

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

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Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

College & Career Readiness Commission

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
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 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Leadership Public Schools Oakland R&D as “Conditionally Approved,” with a base allocation of \$286,450.00 and a strategic carryover allocation of \$79,729.18 for a total allocation not to exceed \$366,179.18.

Background

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

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: LEADERSHIP PUBLIC SCHOOLS OAKLAND R&D

Site #: 9126

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

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (337) multiplied by the per pupil amount of \$850.

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

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

School Name:	Leadership Public School Oakland R&D	Site #:	9126
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Pathway Name(s):	Business Entrepreneurship & Digital Media and Communications
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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 public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students, eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.

- In addition to our primary mission we also strive to:
- Improve the academic achievement of all students
 - Close the achievement gap of educationally disadvantaged students
 - Foster student leadership and dedication to public service
 - Create differentiated supports for college access and success for students via our College Lunch Program

School Demographics

2022-23 Total Enrollment Grades 9-12									% Current Newcomers
348									0.0%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	45.3%	54.7%	95.7%	96.6%	40.1%	29.8%	12.9%	14%	0%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	4.0%	0.0%	0.29	94.3%		0.0%	0.57	0.0%	0.86%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					After an analysis of our data, our team uncovered that our male students continue to experience the most challenges and believe that Linked Learning experiences can change their relationship with school and support male students in completing high school with college credits and a clear post-secondary plan aligned to their interests.			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	88.4%	Not available	95.00%		96.00%		97.00%
Four-Year Cohort Dropout Rate	5.7%	Not available	5.00%		4.00%		3.00%
A-G Completion Rate (12th Grade Graduates)	88.1%	Not available	92.00%		95.00%		97.00%
On Track to Graduate - 9th Graders	73%	60.0%	75.00%		80.00%		85.00%
9th Graders meeting A-G requirements	56%	47.0%	75.00%		80.00%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	30.0%	Not available	75.00%		80%		90.00%

Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	50.0%	Not available	80.00%		85.00%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	Not available	100.00%		100%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	53%	Not available	60.00%		70.00%		80.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	Not available	Not available	Not available		Not available		Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	68%*	Not available	70.00%		75.00%		80.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	87.9%	Not available	89.00%		90.00%		91.00%
Four-Year Cohort Dropout Rate	5.6%	Not available	6.00%		7.00%		8.00%
A-G Completion - 12th Grade (12th Grade Graduates)	47%	Not available	48.00%		49.00%		50.00%
On Track to Graduate - 9th Graders	73.3% [1]	Not available	74.00%		75.00%		76.00%
9th Graders meeting A-G requirements	41.60%	Not available	42%		43.00%		45.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2%	Not available	80.00%		90.00%		100.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	14.5%	Not available	15.00%		20%		25.00%
Percentage of 10th-12th grade students in Linked Learning pathways	10.6%	Not available	80.00%		90.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	10.6 %	Not available	80.00%		90.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	Not available	Not available	Not available		Not available		Not available
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	Not Available	Not available	29.00%		30.00%		31.00%
ROOT CAUSE ANALYSIS							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>		Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>			Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>		

<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i></p>	<p>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.</p>	<p>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.</p>
<p>A-G Completion - 12th Grade</p>	<p>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.</p>	<p>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.</p>
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p>	<p>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.</p>	<p>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.</p>
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i></p>	<p>This data is not available due to incorrect coding. Moving forward, we will make sure we have this data available in the future.</p>	<p>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.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>		
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>		
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>		
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>	<p>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.</p>	<p>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.</p>

