

**MEASURE 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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Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-0562
Introduction Date	May 5, 2026
Enactment Number	
Enactment Date	

# 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: Leadership Public Schools Oakland R&D

**Action Requested and Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Leadership Public Schools Oakland R&D as “Approved,” with a base allocation of \$118,150.00, for a total amount not to exceed \$118,150.00.

**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 H

**Attachments**

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

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## Leadership Public Schools Oakland R&D

# **Measures N and H 2026-2027 Education Improvement Plan Assessment** (Year Four of a Four-Year Cycle)

### Final Recommendation

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

**Rating<sup>1</sup>:**    **Fully Approved**    **Approved**    **Conditionally Approved**

**Strengths:**

- LPS's budget demonstrates strong strategic alignment through a balanced investment in dual enrollment coordination, industry-connected learning, and student WBL supports that directly advance integrated curriculum, equitable access, and pathway completion goals.

**Key Questions:**

- How will the school further strengthen implementation by expanding industry partnerships and ensuring clearer distinctions between work-based learning and career preparation activities?
- How can structures such as common planning time, pathway course identification, and 12th-grade coherence be refined to ensure consistent, fully integrated pathway experiences for all students?

**<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

Leadership Public Schools Oakland R&D

**Measures N and H 2026-2027 Education Improvement Plan Assessment**

*(Year Four of a Four-Year Cycle)*

**Budget Feedback:**

See below

**Next Steps for Conditionally Approved Schools: N/A**

**Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan**

**Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)**

**Instructions:** Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

**Strategic & Aligned**

**Partially Strategic & Aligned**

**Unclear Strategy & Alignment**

**Missing or Non-Compliant**

4

3

2

1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

**Score:   3**

**Rationale:** Provide feedback only if the site receives a score of 3 or below.

The LPS Oakland R&D 2026–27 budget demonstrates strong and coherent alignment to pathway strategic goals, with well-balanced investments that support integrated curriculum, work-based learning, and dual enrollment success. Budget justifications are detailed and clearly articulate both the nature of each expenditure and its direct impact on student learning and outcomes. Overall, the budget reflects a thoughtful and strategic allocation of resources that supports the continuous improvement of the pathway.

Leadership Public Schools Oakland R&D

**Measures N and H 2026-2027 Education Improvement Plan Assessment**  
(Year Four of a Four-Year Cycle)

**Criterion: Evidence of Progress and Linked Learning Implementation**

**Section to be completed by Measures N and H Staff**

**Instructions:** Review the *Work-Based Learning template*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input type="checkbox"/> Program of Study	<ul style="list-style-type: none"> <li>- Prioritize expansion of partnerships to support a robust program of study</li> <li>- Identify only the classes that all students take and those that integrate the career theme and standards</li> <li>- Is the common planning time site-wide or specifically for teachers who are integrating and holding cohorted students? Explore how to maximize adult collaboration in service of helping students achieve Pathway Student Learning Outcomes.</li> <li>- Pathway Student Learning Outcomes are measurable and clear. Review with academic pathway teachers to maximize opportunities for alignment and integration that maximize opportunities for students to practice and master competencies and skills. If not in place, develop grade-level outcomes that ripple up to graduate outcomes, performance assessments to support gradual mastery, and rubrics that support student learning and adult collaboration and planning</li> <li>- Twelfth graders generally need more support. What are the common classes students are taking (to ensure every student is getting the same support for graduation and postsecondary readiness)?</li> </ul>
<input type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> <li>- In the next update of the work-based learning plan, distinguish what is work-based learning (with industry)           <ul style="list-style-type: none"> <li>- This includes internships, which must be with industry to be classified as internship</li> </ul> </li> <li>- Indication that preparation for WBL is happening in the classroom, which is essential for equitable access and success</li> <li>- Teachers listed as “pathway teachers.” Are these CTE teachers or also core academic teachers? WBL should be leveraged in all pathway classes (CTE and core academic) to maximize engagement and skills and content mastery.</li> </ul>
<input type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> <li>- Sufficient sections appear to be scheduled to ensure that all students enroll in CTE and cohorted core academics</li> <li>- In 12th grade, the cohort does not appear complete. Do all seniors take CSU EWRC, Govt/Econ, and Stats (DE)?</li> </ul>

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$118,150.00	\$118,150.00	\$0.00
<i>*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (139) multiplied by the per pupil amount of \$850.</i>			

School: Leadership Public School Oakland R&D

Site #: 9126

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
9126-1	Dual Enrollment Course Facilitator/CTE Teacher 1.0- The Dual Enrollment Course Facilitator/CTE Teacher serves as a liaison between college professors and high school students enrolled in dual enrollment courses, and is also the teacher of record for the Work Based Learning Career Practicum courses and the Advanced Design Capstone of our Design and Multi Media Arts (DMMA) pathway. 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	1105 - Teacher Salaries	Teacher Salaries	DE Facilitator/CTE Teacher	1.0	Design and Multi Media Arts (DMMA)	1
9126-2	Benefits for the Dual Enrollment Course Facilitator/CTE Teacher	\$25,300.00	3000-3999 - Benefit Costs	Benefit Costs	DE Facilitator/CTE Teacher			2
9126-3	<p>Creative Futures Industry Engagement Series – Creatv Media Fest.27 This expenditure supports contracted professional services provided by industry experts through the Creative Futures Industry Engagement Series, an embedded component of the Design and Multimedia Arts pathway connected to Creative Media Fest 27.</p> <p>Industry professionals will serve as consultants delivering structured, student-centered learning experiences integrated into pathway instruction. Services include the design and facilitation of hands-on workshops, small-group instruction, and applied learning sessions in areas such as digital media production, interactive design, music technology, and emerging creative tools.</p> <p>Consultants will engage students in industry workflows, guide technical skill development, and facilitate critique and revision aligned to student projects and portfolio development. Each engagement includes defined deliverables such as session design, instructional facilitation, and documented student learning artifacts (e.g., feedback protocols, portfolio guidance, or workshop outputs).</p> <p>This work embeds industry-aligned instruction into the student experience, strengthens connections between classroom learning and real-world application, and builds students' technical and professional competencies in preparation for postsecondary and career pathways in multimedia arts and design.</p>	\$3,000.00	5825 - Consultant Contract	Consultant Contract				3

9126-4	<p>Stipends for Student Work-Based Learning This expenditure covers stipends for student participation in a range of work-based learning (WBL) opportunities, including internships, externships, job shadows, and on-campus enterprise experiences. These stipends serve as direct financial compensation to students who successfully complete WBL experiences aligned with their CTE pathway learning goals.</p> <p>The purpose of these stipends is to remove financial barriers that often prevent students from engaging in valuable real-world learning. By compensating students for their time and effort, the program ensures equitable access to opportunities that deepen professional skills, build career confidence, and strengthen college and career readiness.</p> <p>Stipends are typically calculated based on duration, engagement level, and project scope, recognizing both short-term job-shadow experiences and longer-term internships or externships. These experiences—whether hosted on campus or with local Bay Area industry partners—allow students to apply classroom learning to authentic workplace contexts, develop industry-informed portfolios, and expand their professional networks.</p> <p>Ultimately, this investment supports career-connected learning for all students, helping them transition smoothly from school to postsecondary education or the workforce with greater confidence, skill, and purpose.</p>	\$6,425.00	5825 - Consultant Contract	Consultant Contract			4
9126-5	<p>Creative Media Festival Refreshments: The specific expenditure for refreshments at the Creatv Media Fest.27 covers the cost of providing food and beverages for students, families, industry professionals, and community members attending the event. The festival showcases student work in design, multimedia arts, and other creative fields, and the refreshments help create a welcoming and enjoyable atmosphere for all participants.</p> <p>This expenditure impacts students in the pathway by enhancing the overall experience of the Creative Media Festival, encouraging greater community participation and support. Providing refreshments makes the event more hospitable and professional, leading to increased engagement from industry professionals, potential mentors, and families. This support fosters a sense of pride and accomplishment among students as they present their work, while also strengthening connections with the community and building a broader network of support for their future career opportunities.</p>	\$3,425.00	4311 - Meeting Refreshments	Meeting Refreshments			5
9126-6							6
9126-7							7
9126-8							8
9126-9							9
9126-10							10
9126-11							11
9126-12							12
9126-13							13
9126-14							14
9126-15							15
9126-16							16
9126-17							17
9126-18							18

<b>School Name:</b>	<b>Leadership Public School Oakland R&amp;D</b>	<b>Site #:</b>	<b>9126</b>
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<b>Pathway Name(s):</b>	<b>Design and MultiMedia Arts (DMMA)</b>
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**School Description**  
 "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."

**School Mission and Vision**  
 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

**School Demographics**

<b>2023-2024 Total Enrollment Grades 9-12</b>		<b>218</b>							
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	47.7%	52.3%	91.3%	97.7%	37.2%	20.6%	2.8%	9.6%	NA
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.2%	0.0%	0.5%	95.0%	0.0%	0.0%	0.0%	0.5%	0.9%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>				<b>Males</b>				

**SCHOOL PERFORMANCE GOALS AND 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 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal</b>	<b>2025-26 Data</b>	<b>2026-27 Goal</b>
Four-Year Cohort Graduation Rate	88.4%	94.6%	95.0%	94.4%	N/A	96.0%	84.1%		97.0%		97.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	5.7%	5.4%	5.0%	5.6%	N/A	4.0%	15.9%		3.0%		3.0%
A-G Completion - 12th Grade (12th Grade Graduates)	88.1%	83.0%	92.0%	67.2%	N/A	95.0%	94.4%	N/A	97.0%		97.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	73.0%	60.0%	75.0%	88.0%	N/A	80.0%	78.3%		85.0%		85.0%
9th Graders meeting A-G requirements	56.0%	47.0%	75.0%	88.0%	N/A	80.0%	63.0%		90.0%		90.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar	30.0%	3.0%	75.0%	8.3%	N/A	80.0%	39.0%	N/A	90.0%		90.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	50.0%	57.0%	80.0%	80.0%	N/A	85.0%	65.9%		90.0%		90.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	77.0%	100.0%	82.0%	N/A	100.0%	80.3%		100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved	53.0%	45.0%	60.0%	57.0%	N/A	70.0%	70.5%		80.0%		80.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of	Not available	Not available	Not available	TBD	N/A	Not available			Not available		Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of	68%*	Not available	70.0%	TBD	N/A	75.0%			80.0%		80.0%
<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 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
Four-Year Cohort Graduation Rate	87.9%	90.9%	89.0%	97.1%	N/A	90.0%	83.3%		91.0%		91.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	5.6%	9.0%	6.0%	2.9%	N/A	7.0%	16.7%		8.0%		8.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.0%	91.0%	48.0%	66.7%	N/A	49.0%	95.0%		50.0%		50.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	73.3%	45.0%	74.0%	39.0%	N/A	75.0%	66.7%		76.0%		76.0%
9th Graders meeting A-G requirements	41.6%	36% passing all classes	42.0%	39.0%	N/A	43.0%	52.4%		45.0%		45.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.0%	1.0%	80.0%	18.2%	N/A	90.0%	39.0%		100.0%		100.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	14.5%	26.0%	15.0%	78.8%	N/A	20.0%	66.7%		25.0%		25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	10.6%	35.0%	80.0%	61.7%	N/A	90.0%	80.3%		100.0%		100.0%

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 %	20.0%	80.0%	30.3%	N/A	90.0%	30.0%		100.0%		100.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	Not available	Not available (joined National School Clearing House 9/23; will have data in future)	Not available	TBD	N/A	Not available	10.0%		Not available		Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	Not Available	Not available (joined National School Clearing House 9/23; will have data in future)	29.0%	TBD	N/A	30.0%	15.0%		31.0%		31.0%

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

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<i>Instructions: Complete the Strengths and Challenges columns columns for all indicators in bold (lines 47-50). Then select ONE of the indicators from lines 51-54 (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.

