industry led giants such a Google and Facebook to gain first hand experience in a potential career of their choice. Internships included built in professional development for all participants, one on one on the job coaching, and support with adding internship experiences to their resumes.	LPS Oakland R & D has plans to extend work-based learning opportunities by implementing relationships with several business and entrepreneurship industry partners that align with our goals and objectives.	-Prioritize creating and maintaining work based learning experiences with targeted community partners that support student interest and the business pathway program.  -Develop workshops around workplace readiness and basics skills		

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Due to LPS Oakland R &amp; D's efforts to create an equitable and supportive environment, we continue to extend student-focused college and career preparation opportunities to 10-12 graders in the areas of dual enrollment pathways and exposure to community partners (Genesys Works C &amp; C Advisory Board Members, etc.). Our Advisory classes, Counseling teams, and Career and Community Leadership Coordinator provided college and career preparation regularly. In addition, one of our main focuses was to ensure that our students' basic needs are being met so they were able to fully focus on their academic development and social-emotional skills. LPS R &amp; D continues to value student input in order to strengthen our support system practices. Our students felt validated.</p>	<p>LPS Oakland R &amp; D realizes that the college supports staff needs to be more robust and intentional in approach.</p>	<p>-Prioritizing academic and social-emotional support for our students that are in the pathway cohorts</p>	
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, 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. Goals should start with the words "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.

<b>Goal #1:</b> By 2026	By 2026, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.	
<b>Goal #2:</b> By 2026	By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.	
<b>Goal #3:</b> By 2026	By 2026, 90% of the Business Pathway students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Business Entrepreneurship. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.	

**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?

<p><b>Strategic Actions for Goal #1</b></p>	Leverage partnership with Peralta Community College District of four local colleges to obtain CTE course outlines and identify units that lend themselves to curriculum integration.	
	LPS staff will visit other schools within the district to witness and learn from well-established interdisciplinary projects (i.e. study of how economic trends influence revenues, expenses, profits, and accounting systems within high school economics and statistics courses).	
	LPS Oakland CTE and integrated core academic staff members will convene in collaborative teams to master and implement well-established interdisciplinary projects (i.e. choosing appropriate legal business structures, developing formal business proposals, etc.)	
	When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for CTE and integrated core academic staff members to work on interdisciplinary projects	
	Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work	
<p><b>Strategic Actions for Goal #2</b></p>	LPS Oakland will 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.	
	LPS Oakland 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.	
	LPS Oakland will work with, expand, and enhance industry partnerships (e.g. local community based non-profit organizations, engineering and construction companies currently operating on campus, etc.) that support work-based opportunities for all students	
	Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities	
	School administration and Career and Community Leadership Coordinator will ensure professional development for all faculty on ways in which they can connect classroom learning and work-based learning.	
<p><b>Strategic Actions for Goal #3</b></p>	Partner with with Peralta Community College District of four local colleges to develop and maintain a robust pathway course sequence that reflects Measure H/N Linked Learning standards and best practices	
	Provide ongoing targeted professional development to LPS staff around effective integrated systems of student supports, including best practices for supporting student success in dual enrollment classes	
	Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports	

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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	
<b>Hire a College Course Facilitator, at .80 FTE:</b> to support dual enrollment statistics course. Facilitator teaches an estimated 2-3 courses serving approximately 250 students. Facilitator job duties include: Co-facilitating course with college professor, utilizing effective and research-based academic assessment strategies, collecting and analyzing student data results consistently to monitor progress and differentiate instruction to accelerate academic achievement. Additionally, facilitator differentiates instructional strategies to ensure students are motivated, engaged, challenged and accommodated based on diverse learning styles and plans units, lessons, and formative assessments. (Salary & Benefits)	\$78,113.00	1101 & 3000	Certificated Teacher Salaries and Benefits	College Course Facilitator	.80 FTE	Business Entrepreneurship	
<b>Stipends for Business and Construction Internship:</b> During the fall of 2023, 6 interns from grades 9-12 will participate in the planning, designing and construction of our new 8,000 sq. ft. building. This is a work based learning opportunity for students to learn the business behind construction by learning project management and document control. Students will attend weekly design team coordination meetings with Architect, Engineers, and other consultants, They will participate in Project Site Visits and Inspections and learn about Construction Management, Scheduling, Financial Modeling, Due Diligence/Research, Contracts Document Development, and Software (AutoCAD, Excel, Database Management).  3 Interns for 12 weeks, 20 hours per week, totaling 240 hours of direct experience. Stipend amount will approximately \$500 per student.	\$1,500.00	5885	Professional / Consulting Services			Business Entrepreneurship	
<b>2024-2025: YEAR TWO</b>							
<b>Pathway Strategic Goals</b>							
<b>Pathway Quality Strategic 3 Year Goal</b>		<b>Check in on 3-Year Goals</b> <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, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.		This pathway is sunsetting June 2024.					
By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.		This pathway is sunsetting June 2024.					
By 2026, 90% of the Business Pathway students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Business Entrepreneurship. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.		This pathway is sunsetting June 2024.					
<b>Pathway Strategic Actions Reflection</b>							
<b>2023-2024 Strategic Actions</b>		<b>Reflection on 2023-2024 Strategic Actions</b> <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?					
Leverage partnership with Peralta Community College District of four local colleges to obtain CTE course outlines and identify units that lend themselves to curriculum integration.		This pathway is sunsetting June 2024.					

<p><b>23-24 Strategic Actions for Goal #1</b></p>	<p>LPS staff will visit other schools within the district to witness and learn from well-established interdisciplinary projects (i.e. study of how economic trends influence revenues, expenses, profits, and accounting systems within high school economics and statistics courses).</p> <p>LPS Oakland CTE and integrated core academic staff members will convene in collaborative teams to master and implement well-established interdisciplinary projects (i.e. choosing appropriate legal business structures, developing formal business proposals, etc.)</p> <p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for CTE and integrated core academic staff members to work on interdisciplinary projects</p> <p>Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work</p>	
<p><b>23-24 Strategic Actions for Goal #2</b></p>	<p>LPS Oakland will 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.</p> <p>LPS Oakland 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.</p> <p>LPS Oakland will work with, expand, and enhance industry partnerships (e.g. local community based non-profit organizations, engineering and construction companies currently operating on campus, etc.) that support work-based opportunities for all students</p> <p>Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities</p> <p>School administration and Career and Community Leadership Coordinator will ensure professional development for all faculty on ways in which they can connect classroom learning and work-based learning.</p>	<p>This pathway is sunseting June 2024.</p>
<p><b>23-24 Strategic Actions for Goal #3</b></p>	<p>Partner with with Peralta Community College District of four local colleges to develop and maintain a robust pathway course sequence that reflects Measure H/N Linked Learning standards and best practices</p> <p>Provide ongoing targeted professional development to LPS staff around effective integrated systems of student supports, including best practices for supporting student success in dual enrollment classes</p> <p>Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports</p>	<p>This pathway is sunseting June 2024.</p>

**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><b>Goal #1:</b> By 2026</p>	<p>By 2026, LPS R&amp;D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></p>	
<p><b>Goal #2:</b> By 2026</p>	<p>By 2026, LPS Oakland R&amp;D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.</p>	<p><b>New or Revised Strategic Actions for Goal #2</b></p>	
	<p>By 2026, 90% of the Business Pathway students will successfully complete a</p>		





<b>Pathway Name:</b>	<b>Digital Media and Communications</b>				
<b>Mission and Vision</b>	Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.				
<b>PATHWAY QUALITY ASSESSMENT</b>					
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Due to LPS Oakland R & D's pathway admissions process, all students, grades 10-12, are provided with an equitable and open process that allows all students the opportunity to access high-quality instruction and experience the academic rigors of a college structured classroom. LPS Oakland R & D has found that the provision of the Business Entrepreneurship Pathway Program has established for our students the exploration of detailed and structured business practices through uniquely targeted curriculum and instructional design (business industry based instructors provide a wealth of knowledge and opportunity). The cohort structure encourages students to build a connection with each other and institute their network. In addition, the provision of college credit while in high school is a strength that gives our students a head start in their higher learning journey. Our community partners have provided strong support to ensure that our students succeed.	LPS Oakland R & D plans to strengthen their approach to restructuring how it approaches developing integrated learning strategies and integrated program of study. We have realized the benefits of this program and will continue to assess our learning environment and instructional design of the program in order to produce positive student outcomes. LPS Oakland recognizes the importance of sustaining academic support to our students in order to avoid student failure of coursework. Putting stronger systems in place that will assist them succeed academically is necessary.	-Acquire a Measure N/H Consultant to provide guidance in programming for curriculum and instructional design and assessment of learning to keep program on track and headed towards gold standard.		
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Due to LPS Oakland R & D's efforts to create an equitable and supportive WBL environment, we continue to extend career preparation opportunities to our 10-12 graders by providing exposure to our community partners (Genesys works LPS C & C Advisory Board Members). Our Counseling team and Career and Community Leadership Coordinator provided work-based learning and career support through career panels, and internship opportunities. Our scholars experienced internships through Genesys works with industry led giants such a Google and Facebook to gain first hand experience in a potential career of their choice. Internships included built in professional development for all participants , one on one on the job coaching, and support with adding internship experiences to their resumes.	LPS Oakland R & D has plans to establish and extend work-based learning opportunities by implementing relationships with several information, communications, and technology industry partners that align with our goals and objectives.	-Prioritize creating and maintaining work based learning experiences with targeted community partners that support student interest and the business pathway program. Develop workshops around workplace readiness and basics skills.		