2023-2024: YEAR ONE ANALYSIS						
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)						
<p>2023-24 Strategic Actions Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?</p>						
Continue to recruit and hire credentialed classroom teachers to eliminate the need for universal online student learning systems and increase in-person, expert-led content-specific instruction.						
Reestablish parent stakeholder groups such as PTSA and ELAC to facilitate ongoing workshops on A-G requirements, graduation requirements, pathway/linked learning requirements, and opportunities for integrated work-study programs.						
We will offer credit recovery during the summer months through the web-based program Edgenuity to 9th-12th students in order to get them back on course.						
We will establish and maintain a fully-staffed and effective academic/college counseling team that will provide students with increased opportunities for academic and college counseling, including step-by-step assistance in accessing and completing 2- and 4-year college enrollment materials.						
Recruit and hire qualified social emotional counselors/therapists to support students' SEL competencies and overall well being.						
Budget Expenditures						
2023-2024 Budget: Enabling Conditions Whole School						
<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>Hire a Career & Community Leadership Coordinator, at 1.0 FTE to work with pathway teachers to develop Work Based Learning experiences and career preparedness in school. Specific Job duties include: Establish and maintain effective relationships with local industry experts, employers, community colleges, and other local/regional community-based organizations and agencies; plan and facilitate on-and-off site student, family, and community-wide college and career exploration opportunities, meetings, presentations and activities; support the expansion of Career Technical Education (CTE) Pathways; collaborate with stakeholders to ensure wide participation in career exploration opportunities; coordinate and maintain the job shadow program; support work-based learning activities; overseeing the Implementation of Measure N/H plan; support the implementation of Linked Learning. (Salary and Benefits)</p>	\$88,775.00	2251 & 3000	Non Certificated Support Salaries and Benefits	Career and Community Leadership Coordinator	1.0 FTE	Whole School

<p>Student Stipends for Communications and Business On Site Internships: Stipends for work based learning on site internship opportunities for students where students receive on the job training, work experience, one on one mentorship, job coaching and internships. Additionally, students learn real world skills such as interview techniques, ethics and professionalism. Students will train for employment and/or postsecondary education in a specific range of Communication occupations including: journalism (including broadcast, print, and digital), public speaking and debate, video production, marketing, public relations, media relations, crisis communications, event planning, social media, graphic design, and business. (\$200 fall semester per student, \$200 spring semester per student). Allocate for 35 interns per semester for 5 ongoing internships equals in total of \$70,000, to be partially funded by Strong Workforce Grant.</p>	<p>\$5,000.00</p>	<p>5885</p>	<p>Professional / Consulting Services</p>			<p>Whole School</p>
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Pathway Name:	Digital Media and Communications		
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 public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.		
PATHWAY QUALITY ASSESSMENT			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Due to LPS Oakland R & D's pathway admissions process, all students, grades 10-12, are provided with an equitable and open process that allows all students the opportunity to access high-quality instruction and experience the academic rigors of a college structured classroom. LPS Oakland R & D has found that the provision of the Business Entrepreneurship Pathway Program has established for our students the exploration of detailed and structured business practices through uniquely targeted curriculum and instructional design (business industry based instructors provide a wealth of knowledge and opportunity). The cohort structure encourages students to build a connection with each other and institute their network. In addition, the provision of college credit while in high school is a strength that gives our students a head start in their higher learning journey. Our community partners have provided strong support to ensure that our students succeed.	LPS Oakland R & D plans to strengthen their approach to restructuring how it approaches developing integrated learning strategies and integrated program of study. We have realized the benefits of this program and will continue to assess our learning environment and instructional design of the program in order to produce positive student outcomes. LPS Oakland recognizes the importance of sustaining academic support to our students in order to avoid student failure of coursework. Putting stronger systems in place that will assist them succeed academically is necessary.	-Acquire a Measure N/H Consultant to provide guidance in programming for curriculum and instructional design and assessment of learning to keep program on track and headed towards gold standard.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Due to LPS Oakland R & D's efforts to create an equitable and supportive WBL environment, we continue to extend career preparation opportunities to our 10-12 graders by providing exposure to our community partners (Genesys works LPS C & C Advisory Board Members). Our Counseling team and Career and Community Leadership Coordinator provided work-based learning and career support through career panels, and internship opportunities. Our scholars experienced internships through Genesys works with industry led giants such a Google and Facebook to gain first hand experience in a potential career of their choice. Internships included built in professional development for all participants , one on one on the job coaching, and support with adding internship experiences to their resumes.	LPS Oakland R & D has plans to establish and extend work-based learning opportunities by implementing relationships with several information, communications, and technology industry partners that align with our goals and objectives.	-Prioritize creating and maintaining work based learning experiences with targeted community partners that support student interest and the business pathway program. Develop workshops around workplace readiness and basics skills.