**PATHWAY QUALITY ASSESSMENT**

<u>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</u>	<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>
<p><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</p>	<p>Due to LPS Oakland R &amp; 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 &amp; 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.</p>	<p>LPS Oakland R &amp; 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.</p>	<p>-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.</p>
<p><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</p>	<p>Due to LPS Oakland R &amp; 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 &amp; 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.</p>	<p>LPS Oakland R &amp; 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.</p>	<p>-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>
<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>

**2025-2026: YEAR THREE**

<b>Pathway Strategic Goals</b>	
<b>Pathway Quality Strategic 3 Year Goal</b>	<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>

<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>The pathway is on track to meet its 2026 goal, but progress has been shaped by both successes and challenges. Over the past year, 82% of our teachers have actively engaged in Linked Learning, implementing at least one integrated project during the first semester. By the end of the school year, 100% of teachers will have facilitated an integrated project, ensuring that all students engage in interdisciplinary learning. Our current 11th graders are positioned to complete their capstone projects in 2026, which will culminate in an exhibition and portfolio, marking a significant milestone in the full realization of our pathway vision. Several key factors have contributed to our advancement. Strong teacher collaboration has fostered more effective cross-disciplinary teaching, deepening students' engagement with real-world applications. Increased student engagement has reinforced the value of project-based learning, allowing coursework to feel more relevant to future careers. Additionally, our pathway structure has strengthened, ensuring more consistency in the interdisciplinary experiences offered to students across grade levels. However, progress has not been without obstacles. Limited professional development has slowed deeper cross-subject collaboration, making it more difficult for teachers to refine their approach to integrated projects. While industry partnerships have expanded, there is still work to be done in strengthening mentorship opportunities and increasing project feedback from professionals. Additionally, we need to refine assessment and reflection processes to improve instructional strategies and measure impact more effectively. As we move forward, ensuring equitable access to these experiences for all students remains a top priority.</p> <p>As we examine the outcomes of our pathway work, we recognize the need to focus on specific student populations. Last year, 61.73% of males in grades 10-12 participated in Linked Learning. However, some male students faced barriers, including scheduling conflicts due to credit recovery and specialized services that limited their access to integrated coursework. Despite these challenges, male students have engaged in interdisciplinary projects at rates comparable to their peers, demonstrating noticeable growth in project completion and skill development. The hands-on, real-world applications embedded in Linked Learning have been particularly effective in increasing engagement and motivation among male students. However, areas for improvement remain—some male students need additional scaffolding to fully participate, particularly in projects that demand extended written reflection and collaborative discourse. To better support these students, we need to strengthen mentorship opportunities, particularly with male professionals in relevant industries, to enhance career engagement. Additionally, targeted supports such as structured peer collaboration, differentiated instructional strategies, and industry mentorship will be essential to ensuring that male students maximize their Linked Learning experiences.</p> <p>Moving forward, we must build on the foundation we have established while addressing persistent challenges. Expanding professional development will be key to increasing cross-disciplinary collaboration and helping teachers refine interdisciplinary project design. Strengthening our industry partnerships will allow for deeper real-world connections, ensuring that students receive meaningful feedback and mentorship. Additionally, we must rethink how we structure student support, particularly in a small school setting where credit recovery and specialized services impact scheduling. A shift toward mastery-based grading will help us move beyond traditional course repetition, allowing students to focus on mastering individual standards rather than retaking entire classes. This approach will ensure that students stay on track while receiving the specific interventions they need. By 2026, we envision a fully realized Linked Learning model where interdisciplinary projects are deeply embedded in every student's experience, preparing them for both college and career success. Through ongoing reflection and adaptation, we will continue refining our approach to ensure equitable access, increased engagement, and meaningful industry connections for all students.</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>With the sunset of the Business Entrepreneurship pathway in 2023-24, 10 students met the criteria for the LPS Board of Trustees Local Certificate of Achievement, with 5 males earning certification. This transition was informed by student interests, labor market trends, and the need for clearer industry-aligned outcomes. To ensure continuity and expanded opportunities, LPS strategically aligned with Berkeley City College (BCC) to offer dual enrollment courses leading to a BCC Certificate of Achievement in Multimedia Arts. Starting in 2023-24, 9th graders began with Introduction to DMMA, followed by Intermediate DMMA in 2024-25. Next year (2025-26), these students will progress to Advanced DMMA, with access to the WBL Career Practicum and BCC dual enrollment courses. This structured sequence ensures that by 2026, 100% of DMMA graduates will qualify for the LPS Board of Trustees Local Certificate of Achievement, with 65% projected to earn a Peralta Certificate of Achievement in Multimedia Arts.</p> <p>The pathway has steadily advanced toward its goals, but this progress has not come without challenges. Last year (2023-24), we were able to offer five internships, serving 23 students in a school population of 218. Recognizing the need for expansion, we significantly built out our site-based offerings in 2024-25, now serving 64 students in a reduced school population of 171. Additionally, 100% of students now participate in Career Launch as part of their grade-level seminar (advisory), ensuring that every student receives structured career exploration and readiness support. The WBL Career Practicum is now offered to 11th and 12th graders, providing structured pathways for students to engage in hands-on industry-related experiences. Notably, 57.7% of internship participants this year are male, reflecting increased engagement among our focal population. While these achievements represent progress, challenges remain. Balancing coursework with other academic responsibilities, particularly for students engaged in remediation or specialized services, presents ongoing obstacles. In a small school setting, the need for credit recovery can create scheduling conflicts that limit access to dual enrollment and work-based learning opportunities. Additionally, external internship placements remain limited, requiring continuous expansion of industry partnerships to ensure equitable access for all students. Looking forward, we must rethink how we engage students in academic coursework to minimize the need for full-course repetition, particularly when attendance is not the issue. A shift toward mastery-based grading will allow students to demonstrate proficiency in individual standards rather than retaking entire courses, ensuring they can remain on track while receiving targeted academic support. This approach will require faculty collaboration to identify where students need intervention and provide structured opportunities for them to demonstrate mastery without disrupting their participation in advanced coursework.</p> <p>As we refine our DMMA pathway, we must deepen dual enrollment support and strengthen work-based learning integration to sustain student success. Expanding our partnerships with Berkeley City College and industry professionals will be critical in increasing access to real-world learning opportunities that bridge high school, college, and career pathways. Additionally, we must prioritize equity in access to pathway-aligned coursework, ensuring that students of all backgrounds receive the individualized support they need to thrive. Mastery-based grading will play a pivotal role in this evolution, allowing students to focus on mastering essential skills and standards rather than repeating full courses. As we continue to refine our scheduling structures, we must ensure that remediation efforts do not come at the expense of career pathway participation. By 2026, we envision an ecosystem where DMMA graduates not only leave LPS with high school diplomas but also with industry-recognized credentials, positioning them competitively for postsecondary education and careers in multimedia arts. Through ongoing reflection and adaptation, we will refine our approach, ensuring that our pathway remains a model for student success and career readiness.</p>
<p>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.</p>	<p>With the sunset of the Business Entrepreneurship pathway in 2023-24, 10 students met the criteria for the LPS Board of Trustees Local Certificate of Achievement, with 5 males earning certification. This transition was informed by student interests, labor market trends, and the need for clearer industry-aligned outcomes. To ensure continuity and expanded opportunities, LPS strategically aligned with Berkeley City College (BCC) to offer dual enrollment courses leading to a BCC Certificate of Achievement in Multimedia Arts. Starting in 2023-24, 9th graders began with Introduction to DMMA, followed by Intermediate DMMA in 2024-25. Next year (2025-26), these students will progress to Advanced DMMA, with access to the WBL Career Practicum and BCC dual enrollment courses. This structured sequence ensures that by 2026, 100% of DMMA graduates will qualify for the LPS Board of Trustees Local Certificate of Achievement, with 65% projected to earn a Peralta Certificate of Achievement in Multimedia Arts.</p> <p>The transition to DMMA has been a significant shift, requiring adaptation from students, staff, and leadership. While we have seen increased engagement and stronger alignment with industry and college pathways, challenges remain. One of the most pressing issues is balancing coursework with other academic responsibilities, particularly for students who require remediation or additional services. In a small school setting, the need for credit recovery can create scheduling conflicts that limit student access to dual enrollment courses. For some students, repeating entire courses due to gaps in mastery rather than targeted support on specific skills presents an unnecessary barrier to progress.</p> <p>Looking forward, we need to reconsider how we engage students in content courses, leaning more intentionally into mastery-based grading. A focus on clear identification of standards mastery rather than full-course repetition can ensure students receive the specific support they need while maintaining access to pathway-aligned coursework. Where attendance is not the issue, this shift would allow students to demonstrate competency without delaying their academic progression. Additionally, our efforts must include a strategic review of scheduling structures to ensure that remediation supports are embedded without disrupting students' access to advanced coursework and dual enrollment opportunities.</p> <p>As we move forward, our focus remains on ensuring that every student in the DMMA pathway is equipped with the skills, knowledge, and credentials necessary for success in college and career. Deepening dual enrollment support and strengthening work-based learning integration will be essential to maintaining high completion rates. Our partnerships with Berkeley City College and industry professionals will continue to evolve, offering students greater access to real-world learning opportunities that bridge high school, college, and career pathways. We must also prioritize equity in access to pathway-aligned coursework, ensuring that all students, regardless of background or academic history, receive the support they need to thrive. Mastery-based grading will play a crucial role in this, allowing students to focus on achieving competency in individual standards rather than facing the setback of repeating entire courses. By 2026, we envision an ecosystem where DMMA graduates not only leave LPS with high school diplomas but also with industry-recognized credentials, positioning them competitively for postsecondary education and careers in multimedia arts. Through ongoing reflection and adaptation, we will continue to refine our approach, ensuring that our pathway remains a model for student success and career readiness.</p>
<p><b>Pathway Strategic Actions Reflection</b></p>	
<p><i>2024-2025 Strategic Actions</i></p>	<p><b>Reflection on 2024-2025 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>