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Due to LPS Oakland R &amp; D's efforts to create an equitable and supportive environment, we continue to extend student-focused college and career preparation opportunities to 10-12 graders in the areas of dual enrollment pathways and exposure to community partners (Genesys works C &amp; C Advisory Board Members, etc.). Our Advisory classes, Counseling teams, and Career and Community Leadership Coordinator provided college and career preparation regularly. In addition, one of our main focuses was to ensure that our students basic needs are being met so they were able to fully focus on their academic development and social-emotional skills. LPS R &amp; D continues to value student input in order to strengthen our support system practices. Our students felt validated.</p>	<p>LPS Oakland R &amp; D realizes that the college supports staff needs to be more robust and intentional in approach.</p>	<p>-Prioritizing academic and social-emotional support for our students that are in the pathway cohorts. Promote students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement.</p>	
<b>2023-2024: YEAR ONE ANALYSIS</b>				
<b>Pathway Strategic Goals</b>				
<p><b>Pathway Quality Strategic 3 Year Goals</b> Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant &amp; Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." <b>Example:</b> 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>				
<b>Goal #1:</b> By 2026	By 2026, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.			
<b>Goal #2:</b> By 2026	By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.			
<b>Goal #3:</b> By 2026	By 2026, 90% of the Digital Media Communications students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Digital Media Communications. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.			
<b>Pathway Strategic Actions</b>				
<p><b>Strategic Actions for 2023-24</b> What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</p>				
<b>Strategic Actions for Goal #1</b>	Leverage partnership with Peralta Community College District of four local colleges to obtain CTE course outlines and identify units that lend themselves to curriculum integration.			
	LPS staff will visit other schools within the district to witness and learn from well-established interdisciplinary projects (e.g. compare and contrast reporting of geopolitical events according to mainstream medias' countries of origin and the impact it has on digital media communications as seen in English, visual and performing arts, and history/social science classes).			
	Career & Community Leadership Coordinator will work with teachers to design and implement interdisciplinary projects at each grade level.			
	When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for CTE and integrated core academic staff members to work on interdisciplinary projects			
	Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work			
<b>Strategic Actions for Goal #2</b>	LPS Oakland will 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.			
	LPS Oakland 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.			
	LPS Oakland will work with, expand, and enhance industry partnerships (e.g. local community based non-profit organizations, engineering and construction companies currently operating on campus, etc.) that support work-based opportunities for all students			
	Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities School administration and Career and Community Leadership Coordinator will ensure professional development for all faculty on ways in which they can connect classroom learning and work-based learning.			
<b>Strategic Actions for Goal #3</b>	Recruit and retain strong student support staff			
	Provide ongoing targeted professional development to LPS staff around effective integrated systems of student supports, including best practices for supporting student success in dual enrollment classes			
	Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports			
<b>Pathway Budget Expenditures</b>				
<b>2023-2024 Pathway Budget</b>				

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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
<b>Hire a College Course Facilitator for Communications Pathway, at 1.0 FTE</b> to maintain cohort of students taking Peralta Community College District Dual Enrollment classes aligned to pathway theme, and incorporate schoolwide English Language Acquisition strategies into the facilitation of the courses. (Salary & Benefits)	\$108,062.00	1101 & 3000	Certificated Teacher Salaries and Benefits	College Course Facilitator	1.0 FTE	Digital Media and Communications
<b>Consultant Contract with REEL Oakland:</b> Contract with REEL Oakland for our Communications Thru Film Internship. Fees for 20-25 interns for Spring semester to further explore careers within communications and film to provide students with direct interaction with partners over time, supporting the application of skills transferable to a variety of careers.  This is an extension of a class where students have the opportunity to put their knowledge into application through a semester long internship. The partnership with REEL Oakland supports our communications pathway by providing one on one coaching and mentoring in the field of media entertainment and communications as well as project based learning.	\$5,000.00	5885	Professional / Consulting Services			Digital Media and Communications

**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<p align="center"><i>Pathway Quality Strategic 3 Year Goal</i></p>	<p><b>Check in on 3-Year Goals</b>  <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?</p>
By 2026, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.	As part of our three-year plan, the ILT members are actively engaged in collaborating on a cross-curricular true-crime study unit involving Ethnic Studies, Art, and Biology for 9th graders. Looking ahead, in 2025, our aim is to expand this collaboration by creating cross-curricular projects tailored for both 9th and 10th graders. Subsequently, by 2026, we plan to further enhance this initiative by incorporating cross-curricular projects for 9th, 10th, and 11th graders. Additionally, in line with our objectives, we are scheduled to host our inaugural 12th grade capstone exhibition in 2024, exclusively for those who have attained pathway certificates. Furthermore, in 2025, we intend to extend this exhibition to encompass all 12th graders, reflecting our commitment to comprehensive academic engagement and achievement across all grade levels.
By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.	In the academic year 2023-2024, LPS has successfully launched two significant programs aimed at enriching student experiences and fostering real-world connections. Specifically, we offered a Community News Group Internship to 13 students, tasked with covering publicity for our J Building and P Building projects. Additionally, we introduced the REEL Oakland @LPSOak R&D: Stories Through Film Apprenticeship, engaging 15 students in this creative endeavor. It's noteworthy that all participating students are receiving Work-Based Learning (WBL) curriculum integrated into pathway classes via the Career Launch curriculum.  Furthermore, we are actively engaging with industry partners to enhance opportunities within our Digital Communications pathway. A visioning session is scheduled to explore additional internship and apprenticeship prospects, aligning with our commitment to providing diverse and valuable experiences for our students.  Looking ahead to the academic year 2024-2025, we are poised to maintain and expand upon our successful initiatives. REEL and the Community News Group Internship will continue to be offered, accompanied by the introduction of a Work Experience Education (WEE) class period. This addition aims to support students who are already employed within the community, providing them with structured learning experiences that complement their work commitments.  As we move closer to our target year of 2026, our overarching plan remains focused on offering a comprehensive array of internship, apprenticeship, and WEE opportunities. Moreover, we are committed to the continued integration of the Career Launch curriculum with our 9th graders, ensuring that all students have access to the resources and experiences necessary for their future success.

<p>By 2026, 90% of the Digital Media Communications students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Digital Media Communications. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.</p>	<p>Reflecting on our journey towards our three-year objectives, the strides made in the 2023-24 academic year are significant. We heeded student feedback by reshaping our Digital Media Communication pathway into the more comprehensive Design, Visual and Media Arts pathway, ensuring alignment with evolving student interests and industry demands. Through fruitful collaboration with our esteemed partners at Peralta, we successfully developed a Mobile and Web Design certificate, expanding the horizons of opportunity for our students.</p> <p>Moreover, our commitment to student support manifested in the strategic placement of facilitators within dual-enrollment classes, bolstering student achievement and fostering a conducive learning environment. Regular gatherings of CTEam facilitators served as platforms for sharing best practices and nurturing a culture of collaboration. Looking forward, our trajectory remains promising as we aim for a 90% completion rate among Digital Media Communication students in dual enrollment courses leading to certification by 2026.</p> <p>Furthermore, our dedication to student success is underscored by ongoing efforts to research and implement integrated support strategies tailored to the unique needs of students enrolled in these courses. As we reflect on our progress, it is evident that our collective endeavors are driving us closer to realizing our long-term goals while ensuring that every student has the resources and support necessary to thrive academically and professionally."</p>
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**Pathway Strategic Actions Reflection**