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Due to LPS Oakland R & 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 & 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 & D continues to value student input in order to strengthen our support system practices. Our students felt validated.</p>	<p>LPS Oakland R & 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>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

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

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p>Strategic Actions for Goal #1</p>	<p>Leverage partnership with Peralta Community College District of four local colleges to obtain CTE course outlines and identify units that lend themselves to curriculum integration.</p>
	<p>LPS staff will visit other schools within the district to witness and learn from well-established interdisciplinary projects(e.g. compare and contrast reporting of geopolitical events according to mainstream medias' countries of origin and the impact it has on digital media communications as seen in English, visual and performing arts, and history/social science classes).</p>
	<p>Career & Community Leadership Coordinator will work with teachers to design and implement interdisciplinary projects at each grade level.</p>
	<p>When creating the master schedule and professional development calendar, ensure that collaboration time is set aside for CTE and integrated core academic staff members to work on interdisciplinary projects</p>
<p>Strategic Actions for Goal #2</p>	<p>Work with our Pathway Advisory Board to incorporate industry partners as consultants and evaluators of student work</p>
	<p>LPS Oakland will revise and enhance a comprehensive Work Based Learning continuum for all students, with a scope and sequence that includes career awareness, career exploration, job shadows, informational interviews, resumes, mock interviews, internships, capstone projects, and other key aspects of work-based learning.</p>
	<p>LPS Oakland will reestablish an intentional focus on developing a strong college and career culture which includes research-based practices that support the development of every student as a college and career-ready graduate.</p>
	<p>LPS Oakland will work with, expand, and enhance industry partnerships (e.g. local community based non-profit organizations, engineering and construction companies currently operating on campus, etc.) that support work-based opportunities for all students</p>
	<p>Career and Community Leadership Coordinator will work with students, teachers and industry partners to develop on-campus WBL opportunities</p>
<p>School administration and Career and Community Leadership Coordinator will ensure professional development for all faculty on ways in which they can connect classroom learning and work-based learning.</p>	
<p>Recruit and retain strong student support staff</p>	

Strategic Actions for Goal #3	Provide ongoing targeted professional development to LPS staff around effective integrated systems of student supports, including best practices for supporting student success in dual enrollment classes
	Provide early systematic assistance to students in dual enrollment and connect them to appropriate interventions and supports

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Hire a College Course Facilitator for Communications Pathway, at 1.0 FTE to maintain cohort of students taking Peralta Community College District Dual Enrollment classes aligned to pathway theme, and incorporate schoolwide English Language Acquisition strategies into the facilitation of the courses. (Salary & Benefits)	\$108,062.00	1101 & 3000	Certificated Teacher Salaries and Benefits	College Course Facilitator	1.0 FTE	Digital Media and Communications
Consultant Contract with REEL Oakland: Contract with REEL Oakland for our Communications Thru Film Internship. Fees for 20-25 interns for Spring semester to further explore careers within communications and film to provide students with direct interaction with partners over time to, supporting the application of skills transferable to a variety of careers. This is an extension of a class where students have the opportunity to put their knowledge into application through a semester long internship. The partnership with REEL Oakland supports our communications pathway by providing one on one coaching and mentoring in the field of media entertainment and communications as well as project based learning.	\$5,000.00	5885	Professional / Consulting Services			Digital Media and Communications