	<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>Yes, we are on track to accomplish this action. The partnership with Berkeley City College (BCC) has allowed us to build a structured dual enrollment (DE) pathway for 11th and 12th graders within the Design, Media, and Visual Arts (DMMA) pathway. The intentional sequencing of these courses ensures students have access to a rigorous, industry-aligned learning experience. Moreover, by embedding UC-approved College Prep versions of these courses, we have taken a critical step in ensuring equitable access for students who may face learning or technical challenges. Reflecting on this progress, the key success factor has been strategic alignment between LPS Oakland R&amp;D and Peralta Colleges—allowing us to build a robust bridge between high school CTE coursework and postsecondary opportunities. This work is directly reinforcing our goal of career pipelining, preparing students for both college and industry certifications.</p> <p>By the end of the year, we will have fully implemented the following:</p> <ul style="list-style-type: none"> <li>-Course Offerings: We successfully developed and launched a full-year set of DE electives, including Web Commerce, Graphic Visualization, and Intro to Web Design in the first semester, followed by Online Games &amp; Interactivity, VR and Digital Spaces, and User Experience and Interface in the second semester.</li> <li>-Accessibility &amp; Inclusion: We introduced UC-approved College Prep versions of each DE course, ensuring students with learning or technical differences are not left behind. These versions allow students to engage with the same material while receiving additional scaffolding.</li> <li>-Instructional Support: LPS Oakland R&amp;D course facilitators work alongside DE professors, offering an embedded support system within each course section. This integrated approach ensures students are not only exposed to college-level rigor but also receive the guidance necessary to thrive.</li> <li>-Pathway Continuity: The seamless articulation of these courses with BCC's Multimedia Arts program positions students well for continued education and credentialing opportunities beyond high school.</li> </ul> <p>Reflecting on this progress, one of the most significant takeaways is the importance of intentional instructional design. By creating a parallel structure for both DE and College Prep students, we have strengthened accessibility while preserving academic rigor. Additionally, building faculty collaboration between our facilitators and DE instructors has created a</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>This year, we are making real strides in strengthening interdisciplinary projects at LPS. Our Instructional Leadership Team (ILT) took a critical step by attending the PBL Design Camp and visiting six Linked Learning schools in San Diego, where they observed powerful models of interdisciplinary teaching in action. These visits showcased how schools effectively integrate disciplines, align projects with career pathways, and create meaningful learning experiences that engage students in real-world problem-solving. With four of our eleven ILT members participating, these leaders are now driving collaboration within their grade-level teams, ensuring that interdisciplinary work isn't just an idea—it's embedded in practice.</p> <p>A major achievement this year was the first semester KQED Media Challenge, where nine out of eleven teachers led students in producing media that critically analyzed and responded to civic issues. This project successfully linked English, social studies, and media arts, giving students the opportunity to apply content knowledge in a creative and meaningful way. The high level of participation among staff demonstrates a shift toward project-based, interdisciplinary teaching that prioritizes student engagement and real-world application. As we move into Semester 2, we continue this work with KQED's Narrative Challenge, which expands on the first semester's project by deepening students' storytelling skills. This challenge integrates multiple disciplines, reinforcing our commitment to interdisciplinary learning while pushing students to communicate complex ideas in compelling ways. However, this work hasn't been without its challenges. Time constraints remain a significant barrier, as teachers balance daily instructional responsibilities with the deep planning required for interdisciplinary collaboration. Additionally, while the ILT members who attended PBL Design Camp have taken the lead in supporting their teams, not all staff have had the same exposure to strong interdisciplinary models—which means we're still working on building a shared understanding of what high-quality interdisciplinary projects look like across the entire staff. Finally, scheduling school visits within the district has been difficult due to logistical constraints and competing demands on teachers' time. Despite these challenges, we are actively taking steps to push this work forward. The ILT is leveraging grade-level team meetings to share best practices from their Linked Learning visits and support colleagues in integrating disciplines effectively. We are also embedding interdisciplinary project planning into professional development to provide teachers with concrete strategies and dedicated time to refine their projects. Additionally, we are working to coordinate staff visits to other schools in a way that minimizes disruption while maximizing learning.</p> <p>We are on track to meet this goal by the end of the year. The momentum from the first semester, the leadership of the ILT, and the continued partnership with KQED are all driving forces in this work. By addressing time and logistical challenges head-on, we are ensuring that interdisciplinary learning is not just an occasional project—it's becoming a central part of how we teach at LPS.</p>
<p>Career &amp; Community Leadership Coordinator will work with teachers to design and implement interdisciplinary projects at each grade level.</p> <p>24-25 Strategic Actions for Goal #1</p>	<p>The Career &amp; Community Leadership Coordinator (CCLC) role has been redesigned as the Linked Learning Lead Facilitator to ensure a more streamlined and effective approach to interdisciplinary project design, professional development, and industry engagement. The Linked Learning Lead Facilitator is actively leading the implementation of Linked Learning by supporting grade-level interdisciplinary projects, designing and delivering Linked Learning-focused professional development, organizing Linked Learning teacher cohorts, and expanding industry partnerships to provide students with real-world learning experiences. Additionally, the Linked Learning Lead Facilitator is facilitating ILT exposure to best practices by coordinating visits to high-performing schools that serve similar student populations. This shift has strengthened the cohesive strategy for integrating career-connected learning with teacher collaboration and curriculum development at LPS Oakland.</p> <p>The Linked Learning Lead Facilitator is on track to accomplish the actions necessary to meet the goals set for this school year. Significant progress has been made in supporting grade-level interdisciplinary projects, with teachers effectively integrating career-focused learning experiences into their instruction. Professional development sessions have been intentionally designed and delivered to enhance Linked Learning implementation, ensuring that teachers have the tools and strategies necessary to bring this work to life in their classrooms. Teacher cohorts have been established and actively engaged in ongoing Linked Learning discussions and training, fostering collaboration and shared learning. Partnerships with industry leaders have been expanded, increasing opportunities for students to engage with authentic, real-world applications of their learning. Additionally, visits to high-performing schools have been secured, providing the ILT with valuable insights into best practices that inform ongoing instructional improvements. While significant progress has been made, challenges have emerged in scheduling professional development and teacher cohort meetings amidst competing priorities. The availability of industry partners has required consistent engagement to ensure meaningful collaborations. Schoolwide priorities have occasionally necessitated adjustments to timelines, but these shifts have been met with strategic planning to maintain momentum.</p> <p>Moving forward, the focus remains on deepening partnerships, optimizing professional development schedules, and ensuring full alignment with broader school goals. The commitment to Linked Learning at LPS Oakland continues to drive the work, ensuring that students have access to meaningful, career-connected learning experiences that prepare them for success beyond the classroom.</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>Strategic scheduling efforts have ensured that interdisciplinary collaboration time is embedded into the master schedule and professional development calendar. The ability to carve out these spaces is a testament to the school's commitment to interdisciplinary learning, even within the constraints of a small staff. With the small size of the school, common prep periods have been successfully structured for humanities and STEAM teams, as well as for dual enrollment (DE) and CTE staff. 100% of teachers have a common prep with an interdisciplinary cohort partner, ensuring that every educator has access to structured collaboration time. These structured periods have facilitated interdisciplinary planning and project development, providing teachers with dedicated time to align projects across disciplines. However, while these scheduled opportunities exist, the effectiveness of their use varies due to inconsistent engagement and competing instructional demands. Professional development sessions have been intentionally designed to reinforce integration efforts, equipping teachers with the tools and training necessary to implement interdisciplinary learning effectively. The success of this approach hinges on ensuring that these sessions remain relevant and responsive to teacher needs.</p> <p>The master schedule prioritizes interdisciplinary common prep periods for key teaching teams, ensuring that collaboration remains a focal point. This has led to increased opportunities for teachers to engage in meaningful dialogue around project-based learning and career-connected instruction. However, despite the universal access to interdisciplinary common prep, participation levels fluctuate due to the optional nature of prep period activities under the unit contract. While some teachers have taken full advantage of this structure, others struggle to prioritize interdisciplinary work within their planning. This inconsistency is not due to a lack of interest, but rather competing demands on teacher time and varying levels of readiness to engage in cross-disciplinary work. Industry partnerships have been leveraged to enhance real-world learning experiences for students, adding an invaluable dimension to the curriculum, yet maintaining and expanding these partnerships requires ongoing effort. The ILT is coordinating site visits to high-performing schools that effectively implement interdisciplinary learning, an essential step in refining the school's own approach and understanding best practices. These initiatives have strengthened the school's ability to support Linked Learning and ensure that students benefit from cross-disciplinary instruction, yet sustaining this momentum will require continuous refinement and adaptation.</p> <p>Despite these efforts, the voluntary nature of prep period collaboration limits full implementation, highlighting the need for stronger accountability measures and clearer expectations. Moving forward, the most effective mechanism for sustaining and deepening interdisciplinary planning efforts will be leveraging professional development sessions and grade-level team meetings (GLT) as the primary spaces for collaboration. Unlike prep periods, PD and GLT meetings provide structured, mandatory time for interdisciplinary work, ensuring more consistency and participation. The ILT will refine PD structures and GLT facilitation to ensure a consistent and impactful approach to interdisciplinary collaboration and project development at LPS Oakland. This shift will provide more intentional spaces for educators to engage in this work without conflicting with contractual limitations. These adjustments will strengthen the foundation for career-connected learning while maintaining alignment with teacher capacity and schoolwide goals. Ensuring that interdisciplinary collaboration remains an evolving and responsive process will be key to maintaining its effectiveness over time.</p>
<p>Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work</p>	<p>Our ongoing work with the Pathway Advisory Board has deepened the role of industry partners as collaborators in shaping and assessing student learning. Last year, we made big strides by convening a Pathway Advisory Council (PAC) that brought together industry professionals, our pathway coach, admin, counselors, students, and teachers. This collaboration allowed us to design real-world evaluation criteria, ensuring that student projects reflect the expectations and standards of the industries we prepare them for. Students didn't just complete projects—they received authentic, actionable feedback from professionals in the field, making their learning more relevant and impactful.</p> <p>This year, we've taken another step forward by partnering with the Parent and Guardian Association (PGA) to ground our pathway goals and expected learning outcomes in a holistic vision of college and career readiness. By expanding the conversation to include families, we're making sure our pathways are not just aligned with workforce needs but also resonate with the aspirations of our students and their communities. To enhance participation from industry partners and families, we have moved some Pathway Advisory Board meetings to a virtual format, allowing more stakeholders to engage without scheduling conflicts. This shift has already resulted in increased participation from partners who previously faced logistical barriers.</p> <p>Industry partners continue to play a key role, not only as evaluators but as mentors and connectors, helping students see how their classroom experiences translate into real opportunities beyond high school. We have established structured mentorship programs, where students engage in scheduled virtual and in-person check-ins with industry professionals. Additionally, we have expanded our hands-on exhibitions where students present their projects to industry experts for feedback, ensuring that students gain direct experience communicating their ideas to professionals.</p> <p>One challenge has been coordinating schedules—balancing the availability of busy professionals with the needs of our teachers and students requires intentional planning. To address this, we have aligned industry participation with key school events, such as student showcases and career-focused PD sessions, ensuring their involvement is maximized during high-impact moments. Looking ahead, we plan to provide targeted professional development for teachers on how to integrate industry feedback more effectively into their instructional practice. Additionally, we will continue to refine the timing and format of industry engagement opportunities, making them more flexible and accessible for both professionals and educators. With these adjustments, we are strengthening our commitment to providing students with career-connected learning experiences that are meaningful, relevant, and impactful for their futures.</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 is actively working to revise and enhance a comprehensive Work-Based Learning (WBL) continuum to ensure all students engage in meaningful career-connected experiences. The updated scope and sequence incorporates career awareness, career exploration, informational interviews, resume building, mock interviews, internships, capstone projects, and other key aspects of work-based learning. This structured approach is designed to provide students with progressive exposure to real-world careers, equipping them with the skills and confidence needed for post-secondary success. However, ensuring that these experiences are truly meaningful requires intentional design, ongoing reflection, and continuous industry alignment. Moving forward, we will focus on collecting qualitative student feedback and industry partner insights to refine and enhance each stage of the WBL continuum.</p> <p>We have leveraged on-site internships with REEL and expanded opportunities through our school-based enterprise, allowing students to gain hands-on experience in design, multimedia arts, and social media management. These experiences have been instrumental in providing practical applications of career skills while also increasing student engagement in their learning. However, participation has varied, with some students struggling to balance internships with academic commitments. To address this, we will integrate structured reflection sessions and academic alignment strategies to ensure that students see their internships as extensions of their learning rather than additional burdens. Additionally, our Family and Community Coordinator hosts interns who use their design and multimedia skills to enhance storytelling and branding for school events and initiatives, reinforcing the importance of real-world communication skills in professional settings.</p> <p>In addition, we have launched a Work-Based Learning Career Practicum where students collaborate with business and design professionals. This practicum is setting the foundation for our first-ever Creative Arts Festival in May 2025, which will serve as a showcase of student work and industry partnerships. While this initiative presents an exciting opportunity for students to demonstrate their creativity and project management skills, it also requires consistent engagement and structured support from professionals to ensure its success, which is highly variable. Moving forward, we will establish a clearer timeline and set attainable milestones for student deliverables, ensuring that industry partners can provide meaningful input at critical stages. We will also develop a mentorship framework to enhance the level of industry guidance students receive throughout the process.</p> <p>While these efforts have significantly expanded WBL opportunities, one challenge has been ensuring consistent industry engagement and alignment with student schedules. Some industry professionals have limited availability, making it difficult for them to participate in student evaluations and mentorship. To address this, we are structuring more flexible</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>At LPS Oakland, we are committed to reestablishing an intentional focus on building a strong college and career culture, ensuring that all of our students develop the skills, knowledge, and confidence to graduate prepared for post-secondary success. Our students come from diverse backgrounds, often navigating systemic barriers such as limited access to resources, varying levels of familial support, and disparities in college readiness skills. Addressing these challenges requires intentional, research-based practices that provide structured guidance, exposure, and support at every stage of a student's journey. Moving forward, we will ensure that every student has access to personalized college and career planning, leveraging data and real-time student feedback to tailor supports that meet individual needs and aspirations while addressing these challenges head-on.</p> <p>Over the past year, we have taken meaningful steps to align our initiatives and resources with the goal of strengthening this culture. We have expanded advisory structures to include intentional conversations about college and career readiness, ensuring that students engage in goal setting, self-reflection, and action planning that is relevant to their lived experiences. However, student engagement in these activities varies significantly, often reflecting uneven access to external support and college-going role models. Our partnerships with college representatives, industry professionals, and alumni mentors have helped bridge these gaps, providing students with direct exposure to post-secondary pathways. Still, scheduling conflicts and limited availability from industry professionals sometimes restrict access to these opportunities. Career fairs, college application workshops, FAFSA completion sessions, and student panels are now built into the school calendar, yet sustained participation remains a challenge, as students juggle coursework, extracurriculars, and family responsibilities. Recognizing these barriers, we are working to embed these opportunities into advisory and seminar structures, ensuring that every student, regardless of personal obligations, has meaningful access to college and career resources.</p> <p>To strengthen these efforts, we are embedding career exploration and readiness strategies across all grade levels. This includes 9th and 10th-grade career awareness activities, structured 11th-grade college and career exploration modules, and 12th-grade transition planning. We have expanded Career Launch initiatives, including college and career study tours to help students visualize themselves in post-secondary environments. However, transportation and scheduling constraints continue to limit participation in these visits, and we are working to expand virtual opportunities and school-based alternatives for students unable to attend in person. Additionally, Peralta tours provide students with a direct connection to the career pathways available on-site at the colleges with which they are dual enrolled. While these efforts provide invaluable exposure, some students from historically underrepresented backgrounds struggle to see themselves in these spaces. To counteract this, we are integrating intentional mentorship and affinity-based support structures that provide students with guidance from professionals who share their lived experiences.</p>
<p>24-25 Strategic Actions for Goal #2</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>At LPS Oakland, we are deepening our commitment to expanding and enhancing industry partnerships to create meaningful work-based learning opportunities for all students. Through strategic collaboration with local organizations and businesses, we aim to provide students with hands-on experiences that connect classroom learning to real-world applications. Establishing and maintaining these partnerships requires intentional outreach, clear alignment with student learning outcomes, and ongoing relationship-building to ensure sustainability. Moving forward, we will focus on leveraging existing partnerships while cultivating new collaborations to maximize student access to work-based opportunities.</p> <p>Last year, we worked closely with the engineering and construction companies on our campus during the completion of our renovation and new construction projects. This collaboration provided students with firsthand exposure to skilled trades, project management, and site engineering, allowing them to observe professionals in action while gaining insight into career pathways in the construction industry. While this was a valuable opportunity, we recognize the need to create structured, long-term engagement rather than short-term exposure. Moving forward, we aim to develop more intentional partnerships with industry professionals that include mentorship programs, work-based learning projects, and hands-on training experiences that can be integrated into the school curriculum.</p> <p>Beyond industry-focused partnerships, we recognize that holistic student success requires support beyond technical skills. We have strengthened our collaboration with Kingmakers of Oakland, ensuring that culturally responsive practices are embedded within our work-based learning experiences. This partnership provides students—especially young men of color—with identity-affirming support and mentorship that fosters self-confidence and leadership skills. Additionally, Youth Uprising has played a critical role in offering mental health services that help students navigate personal and emotional challenges, ensuring they are prepared not just academically but socially and emotionally for college and career pathways. Moving forward, we will continue working closely with these organizations to create wraparound supports that address both academic and non-academic barriers to success.</p> <p>One of the key areas of focus in preparing students for post-secondary success is financial literacy and access to financial aid. FAFSA sessions are led by our counseling team, providing students and families with critical information on how to secure financial assistance for college. However, we continue to face challenges in ensuring full participation, as misconceptions, fear of financial burdens, and lack of awareness create barriers to FAFSA completion. To address this, we are working on targeted outreach strategies, including one-on-one financial aid counseling, peer-led FAFSA workshops, and family financial aid nights to ensure that all students feel informed and empowered to access financial resources.</p> <p>While progress has been made, challenges remain in sustaining consistent industry engagement and ensuring that partnerships align with student interests and evolving workforce demands. Some industries have time and resource constraints that limit their ability to offer ongoing student engagement. To address this, we are developing flexible partnership models, including virtual mentorship, guest speaker series, and short-term project-based collaborations that allow for industry participation without long-term commitments. Additionally, we will refine how we track and measure the impact of these partnerships, using student feedback and career readiness indicators to inform future engagement strategies.</p> <p>Moving forward, our goal is to ensure that every LPS Oakland student has at least one industry-connected experience before graduation, whether through internships, mentorship, or project-based learning. By continuously refining our approach to industry partnerships, we are reinforcing our commitment to graduating students who are not only academically prepared but also career-ready, socially empowered, and equipped with the skills to thrive in the workforce.</p>
	<p>Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities</p> <p>LPS Oakland is taking decisive action to expand on-campus Work-Based Learning (WBL) opportunities through the leadership of the Linked Learning Lead Facilitator. This role is essential in bridging students, teachers, and industry partners, ensuring that students gain hands-on experience in career-aligned activities without needing to leave campus. By embedding WBL opportunities directly within the school environment, we remove barriers to participation, provide structured career exploration, and align student experiences with industry expectations. Moving forward, we will build clear systems for engagement, mentorship, and assessment to ensure the success and sustainability of on-campus WBL initiatives.</p> <p>The Linked Learning Lead Facilitator worked closely with the CTE teacher to create A-G approved electives that integrate WBL experiences, including the WBL Career Practicum, Student Enterprise, Web Design, and Pathway Support Internships. These courses provide structured, hands-on career experiences that allow students to develop technical and professional skills while receiving academic credit. Building on the Design, Multimedia, and Marketing Arts (DMMA) Pathway, all WBL experiences are aligned with DMMA industry standards and career expectations, ensuring that students gain relevant skills applicable to real-world professions. Over the past year, we have successfully engaged industry partners in construction, multimedia arts, and social media management to provide students with authentic career experiences on campus. Teachers have begun integrating career-connected projects into their curriculum, ensuring that WBL is not an extracurricular add-on but a core component of student learning. Additionally, the Family and Community Coordinator has facilitated internships where students apply skills in communication, content creation, and outreach to enhance engagement with LPS Oakland's programs. While these efforts have increased access, challenges remain in scaling participation and ensuring that every student, regardless of their academic track, can engage in meaningful WBL opportunities.</p> <p>One of the primary challenges has been establishing consistent structures for industry engagement that align with students' schedules and academic commitments. Industry partners often have limited availability, making it necessary to create flexible models of interaction, including virtual mentorship, project-based collaborations, and rotational site visits that bring professionals to campus during scheduled learning blocks. Additionally, teacher collaboration and capacity-building must continue to be prioritized, ensuring that educators are equipped with the knowledge and resources to integrate WBL into their classrooms effectively. Moving forward, we will provide professional development focused on career-connected instruction, build a formalized tracking system to monitor student participation and skill development, and expand industry partnerships beyond traditional fields to include emerging career pathways. Our goal is for every LPS Oakland student to graduate with at least one substantial work-based learning experience that connects directly to their post-secondary aspirations. By continuing to expand on-campus WBL offerings, strengthen cross-sector partnerships, and refine systems for engagement and accountability, we will ensure that all students leave LPS Oakland with the confidence, skills, and professional exposure needed to thrive in their future careers.</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>LPS Oakland is committed to ensuring that all faculty members are equipped with the knowledge, strategies, and resources to effectively integrate work-based learning (WBL) into classroom instruction. The School Administration and Linked Learning Lead Facilitator are leading professional development (PD) initiatives that empower teachers to make explicit connections between academic content and real-world applications. By embedding WBL principles into daily instruction, we are strengthening the alignment between classroom learning and career readiness, ensuring that students develop both academic proficiency and workforce competencies that prepare them for post-secondary success.</p> <p>This year, we have taken actionable steps to provide faculty with structured professional development sessions focused on career-connected instruction, interdisciplinary project design, and industry-aligned skill-building. PD workshops have been designed to be interactive and collaborative, allowing teachers to work together to co-develop lesson plans that incorporate WBL experiences. Faculty have also participated in industry site visits, guest speaker sessions, and mentorship programs to gain firsthand insight into workforce expectations. These experiences have enhanced teachers' ability to design learning opportunities that reflect the skills and knowledge students need to succeed beyond high school. While progress has been made, challenges remain in ensuring full faculty engagement and consistency in implementation. Some teachers require additional support in making connections between their subject areas and career pathways, while others face time constraints that limit their ability to develop WBL-aligned projects. To address these challenges, we are implementing ongoing coaching, peer collaboration sessions, and designated planning time for faculty to refine their approaches. Additionally, we will leverage teacher leaders and industry partners to co-facilitate future PD sessions, ensuring that teachers receive both practical implementation strategies and direct industry perspectives.</p> <p>Moving forward, our goal is to create a sustainable, school-wide culture where WBL is seamlessly integrated into instruction across all grade levels and subject areas. To achieve this, we will establish a structured PD cycle, including quarterly training sessions, interdisciplinary collaboration opportunities, and hands-on industry experiences for educators. By equipping our faculty with the tools and confidence to connect classroom learning with career pathways, we are reinforcing our commitment to graduating students who are both college and career ready, prepared to navigate and thrive in an evolving workforce.</p>
	<p>Recruit and retain strong student support staff</p>	<p>LPS Oakland is committed to recruiting and retaining strong student support staff to ensure that all students receive the guidance, resources, and interventions they need to thrive academically, socially, and emotionally. The presence of dedicated student support staff—including counselors, wellness coordinators, academic interventionists, and mental health professionals—is critical in fostering a safe, inclusive, and supportive learning environment. To strengthen these efforts, we are prioritizing strategic hiring, professional development, and retention initiatives that align with the diverse needs of our student population.</p> <p>Last year, 2023-2024, our recruitment efforts were highly successful, resulting in only two teacher vacancies for 218 students. In those cases, students utilized an online A-G content solution to ensure continued academic progress. This year, we have no teacher vacancies, a reflection of our continued commitment to hiring and retaining high-quality educators. Furthermore, based on our intent-to-return survey, we anticipate a 75% teacher retention rate for the upcoming school year, demonstrating our progress in building a sustainable and committed workforce. Additionally, we continue to leverage our strong special education support team, ensuring that all students receive the necessary individualized supports to succeed. Our ability to retain and grow a dedicated student services team has been instrumental in fostering a learning environment where students receive targeted academic and emotional support. While recruitment efforts have been successful, retention remains a critical area of focus. Many student support staff face burnout and high workloads, which can impact job satisfaction and longevity. To address this challenge, we are implementing ongoing professional development opportunities, mentorship programs, and well-being initiatives that create a sustainable and fulfilling work environment. Additionally, we are refining staff feedback mechanisms to ensure that employees have a voice in shaping policies and practices that impact their roles. By fostering a culture of collaboration, appreciation, and professional growth, we are working to build a team that remains engaged and committed for the long term.</p> <p>Moving forward, our goal is to establish a sustainable model for student support services that ensures all students have access to consistent, high-quality guidance and interventions throughout their educational journey. By continuing to enhance recruitment strategies, strengthening retention supports, and prioritizing staff well-being, LPS Oakland will cultivate a thriving student support team that is well-equipped to meet the evolving needs of our school community.</p>
<p>24-25 Strategic Actions for Goal #3</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>As participation in dual enrollment continues to increase, it is critical to provide faculty and staff with best practices for guiding students through the rigors of college-level coursework while balancing their high school responsibilities. Through intentional collaboration and structured PD sessions, we are strengthening our capacity to help students succeed in dual enrollment courses and beyond.</p> <p>A key component of our success has been the implementation of course facilitators, who serve as a critical support system for students enrolled in dual enrollment courses. These facilitators provide academic guidance, time management strategies, and direct communication with college instructors, ensuring that students have the necessary tools to thrive in these challenging courses. This intervention has led to a significant increase in student success rates in dual enrollment coursework. In 2021-2022, only 50% of 12th-grade students passed one or more dual enrollment courses with a C- or better at any time in grades 9-12. In 2022-2023, that percentage increased to 57%. Last year, in 2023-2024, with the expansion of CTE team collaboration and the integration of course facilitator support, 80% of students were successful in their dual enrollment coursework. This substantial improvement highlights the effectiveness of targeted student support systems and faculty training in ensuring equitable access to post-secondary learning opportunities.</p> <p>Despite these successes, challenges remain in scaling these efforts across all dual enrollment offerings. Some students continue to struggle with self-regulation, college-level expectations, and the transition to independent learning environments. To address this, our professional development initiatives will emphasize enhanced academic coaching, structured intervention strategies, and deeper collaboration with college partners. Additionally, we will refine our data tracking systems to better identify students who need early intervention and targeted academic support. Moving forward, our goal is to solidify and expand faculty development efforts, ensuring that all teachers and staff understand how to effectively integrate work-based learning, college preparation, and student success strategies into their daily practice. By leveraging data-driven insights, refining facilitator roles, and expanding professional development, LPS Oakland will continue to enhance its dual enrollment success rates and ensure that every student has the opportunity to excel in both high school and college coursework.</p>