<p><b>2023-2024 Strategic Actions</b></p>	<p><b>Reflection on 2023-2024 Strategic Actions</b>  <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?</p>
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<p><b>23-24 Strategic Actions for Goal #1</b></p>	<p>Leverage partnership with Peralta Community College District of four local colleges to obtain CTE course outlines and identify units that lend themselves to curriculum integration.</p> <p>LPS staff will visit other schools within the district to witness and learn from well-established interdisciplinary projects(e.g. compare and contrast reporting of geopolitical events according to mainstream medias' countries of origin and the impact it has on digital media communications as seen in English, visual and performing arts, and history/social science classes).</p> <p>Career &amp; Community Leadership Coordinator will work with teachers to design and implement interdisciplinary projects at each grade level.</p> <p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for CTE and integrated core academic staff members to work on interdisciplinary projects</p> <p>Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work</p>	<p>Successful collaborative partnership with the Peralta Community College District has enabled us to access comprehensive Linked Learning course sequences for seamless curriculum integration. Through this concerted effort, we've achieved the development of a cohesive pathway aligning local and Peralta certificates of achievement. Notably, 18% of participants stand to receive these certificates, marking a significant milestone in our collaborative endeavor.</p> <p>The collaborative efforts of the LPS Linked Learning Team have resulted in valuable opportunities for growth and knowledge exchange. Through organized visits to schools both within and beyond our district, we have had the privilege to observe and glean insights from successful interdisciplinary projects. Moreover, the active engagement of LPS Linked Learning Team members in the Measure N/H Community of Practice has fostered fruitful collaborations with educational partners from exemplary pathway schools. These initiatives underscore our commitment to continuous learning and enhancement within the realm of career and technical education. Starting in February 2024, our administration will collaborate closely with PBL experts to kickstart an extended professional development (PD) program dedicated to Project-Based Learning (PBL). This initiative aims to provide comprehensive training and ongoing support for teachers, commencing in the summer of 2024.</p> <p>Despite our efforts, to date, we haven't achieved collective collaboration with teachers to design and implement interdisciplinary projects across all grade levels.</p> <p>Acknowledging the vital role of community partners in attaining educational excellence, we are taking a proactive step by organizing our inaugural graduate profile visioning retreat on February 24th, 2024. The primary objective of this retreat is to cultivate momentum for the formation of our advisory board.</p> <p>Our overarching goal is to establish and collaborate with our Pathway Advisory Board, integrating industry partners as mentors and evaluators of student work through exhibitions. This strategic partnership will ensure alignment with real-world standards and enrich the educational experience for our students.</p>
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<p><b>23-24 Strategic Actions for Goal #2</b></p>	<p>LPS Oakland will 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.</p> <p>LPS Oakland 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.</p> <p>LPS Oakland will work with, expand, and enhance industry partnerships (e.g. local community based non-profit organizations, engineering and construction companies currently operating on campus, etc.) that support work-based opportunities for all students</p> <p>Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities</p> <p>School administration and Career and Community Leadership Coordinator will ensure professional development for all faculty on ways in which they can connect classroom learning and work-based learning.</p>	<p>Reflecting on our progress, significant milestones have marked our journey towards enhancing student pathways and preparing them for future success. In January 2024, the implementation of Level 1 of the Career Launch curriculum across all pathway classes represents a pivotal step. With students from grades 9 to 12 enrolled in the pathway, they now benefit from a curriculum strategically designed to elevate their social capital, accelerate career readiness, and refine professional communication skills. Looking ahead to 2026, as our current 9th graders transition into juniors, they will have completed "Launch Your Career," Level 2 of the curriculum, positioning them for external workplace-based opportunities such as internships, apprenticeships, and externships.</p> <p>Another key initiative was the continuation of our partnership with the College Essay Guy organization, initiated in October 2023. Through site-based workshops for personal statements and PIQ responses, they've provided invaluable support to students applying to UC and private universities. This collaboration expands in March 2024, with College Essay Guy facilitating workshops as part of the Gear Up day for rising seniors. These workshops aim to kickstart self-reflective and visioning exercises, aligning with the focus on college and career readiness embedded within our senior English curriculum.</p> <p>Furthermore, in February 2024, LPS Oakland R&amp;D convened its inaugural school design retreat, bringing together a diverse array of education partners including students, industry partners, pathway specialists, educators, and counselors. This collaborative effort has been instrumental in articulating the vision for the pathway's design. Feedback from the session underscores the value of ongoing collaboration, with plans to continue involving this group in subsequent stages of the design process. As we progress to Part 3, we aim to formalize this collaboration through the establishment of a formal advisory board by September 2024, ensuring sustained momentum and progress towards our collective goals.</p>
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<p><b>23-24 Strategic Actions for</b></p>	<p>Recruit and retain strong student support staff</p> <p>Provide ongoing targeted professional development to LPS staff around effective integrated systems of student supports, including best practices for supporting student success in dual enrollment classes</p>	<p>This year, our concerted efforts to pilot targeted support for staff and students within the Linked Learning pathway have yielded fruitful outcomes. Since all students in grades 9 - 12 are in the pathway, and recognizing the interconnectedness of student success and effective teaching practices, we established the Linked Learning Team—a collaborative team comprising the four teachers and facilitators within the pathway, with the Linked Learning Pathway Coordinator serving as the lead facilitator. Operating as a Professional Learning Community (PLC), the Linked Learning Team harnesses the power of multiple data collection methods to inform collective planning, norming, and responsive action steps. Through tri-weekly meetings and regular multi-modal data gathering, we have been able to engage in ongoing collective professional development on effective integrated systems of student supports, including best practices for supporting student success in dual</p>
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<b>Actions for Goal #3</b>	Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports	ongoing collective professional development on effective integrated systems or student supports, including best practices for supporting student success in dual enrollment classes. Furthermore, our proactive approach has enabled us to offer early systematic assistance to students enrolled in dual enrollment courses, facilitating timely connections to appropriate interventions and supports as needed. This collaborative effort underscores the effectiveness of collective work in driving positive outcomes for both staff and students within the Linked Learning pathway.
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**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?