Pathway Name:	Business Entrepreneurship		
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 public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.		
PATHWAY QUALITY ASSESSMENT			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Due to LPS Oakland R & D's pathway admissions process, all students, grades 10-12, are provided with an equitable and open process that allows all students the opportunity to access high-quality instruction and experience the academic rigors of a college structured classroom. LPS Oakland R & D has found that the provision of the Business Entrepreneurship Pathway Program has established for our students the exploration of detailed and structured business practices through uniquely targeted curriculum and instructional design (business industry based instructors provide a wealth of knowledge and opportunity). The cohort structure encourages students to build a connection with each other and institute their network. In addition, the provision of college credit while in high school is a strength that gives our students a head start in their higher learning journey. Our community partners that include our College and Career Advisory Board members have provided strong support to the business entrepreneurship pathway and ensure that our students succeed. We meet with the Board quarterly to update them on the progress of the program which allows them to provide insight, advice, and support in strengthening and maintaining the pathway.	LPS Oakland R & D plans to strengthen our approach to developing integrated learning strategies and an integrated program of study. We have realized the benefits of this program and will continue to assess our learning environment and instructional design of the program in order to produce positive student outcomes.	-Acquire a Measure N/H Consultant to provide guidance in programming for curriculum and instructional design and assessment of learning to keep program on track and headed towards gold standard.

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Due to LPS Oakland R & D's efforts to create an equitable and supportive WBL environment, we continue to extend career preparation opportunities to our 10-12 graders by providing exposure to our community partners (Genesys Works and LPS College and Career Advisory Board Members). Our Counseling team and Career and Community Leadership Coordinator provided work-based learning and career support through career panels, and internship opportunities. Our scholars experienced internships through Genesys works with industry led giants such a Google and Facebook to gain first hand experience in a potential career of their choice. Internships included built in professional development for all participants, one on one on the job coaching, and support with adding internship experiences to their resumes.</p>	<p>LPS Oakland R & D has plans to extend work-based learning opportunities by implementing relationships with several business and entrepreneurship industry partners that align with our goals and objectives.</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>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Due to LPS Oakland R & 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 & 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 & D continues to value student input in order to strengthen our support system practices. Our students felt validated.</p>	<p>LPS Oakland R & D realizes that the college supports staff needs to be more robust and intentional in approach.</p>	<p>-Prioritizing academic and social-emotional support for our students that are in the pathway cohorts</p>

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p>Goal #1: By 2026</p>	<p>By 2026, LPS R&D will establish a student-focused integrated program of study that includes cross-subject and industry-infused curriculum and instructional design. By 2026, all Pathway students will experience at least 2 integrated projects in grades 9-11 and an integrated capstone project in 12th grade.</p>
<p>Goal #2: By 2026</p>	<p>By 2026, LPS Oakland R&D will fully develop and implement a robust work-based learning continuum that ensures that 100% of graduates completes a range of work-based learning experiences, including an internship or similar industry-related practicum.</p>
<p>Goal #3: By 2026</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>

