MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness
Board Meeting Date	
Subject	Services For: High School Linked Learning

Action Requested and Recommendation

Continued discussion and possible adoption of the Measures N and H Commission Implementation Priorities for the Educational Improvement Plan (EIP) Policy.

Background

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

Last August 2025, a Commission discussion regarding the possible changes to the Education Improvement plan began after receiving feedback from staff and stakeholders. The discussion continued in the September 2025 andOctober 2025 Commission meetings. At the Nov 4, 2025 Commission meeting, a list of priorities was introduced by the Commission to direct senior staff on specific areas of implementation.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure H

Attachments

Commission Implementation Priorities for the Educational Improvement Plan (EIP)
Policy

Commission Implementation Priorities for the Educational Improvement Plan (EIP) Policy

OUSD reaffirms its commitment to ensuring that the Educational Improvement Plan (EIP) policy strengthens Linked Learning implementation and directly advances student academic achievement. To that end, the Commission directs senior staff to prioritize the following areas of implementation in the development of systems, tools, and supports:

1. Timing and Structure of Public Reporting

Directive:

- Senior staff shall design a public reporting cycle that ensures **timely, transparent, and accessible reporting** of pathway outcomes and fidelity measures.
- Annual public reports shall be released **no later than January 31** of each year.
- Reports must be **publicly accessible online**, presented at a public Commission meeting, and translated into family-friendly formats (e.g., summaries, visuals, and multilingual resources).
- Reports must include **year-to-year comparisons** and disaggregated student outcomes by subgroup, consistent with student privacy protections.

2. Increasing coherence, alignment, and integration

Directive:

- Senior staff shall develop a **streamlined EIP template** that aligns with state and federal accountability systems (e.g., LCAP, SPSA, community school partnership programs, and Linked Learning certification), ensuring schools do not duplicate work across multiple plans. This alignment should be achieved to the extent possible without compromising the core functions of the EIP.
- Staff shall create a **centralized digital submission platform** that reduces manual data entry and allows for data integration with existing systems.

- Wherever possible, schools' evidence for EIP submissions shall be drawn from **existing student performance, attendance, and certification data**.

- The annual public reporting should happen in the fall instead of the spring as this offers the opportunity to reflect on full academic outcomes data and in time to impact the following year's strategies and budget allocations.

3. Supporting Schools with Implementation or Outcome Gaps

Directive:

- **Establish a school/pathway progress rating** using a rubric aligned with the Linked Learning standards, to make an objective assessment of the pathway and its ability to meet the goals of measure N/H.
    - This could include having different stakeholders in site visits (pathway coaches, WBL, CTE, etc.) using the same rubric to make an informed decision as a team
    - To the extent possible, the approach to rating quality improvement of the school/pathway is aligned with District-adopted school improvement frameworks.
    - In creating the rubric, staff shall:
        - Investigate and report to the commission the optimal and minimum pathway size necessary to effectively implement Linked Learning, and report on alternatives to the current practices for schools at a sub-optimal size.
        - Establish criteria that would allow a high-performing pathway to reduce public oversight (e.g., attaining Gold Certification).
        - Evaluate programs at the pathway level, as is done for certification purposes, instead of at the whole school level (except in the case of a school with a single pathway).
- Establish a **tiered system of support** for schools to help provide differentiated assistance. Define the "additional support" to be provided to schools that are conditionally approved or in the re-establishment status, consistent with the proposals discussed by the commission in May of 2025. This proposal would articulate how this would impact the current Measure N/H staffing models and the Administrative 10% budgeting. The pathway evaluation scoring system should also align to the following tiers of support. Each tier is inclusive of the supports articulated in the tiers in the preceding tier.

    - **Tier 1 (Universal Support):** Baseline resources, PD, and communities of practice available to all schools.

    - **Tier 2 (Targeted Support):** Coaching, technical assistance, and facilitated cross-site collaboration for schools not meeting fidelity standards or showing insufficient student academic growth.

    - **Tier 3 (Intensive Support):** Development of a **Corrective Action Plan** for schools with persistent gaps, with mandatory progress updates to the Measures N and H Commission. This should include the re-establishment phase as discussed by the Measure N/H commission in May of 2025.

- Schools placed at Tier 2 or 3 shall have **clear expectations for improvement timelines** and public accountability through Commission oversight.

- Staff shall codify and bring before the commission the funding schema for Measure N/H.

- Staff shall design and implement mechanisms for creating robust **peer learning and communities of practice for staff**.