<b>Goal #1:</b> By 2026	By 2026, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.	<b>New or Revised Strategic Actions for Goal #1</b>	<p>We will conduct an asset assessment, map and plan integrated curriculum opportunities across grade levels using the following process that initiates during pre-fall semester inservice days for Steps 1 - 5. Collaboratively, with the Linked Learning Lead Facilitator, we will:</p> <p><b>Step 1:</b> Begin by identifying the relevant core academic standards for subjects such as math, science, language arts, and social studies.</p> <p><b>Step 2:</b> Review the standards and competencies outlined in the CTE curriculum for each course or program. Identify the key skills, knowledge, and concepts covered in the CTE courses that align with the core academic standards as applied through the Linked Learning perspective.</p> <p><b>Step 3:</b> Create a mapping document or matrix that shows how the content covered in CTE courses aligns with specific academic standards. This mapping will highlight the connections between CTE skills and concepts and the corresponding academic subjects that present relevant and viable foci for PBL collaboration.</p> <p><b>Step 4:</b> Look for opportunities to integrate core academic content into CTE instruction and vice versa. We will identify common themes, concepts, and skills that can be reinforced across both academic and CTE contexts in a PBL and design thinking curriculum framework.</p> <p><b>Step 5:</b> Collaborate with teachers and PBL-trained teacher-leaders to create integrated lesson plans (beginning with 1 per semester for 2024-25) that incorporate both academic and CTE content. We will design activities, projects, and assessments that allow students to apply academic concepts in real-world CTE contexts and vice versa.</p> <p><b>Ongoing:</b> Plan professional development opportunities for teachers to help them understand the importance of curriculum alignment and develop the skills needed to integrate academic content into CTE instruction. This will include training workshops, seminars, and peer collaboration sessions focused on curriculum development and instructional strategies.</p> <p><b>Ongoing:</b> Implement assessments and achievement reviews that measure students' mastery of both academic and CTE standards. Develop rubrics, performance tasks, and other assessment tools that evaluate students' ability to apply academic knowledge in CTE contexts and demonstrate proficiency in both areas.</p> <p><b>Ongoing:</b> Continuously monitor the effectiveness of curriculum alignment efforts and make adjustments as needed. Collect feedback from teachers, students, and stakeholders to identify areas for improvement and refine curriculum alignment strategies accordingly.</p> <p><b>Ongoing:</b> Educate students about the connections between core academic subjects and their chosen career fields. Help students understand how the skills and knowledge they gain in academic classes directly relate to success in their CTE courses and future careers.</p> <p><b>Quarterly beginning Aug 2024:</b> Involve our education partners such as administrators, parents, industry partners, and policymakers in the curriculum alignment process. We will seek their input and support to ensure alignment efforts are effectively implemented and sustained over time.</p> <p>Conduct a retreat involving faculty, administrators, students and families to collaboratively identify integration points across the curriculum that support mastery toward collectively identified Pathway Student Learning Outcomes (PSLOs), utilizing mapping exercises and discussions to pinpoint synergies across courses, modules, and activities.</p> <p>To ensure that 100% of G10-12 students are enrolled in DVMA Career and Technical Education (CTE) classes and understand their value within the master schedule, several actions will be taken. Firstly, all students are enrolled in courses on the pathway, and DVMA classes are integrated into the core curriculum offerings, ensuring they are available as elective options alongside traditional academic courses. We have implemented a mandatory introductory course for all students entering at G9 to provide an overview of DVMA CTE opportunities and their relevance to future careers in Design. Additionally, we have established a clear pathway within the master schedule that allow students to progress through a sequence of DVMA CTE courses, demonstrating increasing levels of proficiency and specialization and terminating in a completion certificate. We will provide compulsory collaboration with guidance counselors to ensure that students receive personalized guidance and support in selecting DVMA CTE classes aligned with their interests and career goals. We will incorporate ongoing assessments and feedback mechanisms within the master schedule to monitor student engagement and understanding of the value of DVMA CTE classes, allowing for timely interventions and adjustments as needed.</p> <p>Implement at least two integrated projects in grades 9-11, and develop and execute a capstone project in grade 12.</p>
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<p><b>Goal #2:</b> By 2026</p>	<p>By 2026, LPS Oakland R&amp;D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.</p>	<p><b>New or Revised Strategic Actions for Goal #2</b></p> <p>Following an initial three-part initiation in winter 2024, the advisory board will convene quarterly to play a pivotal role in developing our DVMA pathway and crafting a robust Work-Based Learning (WBL) plan. With their rich expertise and industry insights, board members provide crucial feedback, ensuring the pathway's alignment with current industry demands and academic standards. They actively engage employers, establishing partnerships to offer students meaningful WBL opportunities. Furthermore, their input shapes curriculum development, guiding the selection of pertinent materials and certifications. Leveraging their extensive networks, they create avenues for student networking and champion the value of WBL. Additionally, the board drives continuous improvement through evaluation, adapting the pathway and WBL plan to evolving industry landscapes and educational paradigms, thereby enhancing student readiness for future careers.</p> <p>Develop resources for Career Launch curriculum implementation. Career Launch, a vital component of the pathway courses at LPS, is strategically delivered on Mondays to initiate the week with a focus on career exploration and skill development. Facilitators of Career Launch undergo comprehensive training and certification by curriculum designers, ensuring their proficiency in delivering the curriculum and supporting students' career journeys. Through participation in our Linked Learning Professional Learning Community (LLPLC), facilitators collaborate to standardize practices and maximize the impact of Career Launch implementation. Involving families in understanding Career Launch is achieved through parent information sessions, take-home materials, and Student-Led Conferences (SLCs), fostering a collaborative approach to supporting students' career readiness both in and out of the classroom.</p> <p>To ensure improved outcomes for the male focal population of LPS Oakland R&amp;D and achieve the goal of fully developing and implementing a robust work-based learning continuum by 2026, the school will apply the results of the focused needs assessment and gap analysis tailored to the specific challenges and opportunities facing male students. Engaging education partners, including male students themselves, educators, parents, and industry partners, will be crucial for gathering targeted input and support. Curriculum development will prioritize addressing the unique learning needs and interests of male students while aligning with academic standards and industry demands. Efforts to secure internship and practicum placements will be directed toward industries traditionally dominated by males, with a focus on creating inclusive environments. Professional development for educators will include strategies for effectively engaging and supporting male students in work-based learning experiences. Student support services will be tailored to address any gender-specific barriers or concerns, ensuring equitable access and participation. Monitoring and evaluation mechanisms will track the progress and success of male students throughout the program, allowing for targeted interventions as needed. Community outreach will highlight the benefits of work-based learning for male students, encouraging participation and support from the wider community.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026, 90% of the Digital Media Communications students will successfully complete a sequence of dual enrollment courses that culminates in a certificate in Digital Media Communications. In addition, LPS will research and implement a system of integrated student support strategies to ensure student success in dual enrollment courses.</p>	<p><b>New or Revised Strategic Actions for Goal #3</b></p> <p>We will continue to monitor and support education partner preferences. In response to student requests for Career and Technical Education (CTE) class alternatives beyond dual-enrollment college courses offered synchronously and virtually, we've crafted a comprehensive three-course Design sequence as an option. Each course spans a year in duration and is conducted in person. This option is designed to cater to various student needs effectively. Both the year-long, in-person course sequence option, and the virtual, synchronous DE option, terminate in a CTE completer certificate.</p> <p>Strengthen Peralta partnerships for expanded dual enrollment access.</p> <p>To ensure improved outcomes for male Design Media and Visual Arts students and achieve the goal of 90% successfully completing a sequence of dual enrollment courses leading to a certificate in DVMA by 2026, LPS will implement tailored strategies. This includes offering both in-person and synchronous virtual certification options to accommodate student preferences, providing comprehensive curriculum alignment, teacher and facilitator training, and student support service awareness. Early identification and intervention systems will be established to address any challenges students may face, and partnerships with educational institutions and industry professionals will be fostered to enrich learning experiences. Through continuous evaluation and refinement, LPS aims to empower male students with the skills and support necessary to excel in the DVMA pathway and beyond.</p> <p>Our strategies to include families will utilize hosting information sessions specifically for families to explain the concept of dual enrollment, its benefits, and how it aligns with college and career readiness. We will share success stories of students who have participated in dual enrollment programs and achieved academic and post-secondary success as a result. We will feature current participants to share their experiences with their families to showcase the positive impact of dual enrollment. Additionally, we will make information about dual enrollment easily accessible to families through online platforms, school websites, or informational handouts. Also, we will highlight the transferability of dual enrollment credits to colleges and universities, emphasizing how it can help students save time and money on their post-secondary education. Ultimately, we will provide information about articulation agreements and transfer pathways to reassure families of the value of dual enrollment credits.</p>

**Budget Expenditures**  
**Effective July 1, 2024 - June 30, 2025**  
**2024-2025 Budget: Enabling Conditions Whole School**



<p><b>BUDGET JUSTIFICATION</b></p> <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 <a href="#">OUSD's Object Codes</a> 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>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b> (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>
<p><b>Dual Enrollment Course Facilitator</b> - The collaboration between the dual enrollment (DE) facilitator and college instructor is pivotal in elevating student outcomes. This partnership ensures curriculum alignment, providing a cohesive educational experience for students transitioning from high school to college. By leveraging their respective expertise, the DE facilitator and college instructor offer personalized support, mentorship, and targeted interventions to address individual student needs. Through regular communication and data sharing, they identify struggling students early on and implement strategies to enhance their success. The collaborative efforts between the dual enrollment (DE) facilitator and college instructor are poised to have a significant impact on the outcomes of our focal group, specifically males. Research indicates that male students often benefit from personalized support and tailored interventions to thrive academically. Fostering a supportive and inclusive learning environment through this collaboration can help mitigate barriers to success and promote greater engagement and motivation among male students.</p>	\$20,000.00	1101 & 3000s	Certificated Salaries and Benefits	Course Facilitator	0.20	Design, Visual, and Media Arts (DVMA)	Approved	



**MEASURE N 2022-2023 CARRYOVER PLAN**

<b>School Name</b>	<b>LEADERSHIP PUBLIC SCHOOLS OAKLAND R&amp;D</b>	<b>Program Number</b>	<b>9126</b>
<b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>	During the year in question, LPS Oakland R&D experienced the loss of key pathway administrators including: the Principal, the site Career and Community Leadership Coordinator and the Network Director of College and Career Pathways. As a result, the planned activities were not implemented.		
<b>Total Measure N Funds Received in Fiscal Year 2022-2023</b> <i>(including accumulated carryover from previous years)</i>	\$534,330.06	<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	<b>\$308,684.68</b>
<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	\$308,684.68	<b>Total Budgeted Amount</b>	\$308,684.68
<b>Percentage of 2022-2023 Carryover to Measure N Funds</b>	57.8%	<b>Remaining Amount</b>	\$0.00

<b>NOTE:</b>	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.
<b>Directions:</b>	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/H Justification Examples - A Resource for EIP Development document linked below.
<b>Resources:</b>	<a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">Budget Expenditure Instructions</a>  - 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 and support your 2022-23 pathway goals/strategic actions?  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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 Measures N and H Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>Strategic Carryover</b> for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.	\$200,000.00	4390	Carryover - Future				

<p><b>Increase in cost for Consultant Contract with REEL Oakland:</b> Contract with REEL Oakland for our <b>Stories Thru Film</b> Internship. Additional cost for 20-25 interns for Spring semester to further explore careers related to film, and provide students with direct interaction with industry professionals, supporting the application of skills transferable to a variety of design, visual and media arts careers.</p> <p>This is an extension of Semester 2 of the Semester 1 class Introduction to Video Production (Laney MEDIA 104) where students have the opportunity to put newly learned skills into application through a semester long internship. The partnership with REEL Oakland supports our design, media and visual arts pathway and provides students the unique opportunity to produce a short film focusing in chosen genres that sparks their interests such as, documentary, drama, comedy, romance etc. Students will understand the power of filmmaking and how it can be used for advocacy, and how filmmaking can shape the way we see the world.</p>	\$3,000.00	5885	General Consulting			Design Media and Visual Arts (DVMA)	Career Technical Education (Integrated Program)
<p>Student Stipends for <b>Stories Thru Film</b> on-site internship. 25 students will be given a \$200 stipend for successfully completing second semester as interns in the REEL on-site internship program (Jan - Jun, 2024). This internship is designed for students in grades 11 and 12 who have completed the prerequisite semester in Introduction to Video Production. This internship course is for students that are serious and curious about digital media production and seek to explore the potential of it being a profession someday. This intimate group ensures personal attention and encourages group collaboration in all facets of filmmaking, including screenwriting, visualization, developing narrative, and the entire production and postproduction process.</p>	\$5,000.00	5885	General Consulting				Work-Based Learning
<p><b>Teacher Salary Stipends:</b> For 2 certificated staff members to create and facilitate work based learning opportunities. The teachers will also organize corresponding college and career relevant field trips to provide early access and awareness of post high school options. The intended outcome for this work is increased student engagement on campus in support of on track graduation. This expenditure benefits all students, grades 9 - 12, and supports our 3 year goals by increasing students' awareness of their options for post high school success, and serves and benefits all students at LPS Oakland R&amp;D.</p>	\$6,720.00	1105 & 3000	Certificated Support Stipends and Benefits			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Rigorous Academics (Integrated Program)
<p><b>Actual projected cost above 2023-24 budget for a College Course Facilitator,</b> at .80 FTE: to support dual enrollment business courses. Facilitator job duties include: Co-facilitating course with college professor, utilizing effective and research-based academic assessment strategies, collecting and analyzing student data results consistently to monitor progress and differentiate instruction to support academic success in the college courses.</p>	\$10,000.00	1101 & 3000	Certificated Teacher Salaries and Benefits			Business Entrepreneurship	Integrated Student Supports
<p><b>Student Stipends for <i>In the Loop: A Community News Group</i></b> on the Construction at LPSOak. In this internship, 14 students will work with project management and the contractor team members to create environmental print, a website and social media presence featuring plans and progress on the College and Career Center construction project, driving interest and anticipation for its opening in July 2024. The Construction Project Communications Team members will be a paid internship (\$300/semester/student intern) made up of two students from each LPS Pathway sector, chosen by written statement of interest. LPS represented Pathway sectors include: Vis Art 1 &amp; 2; Web Design; UEx Design; Videography; Photography; E-Commerce and Business Management.</p>	\$8,400.00	5885	General Consulting			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Work-Based Learning