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

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

Pathway Budget Expenditures

2023-2024 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

<p>Hire a College Course Facilitator, at .80 FTE: to support dual enrollment statistics course. Facilitator teaches an estimated 2-3 courses serving approximately 250 students. Facilitator job duties include: Co-facilitating course with college professor, utilizing effective and research-based academic assessment strategies, collecting and analyzing student data results consistently to monitor progress and differentiate instruction to accelerate academic achievement. Additionally, facilitator differentiates instructional strategies to ensure students are motivated, engaged, challenged and accommodated based on diverse learning styles and plans units, lessons, and formative assessments. (Salary & Benefits)</p>	<p>\$78,113.00</p>	<p>1101 & 3000</p>	<p>Certificated Teacher Salaries and Benefits</p>	<p>College Course Facilitator</p>	<p>.80 FTE</p>	<p>Business Entrepreneurship</p>
<p>Stipends for Business and Construction Internship: During the fall of 2023, 6 interns from grades 9-12 will participate in the planning, designing and construction of our new 8,000 sq. ft. building. This is a work based learning opportunity for students to learn the business behind construction by learning project management and document control. Students will attend weekly design team coordination meetings with Architect, Engineers, and other consultants, They will participate in Project Site Visits and Inspections and learn about Construction Management, Scheduling, Financial Modeling, Due Diligence/Research, Contracts Document Development, and Software (AutoCAD, Excel, Database Management). 3 Interns for 12 weeks, 20 hours per week, totaling 240 hours of direct experience. Stipend amount will approximately \$500 per student.</p>	<p>\$1,500.00</p>	<p>5885</p>	<p>Professional / Consulting Services</p>			<p>Business Entrepreneurship</p>

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN (for Fiscal Year 2023-24)							
Name of School Site		Leadership Public Schools Oakland R&D				Site #	9126
Approved Strategic Carryover (from prior years - Carryover Plan)		\$79,729.18	In the box below, please indicate why you decided to allocate Strategic Carryover.				
Total Budgeted Amount		\$79,729.18	We have decided to allocate Strategic Carryover funding because we found a great need to extend support services that best meet student needs in relation to the pathways and the opportunities that are provided (i.e. mentorship, internship)				
Remaining Amount to Budget		\$0.00					
NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.						
Resources:	Measure N 2022-2023 Permissible Expenses Measure N Justification Examples - A Resource for EIP Development						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Student Stipends for Communications and Business On Site Internships: Work based learning on site internship opportunities will provide students with job training, work experience, one on one mentorship, job coaching and internships. Types of internships to be offered are with local news stations and local business owners. LPS anticipates that we will serve up to 20 students at \$500 per student.	\$10,000.00	5885	Professional / Consulting Services			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning
Textbooks and Core Curricula Materials: Course Textbooks/Readers for 6 sections of COMM & BUS for students for two semesters. The textbooks will support a cohort of students taking Communications and Business courses within the Merritt Dual Enrollment program in alignment to our pathway theme. Facilitators incorporate schoolwide English Language Acquisition strategies into the facilitation of the course.	\$8,000.00	4110	Approved Textbooks and Core Curricula Materials			Business Entrepreneurship and Information Communications Technology Pathways	Rigorous Academics

<p>Teacher Salary Stipends: For 2 certificated staff members to create and facilitate African American student cohort groups biweekly meetings. Teachers will also organize corresponding college and career relevant field trips to provide early access and awareness of post high school options. The intended outcome for this work is increased student engagement on campus in support of on track graduation. This expenditure supports our 3 year goals by increasing students' awareness of their options for post high school success. 50 students will be served. (Includes benefits)</p> <p>Budget Calculation: \$35/hour, 80 hours for 2 staff members; 20% for benefits (35 X 80 X 2) X 1.2) - \$6,720 total</p>	\$6,720.00	1105 & 3000	Certificated Support Stipends and Benefits			Whole School	Comprehensive Student Supports
<p>Staff Stipend and Benefits: Stipend for 2 non-certificated LPS staff to participate in additional professional development and to collaborate with industry professionals and colleagues. This additional work will ensure the implementation of integrated projects and career-related curricula to further expand students' understanding of our pathways and how these pathways (communications and business) work in the real world. This supports our 3-year goals by increasing students' awareness of their options for post high school success.</p> <p>Budget Calculation: 2 Staff members meeting 2 hours a week (8 hours a month) for 10 months, \$35/hour with 20% benefits (2x8x10x\$35) x 1.2 = \$6,720.00</p>	\$6,720.00	2305 & 3000	Non Certificated Support Stipends and Benefits			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning
<p>Transportation Fees for Industry Site Visits & Post-Secondary Options Provide field trips to industry sites and post-secondary options relevant to our Pathways, such as CTE programs at local colleges and union apprenticeships. Examples of places we plan to visit are John Muir Health, the College of Alameda Diesel Mechanics department for a tour of their facility and information about courses, a Bay Area Social Justice organization, and one government organization. These types of organizations will allow students to witness the real-world impact of the skills they are honing in their Business and Communications pathways. Additionally, students will gain insight into multiple vocations and how professionals apply their skills in each.</p>	\$7,500.00	5812	Transportation Fees			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning
<p>Conference Expenses: Funding for 4 Staff to attend the Educating for Careers Conference to provide professional development for career technical education. Opportunity for staff to develop a variety of delivery systems, strategies, throughout the CTE system. Includes registration costs as well as hotel to participate in the multi-day conference.</p>	\$6,000.00	5200	Travel and Conference			Business Entrepreneurship and Information Communications Technology Pathways	Career Technical Education
<p>Approved Textbooks and Core Curricula Materials needed for approximately 250 students dual/concurrently enrolled in college Statistics courses in Spring Semester. This expenditure provides relevant pathway content for students enrolled in the Statistics class with no expense to the students.</p>	\$10,000.00	4110	Approved Textbooks and Core Curricula Materials			Whole School	Rigorous Academics