<p>Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports</p>	<p>Recognizing that not all students enter these courses with the same level of preparedness, we have implemented early identifier structures to proactively address student needs before academic challenges become barriers. These structured interventions provide targeted academic, social-emotional, and executive functioning support from the start.</p> <p>Last year, with 218 students enrolled, we offered six dual enrollment courses each semester—two in business and four in Design, Multimedia, and Marketing Arts (DMMA). A total of 100 11th and 12th graders participated in dual enrollment. To strengthen support, the CTE team created its own COST-type protocol specifically for DE students, ensuring that faculty and support staff could track student progress, identify those struggling, and connect them with academic counseling, tutoring, and mental health resources. These meetings ensured timely, tailored interventions, leading to improved student engagement, higher course completion rates, and stronger self-advocacy skills. This year, with 171 students enrolled and 72 11th and 12th graders in dual enrollment, we have expanded UC-approved A-G electives that provide structured college preparation for students with varying access needs. These semester-long courses offer regular high school credit (5 units instead of 10), flexible deadlines, and accommodations for students who require a more adaptable learning environment than traditional dual enrollment courses. This ensures that students who may struggle with the faster pace and rigid deadlines of college classes still receive early exposure to college-level expectations in a more supportive setting.</p> <p>Despite these successes, challenges remain in ensuring all students receive the right interventions and resources. Some students still struggle with time management, self-advocacy, and navigating college expectations, particularly first-generation college-goers who may not have familial guidance on how to navigate postsecondary education. Additionally, students with inconsistent academic histories or those balancing significant family or work responsibilities often face difficulties meeting the demands of college coursework. While the flexible A-G electives address some of these challenges, they are not a replacement for targeted executive functioning support, increased one-on-one advising, and structured academic coaching. Another challenge is ensuring that faculty and facilitators have the time and training needed to provide individualized student support. While COST-type meetings have improved our ability to identify students in need, maintaining a consistent feedback loop between dual enrollment instructors, high school faculty, and support staff remains an area for growth. Some students continue to fall through the cracks if they do not actively seek help or if their challenges are not immediately visible through academic performance alone. To address these issues, we are strengthening peer mentorship programs, allowing experienced dual enrollment students to guide and support new students. Additionally, we are refining our data tracking and student monitoring systems to identify at-risk students earlier and ensure timely intervention. Expanding family engagement efforts will also be critical, as many students face barriers that extend beyond the classroom and require additional support networks.</p> <p>Moving forward, we will continue refining early identification structures to ensure students are placed in dual enrollment or college prep courses aligned with their academic readiness and long-term goals. By expanding structured interventions, increasing family engagement, and refining flexible academic pathways, LPS Oakland will sustain a dual enrollment culture that is equitable, supportive, and tailored to meet diverse student needs.</p>
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**Pathway Strategic Actions 2025-2026**

**2025-2026 Strategic Actions**

*Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?*

<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>Expand Professional Development to Strengthen Cross-Disciplinary Collaboration Implement targeted professional development focused on interdisciplinary project design, ensuring that teachers have the tools and support needed to integrate cross-subject learning experiences. Foster collaborative planning structures that enable educators to co-design projects aligned with both academic standards and industry expectations.</p> <p>Enhance Industry Partnerships for Real-World Learning and Mentorship Deepen partnerships with industry professionals to provide students with meaningful, career-connected experiences, including mentorship, feedback, and authentic project-based learning opportunities. Leverage these partnerships to ensure that students engage in relevant, real-world challenges that reinforce academic learning while building professional skills.</p> <p>Redesign Student Support Structures to Align with Mastery-Based Learning Shift toward a mastery-based grading model that prioritizes student learning over course repetition, ensuring that students focus on mastering individual competencies rather than retaking entire classes. Develop flexible intervention strategies that allow for targeted credit recovery and specialized support within a small school setting, keeping students on track for graduation while maintaining high expectations for learning.</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>Deepen Dual Enrollment and Industry Partnerships for Seamless Postsecondary Transitions Expand collaboration with Berkeley City College and industry professionals to provide students with real-world learning experiences that bridge high school, college, and career pathways. Strengthen dual enrollment support structures to ensure students successfully complete college-level coursework while gaining exposure to industry standards and expectations.</p> <p>Prioritize Equity in Access to Pathway-Aligned Coursework and Work-Based Learning Implement targeted supports to ensure students from all backgrounds can fully participate in the DMMA pathway, including dual enrollment, industry-connected projects, and internships. Develop strategies to remove barriers to participation, such as flexible scheduling, additional academic support, and intentional outreach to underrepresented students.</p> <p>Align Mastery-Based Learning with Career Pathway Participation Transition to a mastery-based grading model that allows students to focus on essential skills and standards rather than repeating full courses, ensuring remediation efforts do not hinder access to pathway coursework. Refine scheduling structures to integrate credit recovery with pathway participation, ensuring all students graduate with both a high school diploma and industry-recognized credentials that position them competitively for postsecondary education and careers in multimedia arts.</p>