<p><b>Equipment for Design Lab:</b> Purchase of two (2) HIX EVO Touch SwingMan 20 Digital Swing Away 16" x 20" Heat Press Machines The Heat Press Machine is a tool that utilizes heat in order to transfer and apply designs onto various substrates. The heat press is an easily operated, versatile and dynamic type of printing technology that is standard in industry, and enables students to print and transfer individual designs for the purpose of exhibition and demonstration of skills. This expenditure supports all students in the Design, Visual and Media Arts Pathway who participate in specific Design Lab trainings and earn a Heat Press Badge indicating equipment operation mastery, and use authorization. Design Lab Badges allow student to work within their class, or individually, to produce products and artifacts as evidence of a skill, and usable in portfolio defense and exhibition, ultimately culminating in Pathway certifications (as applicable).</p>	\$4,200.00	4400	Noncapitalized Equipment			Design Media and Visual Arts (DVMA)	Work-Based Learning
<p>Transportation (Chartered Bus for 220 participants): Grade Level College/Career Day Activities  <b>Bay Area College and Career Tours:</b> All campus tours are full school-day, walking tours led by campus representatives and include visits to departments and lecture halls as determined by survey of the group. Students will also tour a university library, a career resource center, a food hall, and the athletic facilities. All tours will take place in a staggered manner during Semester 2 (March - May 2024).  9th Grade = Cal State East Bay  10th Grade = San Francisco State University  11th Grade = UC Berkeley  12th Grade = Stanford University</p>	\$9,000.00	5104	Transportation			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Integrated Student Supports
<p><b>C&amp;C Mentor/Workshop Facilitator Honorarium (10x\$250).</b> This expenditure represents a token of appreciation for industry professionals to host workshops during the school day for particular student groups interested in learning more about a particular career, and recommended steps, or options, in pursuit of that career. This expenditure is important to connect students with real-world examples of professionals in careers of interest (especially their personal stories) which will represent diverse approaches to career fulfillment goals. These workshops are open to all students in grades 9-12, and are supported by follow-up opportunities to connect with the workshop facilitator beyond the event. There will be 10 workshop facilitators to receive an honorarium of \$250/each for a total of \$2500.</p>	\$2,500.00	5885	General Consulting			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Integrated Student Supports
<p>Appetizers and beverages for 250+ Portfolio/ Capstone Project Defense and Exhibition presenters and participants (Sem 2). On site during the first week of June, 2023, 75 seniors will present/defend their project portfolio on a rotating schedule to 125+ participants comprised of LPS Board of Directors, LPS Executive Cabinet members, LPSOak Pathway Industry Partners (Advisory Board), LPS staff, LPS students and families, and the local community. This event will be held during the school/work day after lunch and until 5:00 PM. Appetizers and refreshments will be offered in the 8 - 10 rooms where seniors will be presenting according to a rotation schedule. Serving appetizers and beverages facilitates student, staff, family and community education partners participation in the event, helping to circumvent potential participants having to choose between joining the event or mitigating hunger at the end of the school/work day. Catering cost: \$7.5 per person x 250 = \$1875</p>	\$1,875.00	4311	Business Meals			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Enabling Conditions

<p><b>Rentals for Portfolio/Project Defense and Exhibition (Sem 2).</b> 1) 10-30" round tables, 42" height @ \$12.95 each (Peidmont Party Rentals) for a total of <b>\$129.00</b>; 2) 10 table cloths (Peidmont Party Rentals) @ \$22.95 each for a total of <b>\$229.50</b>; 3) Balloon Arches (2) @ \$160 each for a total of <b>\$320</b>; 4) 8-black aluminum folding easels (Peidmont Party Rentals) @\$11.50 each for a total of <b>\$92.00</b>; 5) Alpha Sonic PA System (Peidmont Party Rentals) – Includes 1 speaker on stand with mic and stand and all necessary cabling @ <b>\$75</b>; 6) 40 Black Stools (tall) @ \$15/each for a total of <b>\$600</b>. Grand total = \$1445.5</p>	\$1,445.50	5602	Additional Rentals			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Enabling Conditions
<p><b>Equipment for Design Lab:</b> Purchase of 3-D Printers #1 - Formlabs Form 3+ (x2); 3-D Printers #2 - LulzBot Mini 2 (x2). 3-D printers are tools that utilizes extrusion or UV technology in order to render 2-D and computer assisted designs and apply designs in 3-D. The 3-D printers are versatile and dynamic types of 3-D printing technology that are the standard types used in industry, and by integrating a CAD software interface, students are able to design and print individual or group designs for the purpose of exhibition and demonstration of targeted skills. This expenditure supports all students in the Design, Visual and Media Arts Pathway who participate in specific Design Lab trainings and earn both a 3-D CAD and a 3-D Printing Badge, indicating equipment operation mastery, and use authorization. Design Lab Badges allow student to work within their class, or individually, to produce products and artifacts as evidence of a skill, and usable in portfolio defense and exhibition, ultimately culminating in Pathway certifications (as applicable).</p>	\$18,000.00	4400	Noncapitalized Equipment			Design Media and Visual Arts (DVMA)	Career Technical Education (Integrated Program)
<p><b>Equipment for Media Studio:</b> Purchase of Lighting and Green Screen Equipment. The lighting and green screen equipment is identified by the industry professionals that facilitate the Digital Photography and Videography courses provided by Peralta College instructors and represent the standard used in industry. By equipping a media studio with professional lighting and green screen technology, students are able to use industry tools provided their Adobe Professions Suite to produce professional-quality products to meet the rigorous expectations of their instructors. This expenditure benefits directly all students in the digital media classes (55) as well as any LPS student with a media production request that utilizes collaboration with a digital media student that has a Digital Media Equipment badge.</p>	\$3,000.00	4400	Noncapitalized Equipment			Design Media and Visual Arts (DVMA)	Career Technical Education (Integrated Program)
<p><b>Contract with College Essay Guy</b> to support the development of the personal statement and free response prompts for all juniors (73) in the Spring 2024 (class of 2025) that aspire to apply to UC or private universities @ \$200/student. The partnership will provide direct individual and group support to respond to personal statement prompts on the Common Application and other university applications. This expenditure benefits juniors that have not been exposed to the high stakes, open response items on UC and private university application. Student responses can be highly impactful as a determining factor in an offer of admission, or lack thereof. Cost of contract: \$6500</p>	\$6,500.00	5885	General Consulting			Targeted Support	Integrated Student Supports

<p><b>Consultant Contract with PBL Works</b> for whole-staff, project-based learning professional development. PBL Works is a national Project Based Learning resource that provides training and support of school-wide project based learning initiatives. The professional development that PBL Works provides for our site is essential for the development of our Pathway, and will be delivered in a workshop model that will incorporate both on-site, and virtual workshops. Workshop 1: Leadership PBL Jumpstart <b>\$3850</b> for up to 20 admin for 2 (two) 90-min virtual workshops in preparation of supporting PBL implementation at LPSOak R&amp;D; Workshop 2: PBL 101 for up to 35 staff for 3 full days @ <b>\$15,000</b>; Workshop follow-up: Online consultancy; 20 hours of shared, site-consultation access for continued professional development, facilitated by a PBL Works National Faculty Member @ <b>\$5150</b>. This expenditure supports students in the pathway by equipping teachers and facilitators with the skills to design cross-curricular projects that are authentic and rigorous, and reflect the expected learning outcomes of our graduate profile and our pathway vision and goals.</p>	\$24,000.00	5885	General Consulting			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Rigorous Academics (Integrated Program)
<p><b>Funding to support January strategic planning retreat for the CTEam and Admin:</b> (5 admin (exempt) and 5 CTEam members @ \$400/diem) to provide targeted collaboration time to improve and design an implementation strategy to optimize the effectiveness of our Design, Visual and Media Arts Pathway. 5 CTEam members @ \$400/diem = <b>\$2000</b>; Benefits = <b>\$270.00</b>; Catering @ \$27.42/person for breakfast, lunch, snacks and beverages for 10 participants = <b>\$274.18</b>; Strategic Planning Consultant: <b>\$500</b>.</p>	\$3,044.18	1105 & 3000	Certificated Support Stipends and Benefits			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Integrated Student Supports
<p><b>Textbooks and equipment</b> provided to students participating in dual and concurrent enrollment in Peralta college classes.</p>	\$2,000.00	4110	Approved Textbooks and Core Curricula Materials			Design Media and Visual Arts (DVMA) & Business Entrepreneurship	Integrated Student Supports

## MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN

(for Fiscal Year 2023-24)

<b>Name of School Site</b>	Leadership Public Schools Oakland R&D	<b>Site #</b>	9126
<b>Approved Strategic Carryover</b> <small>(from prior years - Carryover Plan)</small>	\$79,729.18	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$79,729.18	We have decided to allocate Strategic Carryover funding because we found a great need to extend support services that best meet student needs in relation to the pathways and the opportunities that are provided (i.e. mentorship, internship)	
<b>Remaining Amount to Budget</b>	\$0.00		

<b>NOTE:</b>	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.
<b>Directions:</b>	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.
<b>Resources:</b>	<a href="#">Measure N 2022-2023 Permissible Expenses</a> <a href="#">Measure N Justification Examples - A Resource for EIP Development</a>

<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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?
<b>Student Stipends for Communications and Business On Site Internships:</b> Work based learning on site internship opportunities will provide students with job training, work experience, one on one mentorship, job coaching and internships. Types of internships to be offered are with local news stations and local business owners. LPS anticipates that we will serve up to 20 students at \$500 per student.	\$10,000.00	5885	Professional / Consulting Services			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning
<b>Textbooks and Core Curricula Materials:</b> Course Textbooks/Readers for 6 sections of COMM & BUS for students for two semesters. The textbooks will support a cohort of students taking Communications and Business courses within the Merritt Dual Enrollment program in alignment to our pathway theme. Facilitators incorporate schoolwide English Language Acquisition strategies into the facilitation of the course.	\$8,000.00	4110	Approved Textbooks and Core Curricula Materials			Business Entrepreneurship and Information Communications Technology Pathways	Rigorous Academics

<p><b>Teacher Salary Stipends:</b> For 2 certificated staff members to create and facilitate African American student cohort groups biweekly meetings. Teachers will also organize corresponding college and career relevant field trips to provide early access and awareness of post high school options. The intended outcome for this work is increased student engagement on campus in support of on track graduation. This expenditure supports our 3 year goals by increasing students' awareness of their options for post high school success. 50 students will be served. (Includes benefits)</p> <p>Budget Calculation: \$35/hour, 80 hours for 2 staff members; 20% for benefits (35 X 80 X 2) X 1.2) - \$6,720 total</p>	\$6,720.00	1105 & 3000	Certificated Support Stipends and Benefits			Whole School	Comprehensive Student Supports
<p><b>Staff Stipend and Benefits:</b> Stipend for 2 non-certificated LPS staff to participate in additional professional development and to collaborate with industry professionals and colleagues. This additional work will ensure the implementation of integrated projects and career-related curricula to further expand students' understanding of our pathways and how these pathways (communications and business) work in the real world. This supports our 3-year goals by increasing students' awareness of their options for post high school success.</p> <p>Budget Calculation: 2 Staff members meeting 2 hours a week (8 hours a month) for 10 months, \$35/hour with 20% benefits (2x8x10x\$35) x 1.2 = \$6,720.00</p>	\$6,720.00	2305 & 3000	Non Certificated Support Stipends and Benefits			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning
<p><b>Transportation Fees for Industry Site Visits &amp; Post-Secondary Options</b> Provide field trips to industry sites and post-secondary options relevant to our Pathways, such as CTE programs at local colleges and union apprenticeships. Examples of places we plan to visit are John Muir Health, the College of Alameda Diesel Mechanics department for a tour of their facility and information about courses, a Bay Area Social Justice organization, and one government organization. These types of organizations will allow students to witness the real-world impact of the skills they are honing in their Business and Communications pathways. Additionally, students will gain insight into multiple vocations and how professionals apply their skills in each.</p>	\$7,500.00	5812	Transportation Fees			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning
<p><b>Conference Expenses:</b> Funding for 4 Staff to attend the <b>Educating for Careers Conference</b> to provide professional development for career technical education. Opportunity for staff to develop a variety of delivery systems, strategies, throughout the CTE system. Includes registration costs as well as hotel to participate in the multi-day conference.</p>	\$6,000.00	5200	Travel and Conference			Business Entrepreneurship and Information Communications Technology Pathways	Career Technical Education
<p><b>Approved Textbooks and Core Curricula Materials</b> needed for approximately 250 students dual/concurrently enrolled in college Statistics courses in Spring Semester. This expenditure provides relevant pathway content for students enrolled in the Statistics class with no expense to the students.</p>	\$10,000.00	4110	Approved Textbooks and Core Curricula Materials			Whole School	Rigorous Academics
<p><b>Stipends for Guest Speakers</b> for Pathway Related and/or special population groups (ELD/SPED/At Risk Of Not Graduating.) Guest Speakers will broaden students' awareness of a variety of career available to them.</p>	\$5,000.00	5885	Professional / Consulting Services			Whole School	Enabling Conditions

<b>Meeting Refreshments</b> for African American student cohorts during off campus industry and career related events. These events expose our students early on to college and career, engage them in school, and support on track graduation rates for our at risk African American students.	\$1,500.00	4710	Meeting Refreshments			Whole School	Enabling Conditions
<b>Admission Fees</b> for staff and students to attend college expos and career conferences as available during the 2023-2024 school year to help students build awareness of the variety of careers and pathways that are available post high school.	\$2,000.00	5810	Admission Fees			Whole School	Enabling Conditions
<b>Consultant Contract with PilotCity:</b> Contract with Pilotcity to create integrated projects with General Education teachers and employers. The projects created by students will be presented to an employer and will culminate in on-site student internships at the company. Students will have access to Fortune 500 companies to provide mentorship and the opportunity to relate classroom knowledge to real world application. The cost will cover 400 unlimited project tokens for employer/student projects. The project tokens are "tickets" for students to join a program of their choice. LPS Oakland R&D anticipates that at least 100 students will be served. There are no administrative fees.	\$10,000.00	5885	Professional / Consulting Services			Whole School	Enabling Conditions
<b>Consultant Contract with E-Dynamic Learning:</b> Contract with E-Dynamic Learning to provide CTE Credit for Courses that can be taken asynchronously. E-Dynamic Learning is a virtual learning platform that provides CTE-certified courses for students to explore in their area of interest (business or communications) and earn college credits. LPS Oakland R&D anticipates that at least 25 students will be served. There are no administrative fees.	\$2,289.18	5854	Software Licenses			Business Entrepreneurship and Information Communications Technology Pathways	Career Technical Education
<b>Consultant Contract with iMentor:</b> iMentor will match our students with college educated mentors. iMentor will match approximately 20 students with a committed college-educated mentor, equipped to guide that young person on their journey to college graduation and career exploration. There are no administrative fees.	\$2,000.00	5885	Professional / Consulting Services			Business Entrepreneurship and Information Communications Technology Pathways	Comprehensive Student Supports
<b>Consultant Contract with Earn and Learn:</b> Earn and Learn will further promote off campus internships and work-based learning opportunities to all grade levels. Earn and Learn provides students with programs to deepen their access to career pathways and paid/ non-paid internships. LPS Oakland R&D anticipates that at least 20 juniors will be served. There are no administrative fees.	\$2,000.00	5885	Professional / Consulting Services			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning



## MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

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

<b>Name of School Site</b>	LEADERSHIP PUBLIC SCHOOLS OAKLAND R&D	<b>Site #</b>	9126
<b>Approved Strategic Carryover</b> <small>(from prior years - Carryover Plan)</small>	\$200,000.00	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$200,000.00		
<b>Remaining Amount to Budget</b>	\$0.00		

<b>NOTE:</b>	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.
<b>Directions:</b>	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.
<b>Resources:</b>	<a href="#">Measures N and H 2024-2025 Permissible Expenses</a> <a href="#">Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development</a>