Stipends for Guest Speakers for Pathway Related and/or special population groups (ELD/SPED/At Risk Of Not Graduating.) Guest Speakers will broaden students' awareness of a variety of career available to them.	\$5,000.00	5885	Professional / Consulting Services			Whole School	Enabling Conditions
Meeting Refreshments for African American student cohorts during off campus industry and career related events. These events expose our students early on to college and career, engage them in school, and support on track graduation rates for our at risk African American students.	\$1,500.00	4710	Meeting Refreshments			Whole School	Enabling Conditions
Admission Fees for staff and students to attend college expos and career conferences as available during the 2023-2024 school year to help students build awareness of the variety of careers and pathways that are available post high school.	\$2,000.00	5810	Admission Fees			Whole School	Enabling Conditions
Consultant Contract with PilotCity: Contract with Pilotcity to create integrated projects with General Education teachers and employers. The projects created by students will be presented to an employer and will culminate in on-site student internships at the company. Students will have access to Fortune 500 companies to provide mentorship and the opportunity to relate classroom knowledge to real world application. The cost will cover 400 unlimited project tokens for employer/student projects. The project tokens are "tickets" for students to join a program of their choice. LPS Oakland R&D anticipates that at least 100 students will be served. There are no administrative fees.	\$10,000.00	5885	Professional / Consulting Services			Whole School	Enabling Conditions
Consultant Contract with E-Dynamic Learning: Contract with E-Dynamic Learning to provide CTE Credit for Courses that can be taken asynchronously. E-Dynamic Learning is a virtual learning platform that provides CTE-certified courses for students to explore in their area of interest (business or communications) and earn college credits. LPS Oakland R&D anticipates that at least 25 students will be served. There are no administrative fees.	\$2,289.18	5854	Software Licenses			Business Entrepreneurship and Information Communications Technology Pathways	Career Technical Education
Consultant Contract with iMentor: iMentor will match our students with college educated mentors. iMentor will match approximately 20 students with a committed college-educated mentor, equipped to guide that young person on their journey to college graduation and career exploration. There are no administrative fees.	\$2,000.00	5885	Professional / Consulting Services			Business Entrepreneurship and Information Communications Technology Pathways	Comprehensive Student Supports
Consultant Contract with Earn and Learn: Earn and Learn will further promote off campus internships and work-based learning opportunities to all grade levels. Earn and Learn provides students with programs to deepen their access to career pathways and paid/ non-paid internships. LPS Oakland R&D anticipates that at least 20 juniors will be served. There are no administrative fees.	\$2,000.00	5885	Professional / Consulting Services			Business Entrepreneurship and Information Communications Technology Pathways	Work-Based Learning