<p><b>Goal #3:</b> By 2026</p>	<p><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>Enhance Dual Enrollment Support for High Completion Rates Strengthen academic and advising supports to ensure students successfully complete dual enrollment coursework at Berkeley City College. Implement proactive monitoring systems to track student progress, provide timely interventions, and offer structured guidance that increases persistence and success in college-level courses.</p>
		<p>Expand Work-Based Learning and Industry Partnerships Deepen collaborations with industry professionals to integrate real-world learning experiences into the DMMA pathway, ensuring students gain relevant skills and career exposure. Provide structured work-based learning opportunities, including internships, industry mentorships, and portfolio development, to position students competitively for postsecondary education and careers in multimedia arts.</p>
		<p>Implement Mastery-Based Learning to Promote Equity and Retention Transition to a mastery-based grading system that allows students to demonstrate competency in individual standards rather than repeating entire courses. Ensure equitable access to pathway-aligned coursework by embedding integrated student supports, including tutoring, flexible scheduling, and personalized interventions, to help all students thrive in dual enrollment and career-connected learning experiences.</p>

**Budget Expenditures**  
*Effective July 1, 2025 - June 30, 2026*

2025-2026 Pathway Budget							
BUDGET JUSTIFICATION							
<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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</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; not all 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><b>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</b></p>							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved <small>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)</small>  <small>(protected cells below are to be completed by MN/H staff only)</small>	Conditionally Approved <small>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</small>  <small>(protected cells below are to be completed by MN/H staff only)</small>
\$35,100.00	1300 & 3000s	Certificated Salary and Benefits	Linked Learning Lead Facilitator	0.20	DMMA	Approved	

<p><b>Dual Enrollment Course Facilitator/CTE Teacher</b> - The Dual Enrollment Course Facilitator/CTE Teacher serves as a liaison between college professors and high school students enrolled in dual enrollment courses, and is also the teacher of record for the Work Based Learning Career Practicum 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.</p>	\$106,000.00	1101 & 3000s	Certificated Salary and Benefits	Course Facilitator	1	DMMA	Approved																												
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<p><b>Dual Enrollment Course Facilitator/CTE Teacher 1.0</b>- The Dual Enrollment Course Facilitator/CTE Teacher serves as a liaison between college professors and high school students enrolled in dual enrollment courses, and is also the teacher of record for the Work Based Learning Career Practicum courses and the Advanced Design Capstone of our Design and Multi Media Arts (DMMA) pathway. 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.</p>																																			
<p><b>Benefits for the Dual Enrollment Course Facilitator/CTE Teacher</b></p>																																			
<p><b>Creative Futures Industry Engagement Series – Creatv Media Fest. 27</b></p> <p>This expenditure supports contracted professional services provided by industry experts through the Creative Futures Industry Engagement Series, an embedded component of the Design and Multimedia Arts pathway connected to Creative Media Fest 27.</p> <p>Industry professionals will serve as consultants delivering structured, student-centered learning experiences integrated into pathway instruction. Services include the design and facilitation of hands-on workshops, small-group instruction, and applied learning sessions in areas such as digital media production, interactive design, music technology, and emerging creative tools.</p> <p>Consultants will engage students in industry workflows, guide technical skill development, and facilitate critique and revision aligned to student projects and portfolio development. Each engagement includes defined deliverables such as session design, instructional facilitation, and documented student learning artifacts (e.g., feedback protocols, portfolio guidance, or workshop outputs).</p> <p>This work embeds industry-aligned instruction into the student experience, strengthens connections between classroom learning and real-world application, and builds students' technical and professional competencies in preparation for postsecondary and career pathways in multimedia arts and design.</p>																																			

<p><b>Stipends for Student Work-Based Learning</b>                  This expenditure covers stipends for student participation in a range of work-based learning (WBL) opportunities, including internships, externships, job shadows, and on-campus enterprise experiences. These stipends serve as direct financial compensation to students who successfully complete WBL experiences aligned with their CTE pathway learning goals.</p> <p>The purpose of these stipends is to remove financial barriers that often prevent students from engaging in valuable real-world learning. By compensating students for their time and effort, the program ensures equitable access to opportunities that deepen professional skills, build career confidence, and strengthen college and career readiness.</p> <p>Stipends are typically calculated based on duration, engagement level, and project scope, recognizing both short-term job-shadow experiences and longer-term internships or externships. These experiences—whether hosted on campus or with local Bay Area industry partners—allow students to apply classroom learning to authentic workplace contexts, develop industry-informed portfolios, and expand their professional networks.</p> <p>Ultimately, this investment supports career-connected learning for all students, helping them transition smoothly from school to postsecondary education or the workforce with greater confidence, skill, and purpose.</p>	<p>\$6,425.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Conditionally Approved</p>
<p><b>Creative Media Festival Refreshments:</b> The specific expenditure for refreshments at the Creatv Media Fest.27 covers the cost of providing food and beverages for students, families, industry professionals, and community members attending the event. The festival showcases student work in design, multimedia arts, and other creative fields, and the refreshments help create a welcoming and enjoyable atmosphere for all participants.</p> <p>This expenditure impacts students in the pathway by enhancing the overall experience of the Creative Media Festival, encouraging greater community participation and support. Providing refreshments makes the event more hospitable and professional, leading to increased engagement from industry professionals, potential mentors, and families. This support fosters a sense of pride and accomplishment among students as they present their work, while also strengthening connections with the community and building a broader network of support for their future career opportunities.</p>	<p>\$3,425.00</p>	<p>4311 - Meeting Refreshments</p>	<p>Meeting Refreshments</p>			<p>Conditionally Approved</p>
			<p>#N/A</p>			
			<p>#N/A</p>			
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			<p>#N/A</p>			

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Industry Sector: Arts, Media & Entertainment → Design, Visual & Media Arts → Design & Multimedia Arts (DMMA)

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Pathway Vision	Preparing students for college and career success through hands-on learning and industry partnerships. Every young person deserves a pathway where their talent meets real opportunity. We emphasize articulation with the <b>Berkeley City College Multimedia Arts program</b> and design degree programs at UC Berkeley and UC Davis, while building the professional skills, social capital, and future-ready mindset students need to launch into life after LPS Oakland R&D.			
	9th Grade <i>Career Awareness &amp; Identity</i>	10th Grade <i>Career Exploration &amp; Decision-Making</i>	11th Grade <i>Career Readiness &amp; Social Capital</i>	12th Grade <i>Career Launch</i>
Graduate Pathway Outcomes (Student Learning Outcomes)	<b>Seven Pathway-Wide Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Creative Expression — Use design principles to create visually compelling projects in digital media, graphic design, and multimedia arts</li> <li>• Technical Proficiency — Demonstrate proficiency in Adobe Creative Suite (Photoshop, Illustrator, Premiere, InDesign), DSLR cameras, 3D printers, and web tools</li> <li>• Critical Thinking &amp; Problem Solving — Analyze design challenges, brainstorm solutions, and apply design thinking to create innovative products</li> <li>• Career &amp; College Readiness — Build and present a professional portfolio for internships, college applications, or entry-level design positions</li> <li>• Collaboration &amp; Communication — Work in teams, communicate design ideas, give/receive critique, and present to peers, teachers, and industry professionals</li> <li>• Real-World Application — Apply classroom knowledge in professional contexts through internships, WBL, and client-based projects</li> <li>• Industry Awareness &amp; Professionalism — Understand industry trends, ethics, and best practices; demonstrate professionalism in all project and internship experiences</li> </ul>			
Academic Core (A-G) Student Cohort Integrity <a href="#">[UC Course List]</a>	<b>English 9</b> <b>Ethnic Studies</b> <b>Algebra 1</b> <b>Biology</b> <b>Spanish 1 or 2</b>	<b>English 10</b> <b>World History</b> <b>Geometry</b> <b>Chemistry</b> <b>Spanish 3 or 4</b>  <b>AP Courses Available:</b> <ul style="list-style-type: none"> <li>• AP World History</li> <li>• AP African American Studies</li> </ul>	<b>English 11</b> <b>US History</b> <b>Algebra 2</b> <b>Stats (DE) — College of Alameda</b> <b>Science Elective</b> <b>Financial Literacy</b>  <b>AP Courses Available:</b> <ul style="list-style-type: none"> <li>• AP World History</li> <li>• AP African American Studies</li> <li>• AP English Language</li> <li>• AP Spanish Language</li> </ul>	<b>CSU Expository Reading &amp; Writing Gov / Econ</b> <b>PreCalc</b> <b>Stats (DE) — College of Alameda</b> <b>Science Elective</b> <b>Financial Literacy</b>  <b>AP Courses Available:</b> <ul style="list-style-type: none"> <li>• AP World History</li> <li>• AP African American Studies</li> <li>• AP English Language</li> <li>• AP Spanish Language</li> <li>• AP 2D Visual Art</li> </ul>
Technical Core /Theme <a href="#">[CTE Sequence Diagram]</a>	<b>Intro to Design &amp; Multimedia Arts</b> CTE Intro (1 year) <b>Theme:</b> <i>Who am I as a designer?</i> <b>Tools:</b> Adobe Photoshop intro, Canva, Google Workspace <b>Focus:</b> Visual foundations, design thinking intro, identity & self-expression	<b>Intermediate Design &amp; Multimedia Arts</b> CTE Concentrator (1 year) <b>Theme:</b> <i>What can design do in my world?</i> <b>Tools:</b> Adobe Illustrator, Premiere Pro, HTML/CSS basics <b>Focus:</b> Graphic design, web fundamentals, client-based projects, career exploration	<b>Advanced Design &amp; Multimedia Arts</b> CTE Capstone (1 year) [in development] <b>Theme:</b> <i>How do I lead and contribute?</i> <b>Tools:</b> Adobe full suite, video production, UX/UI, data visualization <b>Focus:</b> Leadership in Creative Studio, community-engaged design, internship prep	<b>Dual Enrollment or WBL Career Practicum</b> + Exhibition of Pathway Learning <b>Theme:</b> <i>Where am I going &amp; how do I launch?</i> <b>Focus:</b> Professional portfolio, real client projects, senior capstone exhibition, post-secondary transition
Integration Types	<b>PRACTICES</b>	<b>PRACTICES</b>	<b>PRACTICES</b>	<b>PRACTICES</b>

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<p><b>What will be true across the pathway cohort classes?</b></p> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Skills</li> <li>• Projects (see row below)</li> <li>• Events (WBL)</li> </ul>	<ul style="list-style-type: none"> <li>• Design thinking process: Empathize → Define → Ideate → Prototype → Test</li> <li>• Socratic seminar and structured discussion</li> <li>• Weekly portfolio reflection and goal-setting</li> <li>• Google Classroom Linked Learning integration across all cohort courses</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Visual communication fundamentals (composition, color, typography)</li> <li>• Digital literacy: file management, cloud tools, Adobe intro</li> <li>• Academic writing with multimedia integration</li> <li>• Self-awareness, identity, and growth mindset</li> </ul> <p><b>EVENTS (WBL)</b></p> <ul style="list-style-type: none"> <li>• Resume Building with Industry Partner (★ OUSD Benchmark)</li> <li>• Guest Speakers — Career Awareness (Design &amp; Media pros)</li> <li>• Career Day / Expo</li> <li>• Field Trip: Design Studio / Media Company</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative critique and peer feedback protocols</li> <li>• Project planning using backward design</li> <li>• Professional communication: email, presentation, visual storytelling</li> <li>• PLC+PBL materials and exit tickets integrated with Linked Learning</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Intermediate Adobe Creative Suite (Illustrator, Photoshop, Premiere)</li> <li>• Web design fundamentals: HTML/CSS basics, UX principles</li> <li>• Argumentation, evidence-based reasoning, and persuasive media</li> <li>• Collaborative project management and iterative design</li> </ul> <p><b>EVENTS (WBL)</b></p> <ul style="list-style-type: none"> <li>• Updated Resume w/ Industry Feedback (★ OUSD Benchmark)</li> <li>• Career Exploration Visit — BCC / CoA / Silent Victory Films (★)</li> <li>• Applications &amp; Onboarding Docs: W-9, job apps (★)</li> <li>• Career Roundtable Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Research, cite, and synthesize sources across disciplines</li> <li>• Leadership through Student-Based Enterprise (Creative Studio)</li> <li>• Community-engaged design: real audiences, real clients</li> <li>• Interdisciplinary analysis connecting media, history, and social issues</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Advanced media production: video, audio, interactive design</li> <li>• Client-facing professional communication and project management</li> <li>• Statistical analysis integrated with data visualization</li> <li>• Social capital: networking, mentorship, industry relationships</li> </ul> <p><b>EVENTS (WBL)</b></p> <ul style="list-style-type: none"> <li>• Updated Resume — College &amp; Career Prep (★ OUSD Benchmark)</li> <li>• Mock Interview w/ Industry Partners (★)</li> <li>• Career-Themed College Visit — BCC / CoA (★)</li> <li>• Guest Speaker: Career-Connected Learning — workshop/project feedback (★)</li> <li>• Semester-Long Internship (encouraged)</li> </ul>	<ul style="list-style-type: none"> <li>• Senior capstone preparation across all courses</li> <li>• Public presentation to authentic industry/community audiences</li> <li>• College and career application processes embedded in coursework</li> <li>• Mentorship and peer leadership to younger cohort students</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Professional portfolio curation for college and career</li> <li>• Senior exhibition presentation and public speaking</li> <li>• Freelance/client project management through WBL Career Practicum</li> <li>• LinkedIn profile, resume finalization, post-secondary planning</li> </ul> <p><b>EVENTS (WBL)</b></p> <ul style="list-style-type: none"> <li>• Updated Resume — Final (★ OUSD Benchmark)</li> <li>• Informational Interview w/ Industry Partner (★)</li> <li>• Secure Professional References (★)</li> <li>• Project-Based Learning — WBL Practicum Capstone (★)</li> <li>• Exhibition of Pathway Learning</li> </ul>
<p><b>Dual Enrollment</b>  <a href="#">[BCC Dual Enrollment Certificate Requirements]</a></p>	<p><i>Not yet eligible for BCC DE in 9th grade.</i>                  Students build foundational skills in CTE Intro to prepare for DE eligibility beginning in 10th grade.</p>	<p><b>Berkeley City College Multimedia Arts Electives:</b></p> <ul style="list-style-type: none"> <li>• Graphic Visualization</li> <li>• Web Design (Internship)</li> <li>• Web Commerce</li> <li>• Data Design</li> <li>• VR and Digital Spaces</li> <li>• Social Media Marketing</li> <li>• Online Games &amp; Interactivity</li> <li>• User Experience &amp; Interface</li> </ul>	<p><b>Berkeley City College Multimedia Arts Electives:</b></p> <ul style="list-style-type: none"> <li>• Graphic Visualization</li> <li>• Web Design (Internship)</li> <li>• Web Commerce</li> <li>• Data Design</li> <li>• VR and Digital Spaces</li> <li>• Social Media Marketing</li> <li>• Online Games &amp; Interactivity</li> <li>• User Experience &amp; Interface</li> </ul>	<p><b>Full BCC Multimedia Arts DE Suite:</b></p> <ul style="list-style-type: none"> <li>• All electives listed in 10th/11th plus additional advanced courses</li> </ul> <p><b>College of Alameda (on LPS Campus):</b></p> <ul style="list-style-type: none"> <li>• Statistics (DE)</li> </ul> <p><b>WBL Career Practicum:</b></p> <ul style="list-style-type: none"> <li>• Student-Based Enterprise Intern Evaluation Guidelines</li> </ul>