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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 2024-25 strategic actions.)  We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> 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>	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>
<b>Dual Enrollment Course Facilitator</b> - The Dual Enrollment Course Facilitator serves as a liaison between college professors and high school students enrolled in dual enrollment courses. This role requires a blend of administrative coordination, instructional support, and mentorship to ensure the successful integration of college-level coursework into the high school environment. The facilitator works closely with both high school faculty and college instructors to promote academic excellence and smooth transition for students in college courses.	\$80,000.00	1101 & 3000s	Certificated Salary and Benefits	Course Facilitator	0.8	Design, Visual, and Media Arts (DVMA)	Enabling Conditions	Approved	
<b>PD and Coaching for Dual Enrollment Facilitator</b> - PD and coaching for the dual enrollment facilitator directly enhances facilitator efficacy in supporting student learning outcomes in DE courses. By staying current with industry trends and refining instructional techniques, the facilitator acquires the technical skills necessary to provide hands-on support in class. Especially valuable in the case of virtual courses. This results in better-prepared students who are equipped with practical skills for their future careers.	\$2,500.00	5804	Professional Development Consulting			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports		Conditionally Approved

<b>PD and Coaching for Art and Design Teacher (specific to grades 9 and 10)</b> - PD and coaching for Art and Design teachers in grades 9 and 10 improve student learning by enhancing teaching techniques, fostering creativity, and integrating real-world applications into the curriculum. This ensures students receive engaging instruction tailored to their needs, inspiring them to explore their artistic potential and develop essential skills for future success in the pathway.	\$2,500.00	5804	Professional Development Consulting			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports		Conditionally Approved
<b>PBL Works Summer Institute Registration and Travel Fees for 3 teachers</b> - The PBL Works Summer Institute directly impacts students in the pathway by providing educators with immersive training in project-based learning (PBL). Equipped with enhanced instructional skills and strategies, teachers can implement more engaging and effective PBL experiences in the classroom. As a result, students benefit from hands-on, inquiry-driven learning that fosters critical thinking, collaboration, and problem-solving skills. This approach not only deepens their understanding of academic content but also prepares them with the practical skills and knowledge necessary for success in the pathway.	\$5,000.00	5804	Professional Development Consulting			Design, Visual, and Media Arts (DVMA)	Enabling Conditions		Conditionally Approved
<b>PD and Coaching for School wide Interdisciplinary Projects</b> - PD and coaching for school-wide interdisciplinary projects directly benefit students in the pathway by enhancing teachers' abilities to collaborate across subjects and integrate real-world contexts into learning experiences. This approach fosters deeper understanding, critical thinking, and practical application of knowledge, better preparing students for success in their chosen pathway.	\$15,000.00	5804	Professional Development Consulting			Design, Visual, and Media Arts (DVMA)	Enabling Conditions		Conditionally Approved
<b>Digital Products Design Equipment 5 iMac desk tops for the Design Lab/Maker space</b> - The provision of digital production design equipment, directly enhances students' application of pathway learning experiences across the curriculum. With access to these resources, students can apply learned skills from digital media production in the CTE pathway to college prep a-g courses, fostering cross-curricular intersections in creativity, technical proficiency, and collaboration.	\$14,421.89	4400	Noncapitalized Equipment			Design, Visual, and Media Arts (DVMA)	Integrated Program of Study	Approved	
<b>Career Launch Partnership</b> - The Career Launch Partnership significantly benefits students in the pathway by providing them with invaluable opportunities for hands-on learning, mentorship, and real-world experiences, enhancing career readiness. Through this partnership, students gain access to internships, job shadowing, and networking opportunities, which enhance their career readiness and expand their professional networks. By connecting students with industry professionals and resources, the partnership empowers them to explore potential career paths, develop essential skills, and make informed decisions about their futures, ultimately positioning them for success in their post-high school goals.	\$11,000.00	5805	General Consulting			Design, Visual, and Media Arts (DVMA)	Work-Based Learning	Approved	
<b>Internship and Apprenticeship Stipends</b> - Internship and apprenticeship stipends directly benefit students in the pathway by providing financial support while they gain practical, hands-on experience in their chosen field. These stipends alleviate financial barriers, allowing students to participate in valuable learning opportunities that enhance their skills, knowledge, and employability. By receiving compensation for their work, students are incentivized to pursue internships and apprenticeships, ultimately preparing them for successful careers in their desired career.	\$15,000.00	5805	General Consulting			Design, Visual, and Media Arts (DVMA)	Work-Based Learning		Conditionally Approved

<p><b>Capstone Exhibition Event Sem 2 (June) catering</b> - The Capstone Exhibition Event catering during Semester 2 (June) provides a valuable opportunity for students in the pathway to showcase their achievements and projects to a wider audience. By offering catering services, the event becomes more inviting and engaging, attracting attendees and creating a conducive environment for networking and celebration. This enhances the students' experience, boosts their confidence, and reinforces the importance of their work, ultimately contributing to their professional growth and recognition within their pathway.</p>	\$3,000.00	4311	Business Meals			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports	Approved	
<p><b>Virtual Career Fair Event Sem 1 (December)</b> - The Virtual Career Fair Event in Semester 1 (December) offers students in the pathway a unique platform to explore career opportunities, network with professionals, and gain insights into various industries. By participating in this event, students can interact with potential employers, learn about job requirements, and gather valuable information to make informed decisions about their career paths. This virtual format ensures accessibility and convenience, maximizing students' exposure to diverse career options and enhancing their preparedness for the workforce.</p>	\$3,000.00	5810	Admission Fees			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports	Approved	
<p><b>Transportation to College and Career Events</b> - Providing transportation to college and career events directly benefits students in the pathway by removing logistical barriers and ensuring their access to valuable opportunities. By facilitating attendance at these events, students can explore post-secondary options, network with professionals, and gain insights into potential career pathways. This transportation support enhances equity and inclusivity, enabling all students to participate in experiential learning experiences that can shape their futures and contribute to their academic and career success.</p>	\$10,000.00	5200	Travel and Conference			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports		Conditionally Approved
<p><b>Admission Fees for College and Career Events</b> - Covering admission fees for college and career events directly supports students in the pathway by removing financial barriers to participation. This ensures equitable access to valuable opportunities for exploring post-secondary options, networking with professionals, and gaining insights into potential career pathways. By alleviating the burden of admission fees, students can fully engage in these events, enhancing their readiness for higher education and the workforce.</p>	\$4,500.00	5810	Admission Fees			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports		Conditionally Approved
<p><b>Compensation for common planning time after work-day hours</b> - Compensation for common planning time after work-day hours enables teachers to collaborate effectively, resulting in improved instructional quality and targeted support for students in the pathway. This extra time fosters cohesive lesson planning, curriculum alignment, and data analysis, ultimately enhancing the learning experience and outcomes for students.</p>	\$3,500.00	1105 & 3000s	Certificated Support Stipends and Benefits			Design, Visual, and Media Arts (DVMA)	Enabling Conditions		Conditionally Approved
<p><b>ID Card Printer for Student Designed Club IDs</b> - The ID card printer for student-designed club IDs empowers students in the pathway by providing them with a hands-on opportunity to develop design skills and manage a practical project. With this tool, students can create personalized club IDs, fostering a sense of ownership, belonging, and pride within the school community. This initiative enhances student engagement and leadership while promoting creativity and collaboration among peers.</p>	\$2,078.11	4400	Noncapitalized Equipment			Design, Visual, and Media Arts (DVMA)	Work-Based Learning		Conditionally Approved

<p><b>Equipment for Media Studio:</b> Purchase of Lighting and Green Screen Equipment. The lighting and green screen equipment is identified by the industry professionals that facilitate the Digital Photography and Videography courses provided by Peralta College instructors and represent the standard used in industry. By equipping a media studio with professional lighting and green screen technology, students are able to use industry tools provided their Adobe Professions Suite to produce professional-quality products to meet the rigorous expectations of their instructors. This expenditure benefits directly all students in the digital media classes (55) as well as any LPS student with a media production request that utilizes collaboration with a digital media student that has a Digital Media Equipment badge.</p>	\$3,500.00	4400	Noncapitalized Equipment			Design, Visual, and Media Arts (DVMA)	Enabling Conditions	Approved	
<p><b>Linked Learning Advisory Board meals</b> - Providing meals for the Linked Learning Advisory Board fosters meaningful engagement between industry professionals and students in the pathway. These meals create a conducive environment for networking, mentorship, and collaboration, enriching students' learning experiences and enhancing their understanding of industry expectations and trends.</p>	\$2,000.00	4311	Business Meals			Design, Visual, and Media Arts (DVMA)	Enabling Conditions	Approved	
<p><b>Contract with College Essay Guy</b> to support the development of the personal statement and free response prompts for all juniors (73) in the Spring 2024 (class of 2025) to begin their personal statmetns and personal interest questions whether or not they aspire to apply to UC or private universities @ \$200/student. Additionally, in the Fall of 2024, targeted support sessions will be provided to students who identify that they plan to submit the Common Application and/or apply to the University of California schools. This expenditure benefits juniors that have not yet decided on their post secondary college or career plan, and who have not yet been exposed to the high stakes, open response items on UC and private university application. Student responses can be highly impactful as a determining factor in an offer of admission, or lack thereof.</p>	\$8,000.00	5805	General Consulting			Design, Visual, and Media Arts (DVMA)	Comprehensive Student Supports	Approved	
<p>Through our <b>Partnership with REEL Oakland for the Stories Thru Film Apprenticeship</b>, is a comprehensive two-semester program aimed at empowering participants to explore diverse career avenues within the film industry. This initiative facilitates direct engagement between students and seasoned industry professionals, fostering invaluable mentorship and hands-on learning experiences.</p> <p>Tailored for a select group of up to 25 highly motivated individuals, this paid apprenticeship is a cornerstone of our design, media, and visual arts pathway. Participants embark on an immersive journey, culminating in the production of a short film that aligns with their chosen genres, spanning documentary, drama, comedy, romance, and beyond.</p> <p>Beyond honing technical skills, participants grasp the transformative potential of filmmaking as a tool for advocacy and storytelling. By immersing themselves in the filmmaking process, they gain insights into how narratives shape perceptions and influence societal discourse, empowering them to become conscientious storytellers capable of shaping our collective worldview.</p>	\$15,000.00	5805	General Consulting			Design, Visual, and Media Arts (DVMA)	Work-Based Learning	Approved	