Measure N/H 2023-2024 Education Improvement Plan Assessment

Leadership Public Schools Oakland R&D

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> Integrated Program of Study Work Based Learning Integrated Student Supports 	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> Pathway Quality Assessments provide evidence of the 3 domains of Linked Learning but the implementation of each component is not clear. Structured opportunities for teacher collaboration time to support an integrated curriculum are not evident CTE course sequences identified for both pathways as dual enrollment partnerships with Peralta. It is not clear whether students are actually taking these courses currently or if they are planned for 2023-24. Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study; development and implementation of full work-based learning continuum; more robust and intentional college supports 			

	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> It is clear from Leadership’s EIP presentation that the school is in a state of flux, with significant staff and leadership turnover. As the school rebuilds its foundation and structure, it will be important to assess the sustainability of having two pathways. It’s recommended to select and focus deeply on one pathway and implement it well, with fidelity to Linked Learning.
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Criteria 2: Quality of the Measure N/H Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> School has identified a Focal Student population that is not achieving key outcome indicators. School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Identified focal group is male students. 21-22 data on focal group appears incorrect as it is quite lower than whole school indicators (in particular the data on internships, dual enrollment, linked learning participation, and CTE completion.) All sections of the root cause analysis are complete. However, there is no analysis of why male students are underperforming. Honest but concerning assessment of challenges impacting student indicators including difficulty offering courses with sections across all grade levels, less than half of teaching staff holds credentials and half of classes are in person virtual classes, inadequate classroom support, challenges offering credit recovery, incomplete/undertrained counseling team, incomplete CTE pathway programming, low A-G completion rate for current 12th graders, and staff turnover. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> There are significant school infrastructure challenges that LPS needs to address to create the enabling conditions for the development of Linked Learning Pathways. 			

<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> • Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains • Next steps have been identified to support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence, such as concrete examples or specific data 	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Given the large number of challenges identified in the root cause analysis, there could be a deeper analysis of areas for growth. • Similarly, there could be greater specificity in the next steps identified to support the continuous quality improvement of pathways. • Evidence of strengths section references some concrete examples. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • The school needs to develop an implementation plan for each pathway that includes the CTE course sequence, plans for an integrated program of study, the full continuum of work-based learning opportunities, integrated student supports, and professional development to support Linked Learning implementation.
<p>Strategic Goals</p> <ul style="list-style-type: none"> • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years • The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) • Alignment is evident between schoolwide goals and Measure N/H priorities • For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other • For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Strategic goals include establishing an integrated program of study, fully developing work-based learning continuum, and students' completion of the full sequences of dual enrollment classes that lead to certificates. • Identified goals align to each of the 3 domains of Linked Learning. However, goals 1 and 2 also reflect the need to establish some of the basic elements of Linked Learning. • Goals are aligned to areas of growth identified in root cause analysis and pathway quality assessments. • Given that all CTE courses are dual enrollment classes through Peralta, it is not clear how pathway themes are incorporated into core academic classes. This has been prioritized as a 3 year goal. • Whole School Strategic Actions reflect the need to establish the enabling conditions for Linked Learning implementation including hiring credentialed teachers "to eliminate the need for universal online student learning systems and increase in-person, expert-led content-specific instruction," reestablishing parent groups, reestablishing counseling

	<p>team, and recruiting mental health therapists.</p> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> There are significant school infrastructure challenges that LPS needs to address to create the enabling conditions for the development of Linked Learning Pathways and support the achievement of the identified 3-year goals.
<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Strategies are specific and, if implemented, will lead to progress on 3-year goals Strategies will build out the 3 domains of Linked Learning Strategic actions related to supporting dual enrollment success could be more specific. Do you plan to develop interventions across Tiers 1, 2 and 3? <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Measure N/H staff will want to see evidence of student enrollment in the dual enrollment CTE courses Regularly review data on student success in CTE dual enrollment courses, including male students, to identify greatest areas of need. Identify and implement student supports designed to increase student success in dual enrollment.