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			<p><b>College of Alameda (on LPS Campus):</b></p> <ul style="list-style-type: none"> <li>Statistics (DE)</li> </ul> <p><b>Merritt College:</b></p> <ul style="list-style-type: none"> <li>BUS 80: Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Web Design Intern Evaluation Guidelines</li> </ul> <p><b>Merritt College:</b></p> <ul style="list-style-type: none"> <li>BUS 80: Financial Literacy</li> </ul>
<p><b>Integrated Projects /Common Performance Assessments</b></p>	<p><b>Semester 1:</b></p> <ul style="list-style-type: none"> <li>KQED Media Challenge — interdisciplinary media production connecting English 9, Ethnic Studies, and CTE Intro</li> <li>Identity &amp; Community Zine Project (ELA + CTE + Ethnic Studies)</li> <li>Design for Good Poster Campaign — social issue in the community</li> <li>Interdisciplinary Project Cohort Configurations</li> <li>PLC+PBL: Materials and Exit Tickets</li> </ul> <p><b>Semester 2:</b></p> <ul style="list-style-type: none"> <li>Future Self Visual Brand Package — typography, color, personal identity design</li> <li>4-Year Blueprint Infographic (Seminar + CTE integrated)</li> </ul>	<p><b>Semester 1:</b></p> <ul style="list-style-type: none"> <li>KQED Media Challenge — documentary or news media piece</li> <li>World History + Design: Visual History Timeline (World History × CTE)</li> <li>Career Exploration Media Package: resume, profile, interest portfolio</li> <li>Web Design for Community Partner — real client project intro</li> <li>PLC+PBL: Materials and Exit Tickets</li> </ul> <p><b>Semester 2:</b></p> <ul style="list-style-type: none"> <li>Science + Data Visualization Project (Chemistry × CTE)</li> <li>Business Concept Sketch + Career Cluster Vision Board</li> </ul>	<p><b>Semester 1:</b></p> <ul style="list-style-type: none"> <li>KQED Media Challenge — advanced category submission</li> <li>US History + Media: Documentary short film or podcast (US History × CTE)</li> <li>Community Studio Project — real media deliverable for Youth Uprising or school</li> <li>Enterprise Pitch Deck (CTE + Business/Econ connection)</li> <li>PLC+PBL: Materials and Exit Tickets</li> </ul> <p><b>Semester 2:</b></p> <ul style="list-style-type: none"> <li>Junior Portfolio Defense — formal presentation to panel</li> <li>College Essay + Personal Brand Package (ELA × CTE)</li> <li>Social Capital Map — informational interview artifact</li> </ul>	<p><b>Semester 1:</b></p> <ul style="list-style-type: none"> <li>KQED Media Challenge — Capstone-level submission</li> <li>WBL Career Practicum Client Project (external client or school)</li> <li>Senior Personal Statement + Portfolio Package</li> <li>Enterprise Legacy Plan — handing off Creative Studio to 11th graders</li> <li>PLC+PBL: Materials and Exit Tickets</li> </ul> <p><b>CAPSTONE — Exhibition of Pathway Learning:</b></p> <ul style="list-style-type: none"> <li>Public presentation to industry, college &amp; community partners</li> <li>Student Evaluation Facing Criteria</li> <li>Exhibition Evaluation Rubric</li> <li>Digital and physical portfolio submission</li> <li>Career Launch Pitch</li> </ul>
<p><b>Defenses or Capstones</b></p>	<p><b>Portfolio Entry Point</b>                  Self-assessment and initial artifact collection. Students curate their first digital portfolio with a personal artist/designer statement.</p>	<p><b>Mid-Point Portfolio Review</b>                  Presentation to teacher panel. Students select 3–5 artifacts demonstrating growth and present using a structured reflection protocol.</p>	<p><b>Junior Portfolio Defense</b>                  Formal presentation to external panel (includes at least one industry or postsecondary partner). Students defend 5–7 portfolio pieces and articulate next-step plans.</p>	<p><b>SENIOR CAPSTONE: Exhibition of Pathway Learning</b>                  Public presentation to industry, college, and community partners. Students present a complete portfolio + capstone project.</p> <ul style="list-style-type: none"> <li>Student Evaluation Facing Criteria</li> <li>Exhibition Evaluation Rubric</li> <li>Digital + physical portfolio submission</li> <li>Career Launch Pitch to panel</li> <li>Peralta Certificate target completion</li> </ul>

**SECTION 2: STUDENT EXPERIENCES, SUPPORTS & COLLEGE/CAREER READINESS**

<p><b>Other Courses /Electives</b></p>	<ul style="list-style-type: none"> <li>Design Thinking for Problem Solving</li> <li>Cal Career Zone Assessments (Seminar-embedded)</li> </ul>	<ul style="list-style-type: none"> <li>Design Thinking for Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>Design Thinking for Problem Solving</li> <li>Psychology</li> <li>Laney Stats (Spring)</li> </ul>	<ul style="list-style-type: none"> <li>Laney Stats (Spring)</li> <li>ASB Leadership (UC Approved)</li> <li>Student Ambassadorship (UC Approved)</li> </ul>
<p><b>Other Student Experiences (post-session activities, exhibitions, rituals, class trips, assemblies)</b></p>	<p><b>Regular Schedule:</b></p> <ul style="list-style-type: none"> <li>Family Meetings — Fridays 12:20–1:20 PM</li> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Frosh Seminar — Thursdays 1:20–1:50 PM</li> </ul> <p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Career Day / Expo with design &amp; media professionals</li> <li>Field Trip: Design Studio / Media Company</li> <li>Cultural heritage month events (ASB-driven — see Community Building section)</li> </ul>	<p><b>Regular Schedule:</b></p> <ul style="list-style-type: none"> <li>Family Meetings — Fridays 12:20–1:20 PM</li> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Soph Seminar — Thursdays 1:20–1:50 PM</li> </ul> <p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Career Exploration Visit — BCC / CoA / Silent Victory Films</li> <li>Career Roundtable with industry professionals</li> <li>Summer Fair / Peralta Summer Institute</li> </ul>	<p><b>Regular Schedule:</b></p> <ul style="list-style-type: none"> <li>Family Meetings — Fridays 12:20–1:20 PM</li> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Junior Seminar — Thursdays 1:20–1:50 PM</li> </ul> <p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>Career-Themed College Visit — BCC Multimedia Arts / CoA</li> <li>Mock Interview with Industry Partners</li> <li>Semester-Long Internship (encouraged)</li> <li>Junior Portfolio Defense (panel)</li> </ul>	<p><b>Regular Schedule:</b></p> <ul style="list-style-type: none"> <li>Family Meetings — Fridays 12:20–1:20 PM</li> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Senior Seminar — Thursdays 1:20–1:50 PM</li> </ul> <p><b>Experiences:</b></p> <ul style="list-style-type: none"> <li>WBL Career Practicum (internship/client project)</li> <li>Exhibition of Pathway Learning — public capstone event</li> <li>Senior campus visits post-acceptance</li> <li>College readiness boot camps</li> </ul>
<p><b>Work Based Learning [WBL Continuum]</b></p>	<p><b>Connected to: Frosh Seminar &amp; Linked Learning Cohort</b></p> <p><b>School-Based Enterprise:</b></p> <ul style="list-style-type: none"> <li>Student Creative Studio — school graphics &amp; digital media (CTE Intro class)</li> </ul> <p>★ <b>Required OUSD Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Resume Building w/ Industry Partner (Seminar — Aug/Sept)</li> <li>Guest Speakers — Career Awareness: Design &amp; Media pros (Seminar — Oct/Nov)</li> </ul> <p><b>Additional WBL Activities:</b></p> <ul style="list-style-type: none"> <li>Career Day/Expo — Advisory + Seminar</li> <li>Field Trip: Design Studio/Media Company (Feb/Mar)</li> </ul>	<p><b>Connected to: Soph Seminar &amp; Linked Learning Cohort</b></p> <p><b>School-Based Enterprise:</b></p> <ul style="list-style-type: none"> <li>Media production for school events and programs (Intermediate DMMA class)</li> </ul> <p>★ <b>Required OUSD Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Updated Resume w/ Industry Feedback (Exploration Seminar — Aug/Sept)</li> <li>Career Exploration Visit — BCC/CoA/Silent Victory Films with pre-visit worksheet (Oct/Nov)</li> <li>Applications &amp; Onboarding Docs: W-9, job apps (Seminar — Dec/Jan)</li> </ul> <p><b>Additional WBL Activities:</b></p>	<p><b>Connected to: Junior Seminar &amp; Linked Learning Cohort</b></p> <p><b>School-Based Enterprise:</b></p> <ul style="list-style-type: none"> <li>Leadership roles in Creative Studio and school media projects (Advanced DMMA class)</li> </ul> <p><b>Internships:</b></p> <ul style="list-style-type: none"> <li>Semester-long internship in DMMA-aligned organization (encouraged): mid- and end-of-internship reflections, workplace simulation projects</li> </ul> <p>★ <b>Required OUSD Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Updated Resume — College &amp; Career Prep (Readiness Seminar — Aug/Sept)</li> </ul>	<p><b>Connected to: Senior Seminar &amp; Linked Learning Cohort</b></p> <p><b>School-Based Enterprise:</b></p> <ul style="list-style-type: none"> <li>Student Enterprise through WBL Career Practicum — serving school or community clients</li> </ul> <p><b>Internships:</b></p> <ul style="list-style-type: none"> <li>WBL Career Practicum internships with external clients</li> <li>Student-Based Enterprise &amp; Web Design Intern Evaluation Guidelines</li> </ul> <p>★ <b>Required OUSD Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Updated Resume (Final) + LinkedIn Profile (Launch Seminar — Aug/Sept)</li> <li>Informational Interview w/ Industry Partner (Oct/Nov)</li> </ul>

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 Post-Secondary: Berkeley City College · College of Alameda · Ohlone College  
 Community: Youth Uprising · California Charter School Association

	<ul style="list-style-type: none"> <li>4-Year Blueprint, Skills + Interests Profile, Email Etiquette, Cal Career Zone Assessments (Seminar)</li> <li>Future Self Letter (Advisory + Seminar)</li> </ul> <p><b>Focal Student Supports:</b></p> <ul style="list-style-type: none"> <li>Identify students needing scheduling support for WBL activities (Aug/Sept)</li> <li>Check-in: working students &amp; credit recovery re: Career Day participation (Oct/Nov)</li> </ul>	<ul style="list-style-type: none"> <li>Career Cluster Vision Board, Business Concept Sketch (Feb/Mar)</li> <li>Industry Interview Write-Up, Portfolio: Career Exploration Evidence, Post-visit reflection</li> <li>Financial Literacy Intro, Career Roundtable Discussion (Apr/May)</li> </ul> <p><b>Focal Student Supports:</b></p> <ul style="list-style-type: none"> <li>Flex scheduling for working students re: CEV</li> <li>PBL intro for advanced students</li> </ul>	<ul style="list-style-type: none"> <li>Guest Speaker: Career-Connected Learning — workshop/project feedback (Oct/Nov)</li> <li>Mock Interview w/ Industry Partners (Readiness Seminar — Dec/Jan)</li> <li>Career-Themed College Visit — BCC Multimedia Arts/CoA (Feb/Mar)</li> </ul> <p><b>Additional WBL Activities:</b></p> <ul style="list-style-type: none"> <li>Social Capital Map, Informational Interview, College List + Aid Plan</li> <li>Enterprise Pitch Deck, Portfolio: Work Samples + Reflections, BCC DE enrollment begins</li> </ul> <p><b>Focal Student Supports:</b></p> <ul style="list-style-type: none"> <li>Credit recovery students: confirm internship eligibility path (Aug/Sept)</li> <li>FAFSA/CADAA support sessions — counselor (Dec/Jan)</li> </ul>	<ul style="list-style-type: none"> <li>Secure Professional References (Dec/Jan)</li> <li>Project-Based Learning — WBL Career Practicum Capstone (Feb/Mar)</li> </ul> <p><b>Additional WBL Activities:</b></p> <ul style="list-style-type: none"> <li>Enterprise Legacy Plan, Post-Secondary Launch Plan</li> <li>Industry Feedback Integration, Career Launch Pitch</li> <li>Exhibition of Pathway Learning, Certification completion, College/career apps, FAFSA/CADAA</li> </ul> <p><b>Focal Student Supports:</b></p> <ul style="list-style-type: none"> <li>Mock Presentation + culminating project support for credit recovery seniors</li> <li>Industry mentor check-ins for working seniors balancing jobs + graduation</li> </ul>
<p><b>Certifications</b></p>	<p><i>Working toward eligibility.</i></p>	<ul style="list-style-type: none"> <li>LPS Local Certification: working toward 4–5 BCC DE course completion</li> <li>Cal Career Zone career assessment completion</li> </ul>	<ul style="list-style-type: none"> <li>LPS Local Certification: Complete 4–5 BCC DE courses in Multimedia Arts</li> <li>Peralta Certificate of Achievement — Mobile Web Design Level 1 (target)</li> <li>BCC DE enrollment milestone confirmation</li> </ul>	<ul style="list-style-type: none"> <li>LPS Local Certification: 4–5 BCC Multimedia Arts DE courses</li> <li>BCC Certificate of Completion in Multimedia Arts (all 6 BCC DE courses)</li> <li>Peralta Certificate of Achievement — Mobile Web Design Level 1</li> <li>Design &amp; Multimedia Arts Certificate of Completion</li> </ul>
<p><b>Student Leadership</b></p>	<ul style="list-style-type: none"> <li>ASB Leadership (UC Approved)</li> </ul>	<ul style="list-style-type: none"> <li>ASB Leadership (UC Approved)</li> </ul>	<ul style="list-style-type: none"> <li>ASB Leadership (UC Approved)</li> </ul>	<ul style="list-style-type: none"> <li>ASB Leadership (UC Approved)</li> <li>Student Ambassadorship (UC Approved)</li> </ul>
<p><b>Summer Learning (Summer DMMA Bridge, course acceleration, credit recovery)</b></p>	<ul style="list-style-type: none"> <li>Credit Recovery</li> <li>Peralta Summer Institute</li> </ul>	<ul style="list-style-type: none"> <li>Credit Recovery</li> <li>Peralta Summer Institute</li> <li>Soph Readiness Project</li> </ul>	<ul style="list-style-type: none"> <li>Credit Recovery</li> <li>Peralta Summer Institute</li> <li>Junior Readiness Project</li> </ul>	<ul style="list-style-type: none"> <li>Credit Recovery</li> <li>Peralta Summer Institute</li> <li>Senior Readiness Project</li> </ul>

<p><b>College Awareness &amp; Exploration</b>  <b>College and Career Readiness</b>  <b>Classroom Framework</b></p>	<p><b>Focus: Foundation Building &amp; Self-Exploration</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introductory college workshops explaining types of institutions (community colleges, trade schools, 4-year universities)</li> <li>• Exploration of personal interests, strengths, and potential career paths through assessments and reflection</li> <li>• College field trips to local institutions to begin familiarizing students with campus life</li> <li>• Sessions on the importance of high school grades and extracurricular activities for college readiness</li> <li>• Student/parent information nights on long-term academic planning and financial literacy basics</li> </ul>	<p><b>Focus: Expanding Options &amp; Career Connections</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Workshops on different majors, career clusters, and how they align with various colleges</li> <li>• Conversations about GPA, course rigor, and impact on college eligibility</li> <li>• Participation in career fairs and industry panels connected to potential college majors</li> <li>• Virtual and in-person college tours to local and regional colleges</li> <li>• Continued emphasis on extracurricular involvement and leadership development</li> </ul>	<p><b>Focus: Narrowing Options &amp; Application Prep</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Personalized college counseling to create a college list: reach, target, and safety schools</li> <li>• Information sessions on scholarships, financial aid, and the FAFSA process</li> <li>• College essay and personal statement workshops — begin drafts</li> <li>• Dual enrollment opportunities for exposure to college-level coursework</li> <li>• Engagement with college representatives at fairs and workshops</li> </ul>	<p><b>Focus: Application Completion &amp; Transition Support</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• College application days with direct support for CSU/UC, Common App, and private college apps</li> <li>• College Essay Guy guidance on crafting compelling personal statements</li> <li>• FAFSA completion workshops with financial aid counselors</li> <li>• Decision-making workshops: evaluating college acceptance offers, financial aid packages, and scholarships</li> <li>• Senior campus visits after acceptance (if possible)</li> <li>• College readiness boot camps: time management, independence, navigating college life</li> </ul>
<p><b>Community Building &amp; Motivational Activities and Trips (ASB-Driven)</b></p>	<p><b>9th Grade: Foundation Building &amp; Self-Identity</b></p> <p><b>Hispanic/Latinx Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Fiesta Friday: Food, music &amp; cultural showcases</li> </ul> <p><b>LGBTQ+ History Month:</b></p> <ul style="list-style-type: none"> <li>• Pronoun Pin Tuesday — build awareness of identity &amp; inclusivity</li> <li>• Rainbow Monday — celebrate identity by wearing rainbow colors</li> </ul> <p><b>Native American Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Tribal Pattern Monday — wear Native American patterns; learn about self-expression through art</li> </ul> <p><b>Black Futures Month:</b></p> <ul style="list-style-type: none"> <li>• Black Futures Monday — future-focused Black leadership discussions</li> <li>• Afro-Futuristic Wednesday — explore Afrofuturism in art and design</li> </ul> <p><b>Women's History Month:</b></p>	<p><b>10th Grade: Skill Building &amp; Relational Identity</b></p> <p><b>Hispanic/Latinx Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Fiesta Friday: Food, music &amp; cultural showcases</li> </ul> <p><b>LGBTQ+ History Month:</b></p> <ul style="list-style-type: none"> <li>• Historical Figures Wednesday — dress as notable LGBTQ+ figures, honor relational history</li> </ul> <p><b>Native American Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Warrior Wednesday — leadership &amp; relational identity focus</li> </ul> <p><b>Black Futures Month:</b></p> <ul style="list-style-type: none"> <li>• Futures Design Lab — collaborative design project imagining Afrofuturist worlds</li> </ul> <p><b>Women's History Month:</b></p> <ul style="list-style-type: none"> <li>• Suffragette Tuesday — wear suffrage colors, explore women's contributions to social justice</li> </ul>	<p><b>11th Grade: Preparation &amp; Community Social Identity</b></p> <p><b>Hispanic/Latinx Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Fiesta Friday: Food, music &amp; cultural showcases</li> </ul> <p><b>LGBTQ+ History Month:</b></p> <ul style="list-style-type: none"> <li>• Allies Thursday — wear allyship shirts, focus on building community support networks</li> </ul> <p><b>Native American Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Eco-Friendly Thursday — community service project tied to environmental stewardship</li> </ul> <p><b>Black Futures Month:</b></p> <ul style="list-style-type: none"> <li>• Afrofuturism Luminaries Thursday — artists, designers, thinkers shaping the future</li> </ul> <p><b>Women's History Month:</b></p> <ul style="list-style-type: none"> <li>• Trailblazer Wednesday — represent a female trailblazer, connect to leadership in community</li> </ul>	<p><b>12th Grade: Final Preparation &amp; Global/Human Identity</b></p> <p><b>Hispanic/Latinx Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Fiesta Friday: Food, music &amp; cultural showcases</li> </ul> <p><b>LGBTQ+ History Month:</b></p> <ul style="list-style-type: none"> <li>• Pride Friday — lead a campus pride parade, celebrate global human identity</li> </ul> <p><b>Native American Heritage Month:</b></p> <ul style="list-style-type: none"> <li>• Cultural Celebration Friday — showcase Native American culture, global contributions</li> </ul> <p><b>Black Futures Month:</b></p> <ul style="list-style-type: none"> <li>• LPS Oakland 2127 — Futures Lab Live: senior-led Afrofuturist showcase</li> </ul> <p><b>Women's History Month:</b></p> <ul style="list-style-type: none"> <li>• Future is Female Friday — showcase women's contributions in global history, inspire senior leadership projects</li> </ul>

# LPS Oakland R&D — Design & Multimedia Arts Pathway | Program of Study 2026–27

Industry Sector: Arts, Media & Entertainment → Design, Visual & Media Arts → Design & Multimedia Arts (DMMA)

Industry Partners: Career Launch · Silent Victory Films  
 Post-Secondary: Berkeley City College · College of Alameda · Ohlone College  
 Community: Youth Uprising · California Charter School Association

	<ul style="list-style-type: none"> <li>Women in STEM Monday — highlight role models in STEM, encourage identity formation</li> </ul>			
<b>Advisory</b>	<p><b>Self Identity</b></p> <ul style="list-style-type: none"> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Grade 9 SEL Advisory Circle Protocols (Semester 1)</li> <li>Family Meetings — Fridays 12:20–1:20 PM</li> </ul>	<p><b>Relational Identity</b></p> <ul style="list-style-type: none"> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Grade 10 SEL Advisory Circle Protocols (Semester 1)</li> <li>Family Meetings — Fridays 12:20–1:20 PM</li> </ul>	<p><b>Community and Social Identity</b></p> <ul style="list-style-type: none"> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Grade 11 SEL Advisory Circle Protocols (Semester 1)</li> <li>Family Meetings — Fridays 12:20–1:20 PM</li> </ul>	<p><b>Global and Human Identity</b></p> <ul style="list-style-type: none"> <li>Advisory — Tuesdays 1:20–1:50 PM</li> <li>Grade 12 SEL Advisory Circle Protocols (Semester 1)</li> <li>Family Meetings — Fridays 12:20–1:20 PM</li> </ul>
<b>Personalized Supports</b>	<p><b>Advisory (SEL):</b></p> <ul style="list-style-type: none"> <li>Weekly Mastery/DNA Report Review — advisors help students review behavior, attendance, and academic progress</li> <li>Reflection on Progress — students reflect on growth based on Mastery/DNA reports and develop action plans for improvement</li> <li>Goal-setting: personal and academic goals established early in year</li> </ul>	<p><b>Advisory (SEL):</b></p> <ul style="list-style-type: none"> <li>Bi-Weekly Mastery/DNA Report Review — in-depth reviews to monitor skill development and relationship-building progress</li> <li>Personalized interventions provided for students needing support in academics or SEL</li> <li>Goal Setting Sessions — students use Mastery/DNA reports to set relationship and academic goals</li> </ul>	<p><b>Advisory (SEL):</b></p> <ul style="list-style-type: none"> <li>Monthly Mastery/DNA Report Review — focus on leadership development and community involvement</li> <li>Action Planning — students create plans to improve academic achievement and social responsibility</li> <li>FAFSA/CADAA support sessions with counselor for focal students</li> </ul>	<p><b>Advisory (SEL):</b></p> <ul style="list-style-type: none"> <li>Monthly Mastery/DNA Report Review — ensuring seniors are on track for graduation and post-secondary plans</li> <li>Special attention to behavior, attendance, and academic performance for final transition</li> <li>End-of-Year Reflection — students reflect on high school journey, set final goals for graduation and post-secondary future</li> </ul>
<b>Use of Expanded Learning Time (before or afterschool)</b>	<p><b>Morning Support in Student Lounge (All Grade Levels):</b></p> <ul style="list-style-type: none"> <li>Dedicated tutors or peer mentors available each morning for homework help, academic tutoring, study skills, and organization</li> <li>Credit recovery check-ins and scheduling support for working students</li> <li>Portfolio office hours — open studio time for students to work on design projects</li> </ul>			

**Work-Based Learning Co-Leads:** Maafi Cook, Rashima Sonson      **Pathway Name:** Design & Multimedia Arts (DMMA)  
**Collaborators:** Linked Learning Lead Facilitator, WBL Career Practicum Facilitator, Pathway Teachers/Advisors, C&C Counselor

**Work-Based Learning Lead:** WBL Lead      **Pathway Name:** Design & Multimedia Arts (DMMA)  
**Collaborators:** Linked Learning Lead Facilitator, WBL Career Practicum Facilitator, Pathway Teachers, School Counselor

**Goals: Key data points we are trying to sustain or move in this pathway** (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Internship Placement & Quality — Increase the percentage of 11th–12th grade students securing meaningful internship placements in DMMA-aligned fields. Success Indicator: 75%+ of eligible 11th graders placed; 90%+ complete mid- and end-of-internship reflections with portfolio evidence. Focal groups: working students, credit recovery students.
2. Student Engagement in Career Readiness — Strengthen participation across all WBL benchmarks, ensuring no student is left behind due to scheduling or credit recovery conflicts. Success Indicator: 100% of students participate in all required grade-level benchmarks; attendance tracked per WBL activity. Focal groups: all students, credit recovery, working students.
3. Post-Secondary Launch Outcomes — Track and expand resources that help students transition into higher education, certification programs, or DMMA-aligned careers. Success Indicator: 90%+ of 12th graders complete a Post-Secondary Launch Plan; 70%+ earn at least one certification or complete the Peralta DE sequence. Focal groups: 12th graders, first-generation college students.
4. Portfolio & Certification Completion — Ensure every student builds a cumulative, industry-ready portfolio and earns at least one recognized credential by graduation. Success Indicator: 100% of seniors present Exhibition of Pathway Learning; 80%+ complete BCC DE sequence or LPS Local Certification. Focal groups: all 12th graders, BCC DE-enrolled students.

✓ **Calendaring Benchmark Aligned WBL (in Program of Study):**

- **For All-Student Experiences:** note WBL experience, teacher, class, and industry partner for each item
- **For Targeted Student Experiences:** note subgroup, WBL experience, and staff lead

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	★ Resume Building w/ Industry Partner (Foundations Seminar)  Teacher: Pathway Teacher/Advisor  Partner: Design/Media Pro	★ Guest Speaker — Career Awareness (Foundations Seminar)  Teacher: Pathway Teacher/Advisor  Partner: Silent Victory Films; guest creatives	Career Day / Expo Future Self Letters (Advisory + Seminar)  Teacher: Pathway Teacher/Advisor	Field Trip: Design Studio / Media Company Interests + Values Map (Seminar)  Teacher: Pathway Teacher/Advisor  Partner: Local industry site	4-Year Blueprint Skills + Interests Portfolio Profile (Seminar)  Teacher: Pathway Teacher	Email & Phone Etiquette  Cal Career Zone Assessments Professional communication norms  Pathway intro & career cluster overview
	Focal students	Identify students needing scheduling		Check-in: working students & credit			

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
		support for WBL activities Lead: WBL Lead		recovery re: Career Day participation Lead: Counselor			
10	All-Students	★ Updated Resume w/ Industry Feedback (Exploration Seminar)  Teacher: Pathway Teacher/Advisor  Partner: DMMA industry contact; BCC partner	★ Career Exploration Visit (BCC / CoA / Silent Victory Films) Pre-visit worksheet required  Teacher: Pathway Teacher/Advisor  Partner: Justin Hoffman (BCC); Christopher Wu (CoA)	★ Applications & Onboarding Docs (W-9, job applications) (Seminar)  Teacher: Pathway Teacher/Advisor	Summer Fair  Career Cluster Vision Board  Business Concept Sketch  Teacher: Pathway Teacher/Advisor  Partner: Community professionals	Industry Interview Feedback  Portfolio: Career Exploration Evidence  Post-visit reflection  Teacher: Pathway Teacher/Advisor	Financial Literacy Intro  Career Roundtable Discussion  Postsecondary Options Research
	<i>Focal students</i>	Flex scheduling for working students re: CEV Lead: WBL Lead + Counselor				PBL intro for advanced students Lead: Linked Learning Lead Facilitator	
11	All-Students	★ Updated Resume  College & Career Prep (Readiness Seminar)  Teacher: Pathway Teacher/Advisor	★ Guest Speaker (Career Connected Learning)  Workshop / project feedback  Social Capital Map Teacher: Pathway Teacher/Advisor  Partner: Silent Victory Films; BCC faculty	★ Mock Interview w/ Industry Partners  Informational Interview (Readiness Seminar)  Teacher: Pathway Teacher/Advisor  Partner: Career Launch WBL; DMMA pros	★ Career-Themed College Visit (BCC Multimedia Arts / Ohlone Esports)  College List + Aid Plan  Teacher: Pathway Teacher/Advisor  Partner: Justin Hoffman (BCC); Preston Hall (Ohlone)	Internship Impact Reflection  Enterprise Pitch Deck  Portfolio: Work Samples + Reflections  Teacher: Pathway Teacher/Advisor	Semester-Long Internship  BCC DE enrollment begins  Workplace Simulation projects  Financial literacy:  FAFSA/CADAA prep
	<i>Focal students</i>	Credit recovery students: confirm internship eligibility path Lead: WBL Career Practicum				FAFSA/CADAA support sessions Lead: Counselor	

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
		Facilitator + Counselor					
12	All-Students	★ Updated Resume (Final) LinkedIn Profile (Launch Seminar)  Teacher: Pathway Teacher/Advisor	★ Informational Interview w/ Industry Partner  Enterprise Legacy Plan  Teacher: Pathway Teacher/Advisor  Partner: DMMA industry professionals	★ Secure Professional References  WBL Career Practicum begins  Post-Secondary Launch Plan  Teacher: Pathway Teacher/Advisor	★ Project-Based Learning (WBL Practicum Capstone)  Industry Feedback Integration  Teacher: Pathway Teacher/Advisor  Partner: Silent Victory Films; BCC faculty; community reviewers	Exhibition of Pathway Learning  Career Launch Pitch  Certification completion  College/career apps submitted  Teacher: Pathway Teacher/Advisor  Partner: Industry panel reviewers; C&C Counselor	Scholarship applications  FAFSA/CADAA completion  Peralta Certificate target: Mobile Web Design Level 1  LPS Local Certification pathway
	<i>Focal students</i>	Culminating project support for credit recovery seniors Lead: WBL Career Practicum Facilitator				Industry mentor check-ins for working seniors balancing jobs + graduation Lead: WBL Lead	

**Partner-Staff Engagements**

Quarterly advisory meetings with BCC Multimedia Arts, College of Alameda, Silent Victory Films, and community partners to review student work, provide feedback, and plan WBL experiences.

WBL Lead and WBL Career Practicum Facilitator coordinate externship and site visit scheduling with industry partners each semester.

Partner-Staff check-ins embedded in Launch Seminar (12th grade) and Readiness Seminar (11th grade) at key benchmark completion points.

★ = Required OUSD WBL Benchmark

**General Roles/Responsibilities:**

Person or Position	Responsibilities
<b>WBL Co-Leads</b>	Oversees the full DMMA WBL Plan and holds the pathway team accountable to implementation. Manages partner relationships and coordinates scheduling of all benchmarked WBL activities across grade levels. Reviews student data and WBL participation rates; escalates support for focal student groups (credit recovery, working students).

<b>Linked Learning Lead Facilitator</b>	Coordinates integration of WBL activities into classroom curriculum and the Program of Study. Leads alignment between academic instruction (Intermediate DMMA and pathway courses) and career-connected learning outcomes. Supports teachers in preparing students for WBL benchmarks through classroom-embedded preparation.
<b>WBL Career Practicum Facilitator</b>	Facilitates the WBL Career Practicum for 12th graders — capstone project design, industry partner connections, and public exhibition. Manages internship placements for 11th graders: sourcing, onboarding, mid-point check-ins, and end-of-internship reflection support. Coordinates mock interviews and resume feedback sessions with industry partners.
<b>Pathway Teachers (9th–12th Grade Advisory/Seminar)</b>	Embed WBL preparation into daily instruction: resume workshops, professional communication, futures artifact development, and portfolio building. Facilitate Foundation, Exploration, Readiness, and Launch Seminars aligned to the WBL continuum. Document student benchmark completion and flag students at risk of missing required experiences.
<b>Industry Partners (BCC, CoA, Ohlone, Silent Victory Films, community professionals)</b>	Participate as guest speakers, career exploration visit hosts, mock interview panelists, internship supervisors, and capstone reviewers. Provide written feedback on student resumes, portfolios, and projects at defined benchmark moments. Re-engage with the same students across grade levels where possible to build sustained mentorship relationships.
<b>School Counselor (College &amp; Career)</b>	Co-facilitate Launch Seminar supports: FAFSA/CADAA completion, college application guidance, and postsecondary planning workshops. Provide GPA and a-g progress monitoring to ensure WBL-active students maintain academic eligibility. Support focal students (credit recovery, working students) with flexible scheduling solutions for WBL participation.

### Next Steps in Plan Development / Implementation:

- Attend bi-weekly pathway team meetings to review WBL calendar progress, confirm partner dates, and address implementation barriers; share WBL participation data at each meeting (ongoing, Aug 2026–May 2027).
- Integrate certifications intentionally throughout the continuum — map BCC DE milestones to the WBL calendar and communicate enrollment windows to all 11th–12th graders and families (by Oct. 2026).
- Use the WBL continuum to develop more in-school-day WBL integration points outside of internship and seminar classes — embed at least two industry touchpoints per semester into DMMA course instruction (by Nov. 2026).
- Adapt field trips and advisory events to align explicitly with pathway outcomes and benchmark completion — every off-campus experience should include a pre-visit prep activity and a post-visit futures artifact (launch Sept. 2026, ongoing).
- Build and activate a formal Industry Advisory structure: schedule quarterly touchpoints with BCC, Silent Victory Films, CoA, and community partners to review student work, provide feedback, and plan next-year WBL experiences (first meeting by Oct. 2026).
- Develop flexible WBL access pathways for credit recovery and working students — design make-up protocols for missed benchmark activities, including virtual options for guest speakers and informational interviews (by Sept. 2026).
- Track post-secondary outcomes for DMMA graduates annually — establish a simple alumni tracking system in partnership with Career Launch to document where students land 6 and 12 months post-graduation (system built by Jan. 2027).

# LPS Oakland – Master Schedule 2025–2026 (Semester 2)

Color-Coded by Grade Level Cohort — Linked Learning Pathway

9th Grade Cohort
10th Grade Cohort
11th Grade Cohort
12th Grade Cohort
Prep / Support / No Grade Designation

Rm #	First Name	Last Name	Grade Level	Team	LL Cohort	Advisory	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
110	Ryan	Foral	9th/10th	Humanities	HUM A	10th	English 1 CP	English 1 CP	ELD 1/ELD 2	English 2 CP	English 2 CP	Prep
P20 5	Tracy	Garcia-Barron	11th/12th	Humanities	HUM B	12th	AP Spanish Language	Prep	AP Spanish Language	Spanish 2 CP	Spanish 2 CP	Spanish 3 CP
P20 6	Brian	Kelly	11th/12th	Humanities	HUM B	12th	Prep	AP English Language	English 3 CP	CSU Exp Reading & Writing CP	CSU Exp Reading & Writing CP	English 3 CP
107	Zach	Ziegenhorn	9th/10th	Humanities	HUM A	10th	AP World History	Ethnic Studies	World History CP	World History CP	Ethnic Studies	Prep
P20 3	John	Batcheller	11th/12th	Humanities	HUM B	9th	Psychology CP	Gov/Econ CP	US History	US History	Gov/Econ CP	Prep
109 B	Martin	Cooper	9th/10th	STEAM	9-10 STEAM	11th	Environmental Science CP	Prep	Biology CP	Environmental Science CP	Environmental Science CP	Biology CP
100	Eugene	Porter	9th & 11th	STEAM	9-10 STEAM	12th	Algebra 2	Algebra 2	Prep	Algebra 1	Algebra 1	Algebra 2
P20 7	Webb	Leslie	n/a	n/a	Support	n/a		Elevate K12 Geometry				Elevate K12 Geometry
J101	Sarah	Hodges	9th–12th	STEAM/CTE	11-12 STEAM	11th	Intermediate Design	Intermediate Design	Intro to Design	Advanced Design	Prep	Intro to Design
J102	Rashima	Sonson	11th/12th	STEAM/CTE	11-12 STEAM	9th	DE/Concurrent Enrollment BCC: Mobile & Cross-Platform Web Design	DE/Concurrent Enrollment BCC: User Experience Interface	DE/Concurrent Enrollment BCC: Online Games	Prep	CTE Advanced Design	WBL Career Practicum
106 A	Amanda	Moore	n/a	STEAM	Support	n/a	Guided Studies	Guided Studies	Prep	Push-in	IEP/COST	Guided Studies
106 A	Reginald	Finley	n/a	Humanities	Support	n/a	Algebra 2 – Push In	Guided Studies	English 3 CP – Push In	CSU Exp R&W; – Push In	English 2 – Push In	Geometry – Push In
122 C	Stef	Contreras	n/a	Humanities	Support	n/a	Bilingual Language Support	Elevate K12 Geometry Support	Bilingual Language Support	Bilingual Language Support	Bilingual Language Support	Elevate K12 Geometry Support

Each block cell is highlighted by the grade level of students in that section. Four colors: 9th (salmon), 10th (yellow), 11th (green), 12th (blue). Diagonally split cells (green/blue) indicate sections shared by both 11th and 12th graders (Dual Enrollment, Advanced Design, WBL Career Practicum); split cells (salmon/yellow) indicate sections shared by both 9th and 10th graders (Spanish 2). Prep periods and support roles are uncolored. Source: Master Schedule 2025–2026 Sem 2 & Linked Learning Teacher Cohorts chart.

Cohort	Grade Level	Interdisciplinary Project Cohort Configurations					
		STEAM		Content	Humanities		Content
A	9th	<b>Martin</b>	<b>Cooper</b>	Science	<b>Zach</b>	<b>Ziegenhorn</b>	SocStu
					<b>Reggie</b>	<b>Finley</b>	Support
	10th	<b>Sarah</b>	<b>Hodges</b>	DMMA	<b>Ryan</b>	<b>Foral</b>	English
		<b>Stef</b>	<b>Contreras</b>	Support			
B	11th	<b>Eugene</b>	<b>Porter</b>	Math	<b>Tracy</b>	<b>Garcia-Barron</b>	Spanish
					<b>John</b>	<b>Batcheller</b>	SocStu
	12th	<b>Rashima</b>	<b>Sonson</b>	DMMA	<b>Brian</b>	<b>Kelly</b>	English
		<b>Mandy</b>	<b>Moore</b>	Support			