[1] [https://docs.google.com/spreadsheets/d/1BduKP16oVOS\\_RPqxKN3gNw1QhsbMgh3Mi19fKRPHIho/edit#gid=1553590627&fvid=769757636](https://docs.google.com/spreadsheets/d/1BduKP16oVOS_RPqxKN3gNw1QhsbMgh3Mi19fKRPHIho/edit#gid=1553590627&fvid=769757636)

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

## Leadership Public Schools Oakland R & D

### 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)?  
*(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.)*

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></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"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>LPS is sunsetting the Business Entrepreneurship pathway for 2024-25.</li> <li>LPS reflects on progress to improve whole school enabling conditions, including establishing a stable leadership team, increasing the number of in-person classes, investing in teacher capacity building, and providing a fully-staffed, credentialed academic counseling and wellness team.</li> <li>LPS revised the pathway program of study to reflect aspects of the College &amp; Career for All Linked Learning Quality Standards.</li> <li>LPS expanded WBL experiences to include the REEL internship, the Construction News Group Internship, and the Headwaters Research Internship. In addition, the Career Launch curriculum is infused throughout</li> </ul>			



pathway classes and the LPS Career Speakers series is underway.

- LPS held two successful Pathway Design retreats and is recruiting partners to serve on a Pathway Advisory Board.
- Students participated in a range of college and career readiness experiences including workshops with the College Essay Guy and events such as the Internship and Apprenticeship Fair at Berkeley City College.

**Feedback for continued progress monitoring:**

- Reflection on progress toward an integrated program of study indicates integration with a sector other than Digital Media (“true-crime study”) and does not include reflections on integration with DM. Reflection also does not address what appears to be two CTE “strands” in AME: Design and Mobile & Web Design. Which of these two strands will *all* LPS students take next year? This is a requirement.
- Reflection on progress toward robust work-based learning, including internships, includes acknowledgment of new partners but not progress toward internships, despite low rates of participation indicated in data.
- Reflection on family engagement lacks specificity about the root cause of being off-track with regard to expected progress.
- Despite drops in a-g readiness, reflections lack specificity about strategies to leverage integration of content and student supports to address it. This applies schoolwide and to the focal group.
- Since pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status AND since the College & Career for All Linked Learning Quality Standards align with Gold Certification Standards, how might LPS Oakland involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership of achieving the Linked Learning Gold Standards? How might LPS Oakland create a shared sense of purpose and shared responsibility by engaging stakeholders in backward mapping and forward planning related to the Linked Learning Gold Certification Standards?

**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><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>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               <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges their reflection logically into their actions</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>New or revised strategic actions for 2024-25 are aligned with the three domains of Linked Learning, though few actions address the capacity-building of core academic teachers in the pathway.</li> <li>Strategic actions associated with Goal #1 for 2024-2025 are focused on developing interdisciplinary learning and teaching, including grade-level interdisciplinary projects. They also include strategies to engage industry partners in supporting student learning and serving as consultants and assessors of student project work.</li> <li>Strategic actions associated with Goal #2 for 2024-25 involve building out the LPS WBL Continuum; developing new partnerships and new WBL experiences, including on-campus WBL experiences; and professional development that supports deepening the connections between work-based learning and classroom learning.</li> <li>Strategic actions associated with Goal #3 for 2024-25 involve expanding and refining the integrated system of student support, including support for focal group students. (strategic actions, EIP presentation, and conversations with pathway leadership)</li> <li>In addition, LPS will continue its work to advance and solidify the enabling conditions for a strong Linked Learning pathway, establish Pathway Student Outcomes, design and/or enhance Capstone exhibitions, advance the work of the Pathway Advisory Board, increase opportunities for students to earn industry-recognized certifications, and use research-based practices to build and enhance a College and Career Success culture.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p>			



	<ul style="list-style-type: none"> <li>• Consider the role of teachers, academic and CTE, in internship awareness and readiness. This is key to ensuring the highest-need students benefit from internships.</li> <li>• Which specific actions are realistic and strategic with regard to family engagement?</li> <li>• In addition to providing media and design-related professional development for the entire faculty, how might LPS Oakland best encourage all teachers to incorporate the pathway theme into their curriculum? For example, history teachers might include units, assignments, or projects related to the history of media arts and/or explore how a cultural context influences different approaches to media arts and design. Or students in an English course might write an essay comparing and contrasting different forms of media art and/or design. Or a math teacher might focus on the role of geometry in effective design and production.</li> </ul>
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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><b>Instructions:</b> 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><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• In 2024-25, Measures N and H funds will support the Linked Learning Lead Facilitator/ Pathway Coordinator (impacts all 3 Goals and all 3 Domains of Linked Learning); dual enrollment course facilitators, participation by an LPS team of teachers in PBL World, a continued partnership with the College Essay Guy (Ethan Sawyer and staff), student internship and apprenticeship stipends; contracts with REEL and Headwaters Institute (WBL experiences), Linked Learning Pathway Design Team meetings/retreat, and a new Linked Learning Pathway Advisory Board. (2024-25 budget, EIP PowerPoint Presentation, conversations w. Pathway Coordinator re</li> </ul>			



	<p>use of carry-over funds.)</p> <ul style="list-style-type: none"><li>• Budget line items and budget justifications are somewhat aligned with the three domains of Linked Learning.</li><li>• Moving forward, explicitly call out the EIP Goals and/or Strategic Actions that are aligned with each specific budget item in your budget justifications. (Sites are requested to do so in the budget justification directions.)</li><li>• Significant amounts of strategic carryover will fund efforts at LPS in 2024-25. Ensure strategic sustainability through resource planning.</li></ul>
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<b>Final Recommendation</b>
<p><b>Instructions:</b> 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.</p>

## Rating<sup>1</sup>: Conditionally Approved

### Strengths:

- Commitment of District and School Leadership to the Linked Learning approach and to meeting and exceeding the criteria for establishing all aspects of the Enabling Conditions needed for Pathway Success.

### Key Questions:

- What systems does (or will) LPS Oakland have in place to regularly monitor progress on the Quality Pathway Enabling Conditions and on the 2024-25 strategic actions?
- How will LPS build the capacity of core teachers to integrate curriculum and student support via the Digital Media pathway?
- Which of the CTE strands will all LPS students enroll in? Which are electives? This needs to be clarified in the program of study and evidenced in 2024-25 site visit.

### Budget Feedback:

- *Despite significant attention paid in EIP to a-g improvement, there is no clear throughline in the budget to strategies to address decreasing a-g readiness rates at LPS.*
- *Significant investments in CTE teachers, dual enrollment, and work-based learning with relatively little investment in core academic teachers, who will comprise the majority of the pathway team.*

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### <sup>1</sup>Fully 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*

- *Pathway development is team-based, resting on the collective vision and capacity of the pathway team. Consider how the Measures N and H budget could shift to prioritize teacher and team capacity. All aspects of the pathway should be understood and supported by teachers so that the classroom is where students become college and career-ready.*
- *Linked Learning schools typically provide a release period for a teacher to lead pathway work. Examine investment in a full-time Linked Learning Lead Facilitator position and how some or all of those responsibilities could be held by the pathway team.*

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

What	Suggested Lead	Deliverable	Date
Continue participation in monthly Charter School Community of Practice meetings	Linked Learning Lead Facilitator	Participation in monthly meetings	2024-25 Dates to be provided
Work closely with Charter Pathway Coach to address areas of growth highlighted above and in 2023-24 EIP assessment to ensure readiness for Conditionally-Approved site visit Fall 2024.	Principal	Evidence of regular meetings with Pathway Coach	Ongoing
Review feedback and verify compliance with Linked Learning program of study requirements as evidenced in the master schedule (one CTE strand that all students enroll in with designated time for the full pathway team to collaborate at least twice per month to align content, review student progress, and design and progress monitor integrated student supports).	Principal	Master schedule with classes <i>all</i> students take highlighted	Fall Site Visit