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the needs identified in the Education Improvement Plan 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Core budget includes funding for 1.0 FTE Career & Community Leadership Coordinator, 1.8 FTE College Course Facilitators, stipends for on-site internships and 			

- Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning
- Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

contract with REEL Oakland for communications internships.

- Strategic Carryover budget includes funding for a variety of non-personnel items including student internship stipends, dual enrollment textbooks, staff stipends, field trip costs, professional development, and consultant contracts.

Final Recommendation

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

Rating: Conditionally Approved

- School is **actively developing** Linked Learning as evidenced by early implementation of key elements of Linked Learning: Integrated Program (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 focus on the continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes

Strengths:

- The EIP presents an honest assessment of the challenges facing Leadership Public Schools Oakland R&D.

Key Questions:

- Currently LPS leadership is in flux as the former principal is on leave and an interim administrator is in place. Additionally, the Career and Community Leadership Coordinator position is vacant. Who will take responsibility for Linked Learning implementation at the school moving forward?
- Given the need to rebuild the core infrastructure of the school, especially staffing, how realistic is it for LPS to make progress on the identified 3 year goals and strategic actions?
- Measure N has been funding College Course Facilitators for several years. How do they currently support student success in the dual enrollment classes, and what challenges are they having? How will they be involved in Goal 3 efforts?

Budget Feedback:

- The majority of 2023-24 Measure N/H funding is dedicated to 1.8 FTE College Course Facilitators. This is a very expensive model for supporting dual enrollment. Additionally, it is not clear that the proposed positions are actually supporting the CTE course sequence. (One of the positions describes supporting a statistics class.) How can LPS more strategically invest its resources to holistically support the 3 domains of Linked Learning?
- The budget includes a number of line items for student internships. How do all the internship programs fit together into a cohesive set of options for students? Who on the staff leads the internship programs to equitably connect students to these opportunities?
- The Strategic Carryover budget includes a large number of exciting opportunities for students and staff. Who will take responsibility for ensuring that these activities occur?
- In the Pathway Quality Assessment, acquiring a Measure N/H consultant is identified as a next step but no funding is allocated for this in the budget.

Next Steps:

What	Suggested Lead	Deliverable	Date
Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided
Secure a Linked Learning consultant to support LPS in the design and implementation of Linked Learning. This could potentially be funded by the Measure N/H budget through a Budget Modification.	Administrator on Special Assignment and CMO Leadership	2023-24 Contract with Linked Learning Consultant	September 2023
Develop a plan, with a timeline and interim benchmarks, for addressing the enabling conditions for the implementation of Linked Learning. This includes establishing a stable administrative leadership team, stable school staff with credentialed teachers and counseling staff, and in person classes with adequate classroom support.	Administrator on Special Assignment and CMO Leadership	Enabling Conditions Plan for LPS Oakland R&D	August 1, 2023
Develop an implementation plan for each pathway that includes the CTE course sequence, plans for an integrated program of study, the full continuum of work-based learning opportunities, integrated student supports, and professional development to support Linked Learning implementation. As part of this process: <ul style="list-style-type: none"> Identify who will be the Pathway Leader, facilitating the overall coherence of the pathway Assess the feasibility of implementing two pathways. 	Administrator on Special Assignment and CMO Leadership	Pathway Implementation Plan	At Fall Site Visit
2023-24 <i>Conditionally Approved</i> School Check-In	Principal	Meeting with Measure N/H Staff	Fall 2023
2023-24 <i>Conditionally Approved</i> School Process including but not limited to: Charter School Community of Practice, Fall Site Visit, December Presentation to Measures N and H College and Career Readiness Commission	Principal	Meeting Attendance Site Visit Presentation	Fall 2023
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided