

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Dewey Academy

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Dewey Academy as “Fully Approved,” with a base allocation of \$69,671.90 and a strategic carryover 2024-2025 plan and budget of \$8,952.88, for a total amount not to exceed \$78,624.78.

Background (<i>Why do we need these services?</i> <i>Why have you selected this vendor?</i>)	N/A
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Competitively Bid	: Was this contract competitively bid? No If no, exception: N/A
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Fiscal Impact	Funding resource(s): Measure N and H
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Attachments	1. 25-26 EIP Assessment 2. 25-26 Proposed EIP
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Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Dewey High School

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
Evidence of Progress toward Pathway Program(s)' <u>2023-26 College and Career for All and Linked Learning Quality Standards</u>	4	3	2	Unclear Analysis 1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)				
<input type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
Score: _____ 4 _____ Rationale: EIP clearly demonstrates the site's progress and reflection towards a whole school pathway. Outcomes are clearly articulated and provides the necessary supports for students.	Suggestions for 25-26 Continued Progress Monitoring: Identify ways to strengthen and monitor pathway towards an increase in graduation rate.			

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Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Program of Study <input type="checkbox"/> Work-Based Learning <input type="checkbox"/> Integrated Student Support 				
<input type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: _____4_____ Rationale: The EIP is reflective of a clear program of study that shows up in the majority of the aspects of the school. Continue to be clear on the specific supports students receive through the pathway.	Suggestions for 25-26 Continued Progress Monitoring: Continue to monitor interventions that support an increase in graduation rate.			



**College &
Career for
All Fund**

Established by Measure N



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review 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 via specific whole-school and pathway strategic actions for 2025-2026</p>	<p>FEEDBACK: Provide feedback only if the site receives a score of 3 or below.</p>			
<input type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
<input type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
<input type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
<p>Score: ____4____ Rationale: Budget supports current pathway progress.</p>	<p>Suggestions for 25-26 Continued Progress Monitoring: Continue to identify and monitor strategic ways to support student progress towards graduation.</p>			

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.

Rating¹: Fully Approved

Strengths:

- ☐ Clear pathway goals and clear reflection on progress.
- ☐ EIP reflects a high capacity program.
- ☐ Pathway structure supports an increase in students graduating.

Key Questions:

- ☐ How can pathway structure be implemented schoolwide to strengthen all teams onsite?
- ☐ What actions can be taken to incorporate pathway team schoolwide to increase graduation rates?

Budget Feedback:

- ☐ Budget is reflective of a quality program.

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

What	Suggested Lead	Deliverable	Date

¹Fully Approved

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

Approved

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

Conditionally Approved

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



Criterion 4 Evidence of Progress and Linked Learning Implementation

Category to be completed by High School Linked Learning Office

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

<input type="checkbox"/> Program of Study	Academic courses listed are English, Math, Social Science, and Science; the Integrated Projects and Integration Types are not specified.
<input type="checkbox"/> Work-Based Learning Plan	The offerings of college and career activities are broad.
<input type="checkbox"/> Master Schedule	The Master Schedule does not indicate which courses are taught by teachers with common planning who design and progress monitor student intervention and support along with integration with the academy/pathway theme.
<input type="checkbox"/> EIP Presentation	Strong student participation and articulation of the impact of the school's pathway on their success.

School Name:	Dewey Academy	Site #:	310
Pathway Name(s):	Health & Fitness		

School Description

Dewey Academy opened in 1963 as Oakland's first continuation high school, designed to give students struggling in other OUSD high schools a new chance to earn credits and graduate on time. In 2001, Dewey moved to its current location on Second Avenue. Originally serving 10-12 as defined in State Education Code for Continuation schools, after looking at the District's drop out and transfer data in the 2011-2012 school year, the Alternative Education office and principles of the three continuation schools agreed to limit continuation schools to students who are credit deficient and who were within reach of an on-time graduation with continuation graduation requirements (190 credits rather than 230). Centrally located in Oakland's Lake Merritt district, Dewey High School, serves a critical and essential mission for the Oakland Unified School District: It gives students, vulnerable of leaving high school without a diploma, a second chance. By design, Dewey High School is a small school with a Health and Fitness Pathway allowing students opportunities to explore the health industry by taking health related classes, exploring internships and working towards certifications such as CPR and Personal Training. Dewey makes available to students an educational experience where they are not only well known and cared for by the community. Students are also given the opportunity to recover credits in an academic program designed to address their academic, emotional, and social challenges while accelerating their achievement. Most of the students arrive below grade level and behind in credits.

School Mission and Vision

Mission-Dewey Academy is a caring adult community that encourages the growth and development of students by providing academic, social, and individual supports. We strive to have all students graduate with a high school diploma and to provide opportunities to obtain college and career readiness skills, vocational training, internships, jobs, and social awareness in a collaborative environment.

Vision-Dewey Academy is committed to providing a safe, healthy, and growth-centered community for at-risk students seeking to graduate and improve their life prospects. We aim to provide college, career, and professional readiness education using an engaging and relevant curriculum. Furthermore, our health, fitness, and violence prevention programs teach students invaluable life skills and prepare them for life beyond high school.

Dewey Academy will provide an opportunity for students of all skill-levels, learning styles, and backgrounds to earn their high school diploma. We will continue to use technological tools and traditional teaching methods to improve students' 21st century skills such critical thinking, teamwork, and problem solving.

Dewey Academy students will graduate as lifelong learners who will make meaningful contributions to their community. Utilizing the skills and knowledge gained from Dewey, every graduate will walk off the stage prepared for the high expectations of the 21st century professional environment.

School Demographics

2023-2024 Total Enrollment Grades 9-12			89						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	57.3%	42.7%	98.9%	96.2%	21.3%	19.1%		14.6%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	38.2%	1.1%	5.6%	44.9%	1.1%		2.2%	5.6%	1.1%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Free/Reduced Lunch (NSLP)			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	41.5%	41.1%	50.0%	50.5%	TBD	53.0%			55.0%
Graduation Rate: Non-Cohort (Continuation)*	53.5%	44.0%		53.8%	20.0%				
Four-Year Cohort Dropout Rate	21.5%	15.0%	15.0%	2.1%	TBD	13.0%			12.0%
A-G Completion Rate (12th Grade Graduates)	0.0%	0.0%	N/A	0.0%	TBD	N/A			N/A
Course Completion Rate (Continuation)*	57.2%	59.0%		66.8%	71.3%				
On Track to Graduate - 9th Graders	TBD	TBD	N/A	TBD	TBD	N/A			N/A
9th Graders meeting A-G requirements	TBD	TBD	N/A	TBD	TBD	N/A			N/A
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.3%	12.1%	25.0%	21.1%	15.5%	27.0%			30.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	2.5%	5.8%	N/A	4.2%	3.8%	N/A			N/A
Percentage of 10th-12th grade students in Linked Learning pathways	98.9%	81.5%	100.0%	95.1%	38.6%	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	0.0%	0.0%	N/A	0.0%	0.0%	N/A			N/A
CTE Participation (Continuation)*	54.0%	22.7%		13.9%	0.0%				

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.3%	16.7%	20.0%	TBD	TBD	23.0%		25.0%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	1.3%	4.5%	N/A	TBD	TBD	N/A		N/A	
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	TBD	TBD	50.0%	TBD	TBD	53.0%		55.0%	
Graduation Rate: Non-Cohort (Continuation)*	52.6%	43.0%		55.0%	20.0%				
Four-Year Cohort Dropout Rate	TBD	TBD	13.0%	TBD	TBD	12.0%		11.0%	
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	0.0%	N/A	0.0%	TBD	N/A		N/A	
Course Completion Rate (Continuation)*	56.8%	59.1%		66.7%	70.7%				
On Track to Graduate - 9th Graders	TBD	TBD	N/A	TBD	TBD	N/A		N/A	
9th Graders meeting A-G requirements	TBD	TBD	N/A	TBD	TBD	N/A		N/A	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	18.3%	11.7%	50.0%	23.5%	16.2%	53.0%		55.0%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	3.0%	7.0%	N/A	4.7%	4.0%	N/A		N/A	
Percentage of 10th-12th grade students in Linked Learning pathways	98.9%	83.8%	100.0%	96.2%	39.0%	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	0.0%	0.0%	50.0%	0.0%	0.0%	53.0%		55.0%	
CTE Participation (Continuation)*	55.4%	25.0%		14.1%	0.0%				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.1%	16.4%	22.0%	TBD	TBD	23.0%		25.0%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	1.4%	3.6%	3.0%	TBD	TBD	3.0%		4.0%	

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.

Indicator	Strengths	Challenges
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Indicator questionable due to being a continuation school, our students are not cohorted. We get new students and graduate students every 6 weeks. Those that attend school are supported toward graduation with case management, tutoring and mental health supports.	We do not have students for 9th grade nor more than 2 years if they attend school regularly.
A-G Completion - 12th Grade	N/A Dewey does not offer all of the a-g classes that comprehensive schools do.	Dewey Academy is a continuation school that offers a Standard High School Diploma that is out of 190 credits. As such, a comprehensive offering of A-G courses are not part of the curriculum.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	N/A Dewey Students are 11th and 12 graders.	Dewey Academy is a continuation school. We have students in grades 10-12 and subsequently do not have 9th grade students.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	Due to the small school environment at Dewey Academy, students receive a lot of individualized support by both the teaching staff and support staff. As such, there are many touch points for students to learn about their post secondary options and create a plan.	Many students enroll at Dewey Academy to focus on obtaining their High School Diploma. They can be at Dewey anywhere from 6 weeks to 2+ years. Because of the hyper focus on graduation, post secondary planning sometimes happens after graduation and outside the one year of graduation.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Dewey Academy's strong partnership with the HEAL and MIMS programs via the Health and Fitness Pathway aid in garnering interests in medical related careers. As such, those students who commit and participate get a lot of support from both the internship site and our support staff yielding a very positive experience.	Many Dewey Academy students have jobs and other commitments and are unable to work their jobs, fulfill their personal commitments and participate in internships.
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		

PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
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	All Dewey students participate in a Health and Fitness Pathway course and/or school day Health and Fitness themed activity each marking period. Currently, Dewey has strong relationships with Health and Fitness focused CBO's including Mentors in Medical Sciences and Planting Justice. Specifically, Planting Justice offers culinary courses for students to explore this career option and has led to students enrolling in a dual enrollment Laney culinary course housed at the central Kitchen.	We would like to integrate more project based learning in the academic core courses that link to our Health and Fitness Pathway. Additionally, we would like build out a more robust senior project to include college and career exploration.	Curriculum, and Instructional Design - We would like to form a PBL Teaching team and invite the group to attend PBL Institute this summer. Teachers can use collaboration time to thread Health and Fitness into the Academic Core curriculum.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Students at Dewey have the opportunity to learn different skills through multiple partnerships and work based opportunities we offer such as our collaboration with Planting Justice, which teaches students culinary skills after teaching them how to grow and maintain a garden. Our students participate in WBL activities each Hexmester.	Build out Work Experience Program. Many students at Dewey Academy have jobs. We would like to help them leverage their jobs while supporting them in a structured manner.	Student Work Based Learning and Experiences - we would like students to understand the value of their current work experience and reflect upon it. A next step for this would be creating a google form reflection.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Students receive academic counseling for college and career planning from the school counselor. Academically, students also have tutoring readily available to them with all academic subject matter. In addition, the after school program emphasizes health and fitness along with Socioemotional awareness.	We would like to create a better system to connect students with career opportunities of their interests. Currently there is an intake survey and we would like to systematize connecting a student with opportunities related to their stated interests.	College and Career Preparation and Support - we would like to continue to build upon. We are partnering with new Health and Fitness centered Community Based organizations to increase the support with college and career exploration.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals <i>Pathway Quality Strategic 3 Year Goals</i> <i>Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>			
Goal #1: By 2026	By 2026, 100% of our students will experience a Pathway sequence to prepare them for their postsecondary plan.		
Goal #2: By 2026	By 2026, more than half our students will participate in a work based learning opportunity including ECCCO and opportunities during the school year.		
Goal #3: By 2026	By 2026, 100% of our students will participate in a Pathway experience with one of our community partners during the school day. (outside the classroom, ie: Planting Justice internship, MIMS certification).		
Pathway Strategic Actions <i>Strategic Actions for 2023-24</i> <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>			
Strategic Actions for Goal #1	Hire high quality CTE Health & Fitness Teacher/Pathway Director		
	Develop rigorous curriculum centered around Health & Fitness and career of student interests		
	Provide time for teachers to plan and inform all staff about the new class		
Strategic Actions for Goal #2	Build a system where each student's involvement can be ensured, perhaps a class		
	Build a system to collect student feedback and information that captures students' interest and career desires		
	Increase our community partnerships that can provide opportunities for youth		
	Develop a reflection survey for students to link their WBL opportunity to what they are learning in the classroom		
	Build a more comprehensive academic pathway experience through academic and pathway courses		

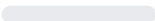
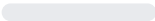
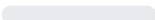
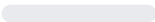
Strategic Actions for Goal #3	Link outside the classroom opportunities directly to pathway curriculum								
	Increase community partnerships with local internship hosts to offer more opportunities to students during the school day								
Budget Expenditures									
2023-2024 Budget: Enabling Conditions Whole School									
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>				COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support with pathway development, support and guide course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach is highly involved in school-wide planning, data gathering, data analysis, report writing, evaluation and improvement of our school services. PCN 2803 - Lauren Reid (Salary & Benefit Costs)				\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Health and Fitness Pathway
Consultant Contract: with Planting Justice to offer nutrition education that will enable students to test real-life nutritional situations. Planting Justice will educate all Dewey Academy students in the Health Pathway, on nutrition, and the study of nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. In order for students to fully understand their own health, they will learn why you truly are what you eat, and how to properly lose weight, maintain a healthy weight, or gain weight. They learn which foods are healthy and which foods are damaging. This is a year long program serving 30 students each of our 6 hexmesters. *This contract is partially funded in the 2022-23 Strategic Carryover Plan. Administrative fees included.				\$15,000.00	5825	Consultant Contract			Health and Fitness Pathway
Consultant Contract: with Mentoring in Medicine (MIMS) to provide a Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in the health careers and skills, exposure to Emergency Medical Technicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop. Administrative fees included.				\$16,903.40	5825	Consultant Contract			Health and Fitness Pathway
Meeting Refreshments: for the Work Based Learning Exhibition and Public Showcase events. In these events, students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection (work) in a public exhibition event. Funds will be used for refreshments in which industry and community members will be invited. Events will meet OUSD & Measure N guidelines.				\$2,000.00	4311	Meeting Refreshments			Health and Fitness Pathway
Meeting Refreshments: for the Health & Fitness Pathway Events and/or workshops. These events are held each hexmester for students including guest speakers. These events benefit pathway students by exposing them to a variety of community partners and industry professionals in the healthcare field. These opportunities support our Pathway Quality goal by providing CPR training as it will dramatically increase the number of first responders in communities each year. (6 Hexmesters = 12 events total for the year) Funds will be used for refreshments in which industry and community members will be invited. Events will meet OUSD & Measure N guidelines.				\$4,818.78	4311	Meeting Refreshments			Health and Fitness Pathway
2024-2025: YEAR TWO									

Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?	
By 2026, 100% of our students will experience a Pathway sequence to prepare them for their postsecondary plan.		We currently have the courses built out to support this goal. What has hindered the progress of moving this goal forward is finding a full-time Health CTE teacher to teach the classes.	
By 2026, more than half our students will participate in a work based learning opportunity including ECCCO and opportunities during the school year.		This year we created a robust micro-internship program where students received elective credit for their internship experience. We need to develop a tracking system to accurately record participation. This is the current hinderance to this goal and ensuring it's accuracy in future years. Students would also benefit from more WBL experiences overall which we are striving to create.	
By 2026, 100% of our students will participate in a Pathway experience with one of our community partners during the school day. (outside the classroom, ie: Planting Justice internship, MIMS certification).		We are currently on track for accomplishing this goal by 2026 as beginning next year, CPR and First Aid will be graduation requirements for all students.	
Pathway Strategic Actions Reflection			
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	Hire high quality CTE Health & Fitness Teacher/Pathway Director	We have offered a CTE Heath teacher the position and they are currently in the process of being hired through the HR process. If the CTE teacher is able to start working before the end of the school year, we will be on track for this strategic action. A writing intensive Health Career research course is currently being piloted this year thus this strategic action is on track for this school year. Lastly, we will plan to provide opportunities for any teaching staff involved in planning and teaching pathway classes.	
	Develop rigorous curriculum centered around Health & Fitness and career of student interests		
	Provide time for teachers to plan and inform all staff about the new class		
23-24 Strategic Actions for Goal #2	Build a system where each student's involvement can be ensured, perhaps a class	We have successfully increased a number of community partnerships and are continuing to build upon this strategic action. Our systems are still in development to capture student involvement, feedback and reflections. We currently have several separate systems and would like consolidate them into one to develop a seamless system that address each of the remaining strategic actions.	
	Build a system to collect student feedback and information that captures students' interest and career desires		
	Increase our community partnerships that can provide opportunities for youth		
	Develop a reflection survey for students to link their WBL opportunity to what they are learning in the classroom		
23-24 Strategic Actions for Goal #3	Build a more comprehensive academic pathway experience through academic and pathway courses	Although we have not had a teacher for the CTE course during the last two school years we are piloting a second class that focuses health careers, literacy and overall career exposure. This course will also have a career exploration visit associated with the class each marking period. By 2026, we hope to have a micro-internship component built into the class as well to address each strategic actions.	
	Link outside the classroom opportunities directly to pathway curriculum		
	Increase community partnerships with local internship hosts to offer more opportunities to students during the school day		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?			
Goal #1: By 2026	By 2026, 100% of our students will experience a Pathway sequence to prepare them for their postsecondary plan.	New or Revised Strategic Actions for Goal #1	Provide onboarding and training to CTE Health teacher to ensure they are aligned with overall Pathway goals
			Collect feedback from writing intensive course students
			Review feedback and use feedback to inform changes to course
Goal #2: By 2026	By 2026, more than half our students will participate in a work based learning opportunity including ECCCO and opportunities during the school year.	New or Revised Strategic Actions for Goal #2	Build in time during PD to review student data related to college, career and general interests
			Identify staff member/s interested in creating survey to capture student career interests/goals to connect students with relevant internships
			Utilize survey when students enroll at Dewey during orientation and revisit during staff meetings
Goal #3: By 2026	By 2026, 100% of our students will participate in a Pathway experience with one of our community partners during the school day. (outside the classroom, ie: Planting Justice internship, MIMS certification).	New or Revised Strategic Actions for Goal #3	Build in CPR/First Aid as a graduation portfolio requirement in addition to being part of Pathway classes
			Calendar 1-2 career exploration visits to Planting Justice farm as additional Pathway opportunity
			Build out garden to increase participation/capacity of Planting Justice program
Budget Expenditures			
Effective July 1, 2024 - June 30, 2025			
2024-2025 Budget: Enabling Conditions Whole School			

<div>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></div>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Consultant Contract: with Mentoring in Medicine (MIMS) to provide CPR & First Aid training for students. This will include 3-4 training sessions to ensure all Dewey students graduate certified in both CPR and First Aid. This expenditure provides all students the opportunity to enter a variety of careers including health care and will support up to 60 students enrolled in the Health and Fitness Pathway. Personnel & training course curriculum (\$16,890.19) + 18% Admin Fees (\$3,707.56) = \$20,597.75	\$20,597.75	5825	Consultant Contract			Health & Fitness	Approved	
Consultant Contract with Planting Justice to offer hands-on nutrition and health education. Planting Justice will educate all Dewey Academy students in the Health Pathway, on nutrition, the study of nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. In order for students to fully understand their own health. Students will learn the importance of quality nutrition, and healthy weight management practices for teens. Students will learn which foods are healthy and which foods are damaging. This is a year long program serving 30-60 students per year. No admin fees apply, all cost is for personnel running weekly programming.	\$50,000.00	5825	Consultant Contract			Health & Fitness	Approved	
2025-2026: YEAR THREE								
Pathway Strategic Goals								
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?							
By 2026, 100% of our students will experience a Pathway sequence to prepare them for their postsecondary plan.	We are still in the process of determining what our sequence will comprise of to best accommodate all students who attend Dewey Academy. We do currently offer a 2-trimester sequence for our Health Pathway course and are on track to have a full-year sequence by 2026. What has hindered progress towards this goal has been limited vendors from which we can order specific medical supplies in a timely manner. This has made planning the class difficult and paused the teaching of certain units. In addition, we are still trying to figure out the role of Graduate Writing Seminar as part of the course sequencing.							
By 2026, more than half our students will participate in a work based learning opportunity including ECCCO and opportunities during the school year.	We currently have 4 on-campus and 3 off-campus partnerships that provide regular WBL opportunities to our students. CPR and First Aid are now graduation requirements that support this goal. We have not had a designated staff member to enter the WBL data so although we are progressing towards this goal, it is not appropriately reflected in the data.							
By 2026, 100% of our students will participate in a Pathway experience with one of our community partners during the school day. (outside the classroom, ie: Planting Justice internship, MIMS certification).	We are actively recruiting students for programs such as Planting Justice, East Bay Art Therapy, and MIMS. At the present time, we are on track for all student interns to engage in various Pathway-related experiences with our community partners. Additionally, we offer International Boxing and Battle Tested Warriors for basketball skill development. The MIMS program, which includes CPR, Stop the Bleed, and First Aid training, is available to all students as they approach graduation. We are on course to achieve 100% participation of those students who attend school. Attendance has hindered our progress toward this goal. In addition, we lack certain data as it is difficult to track. For 2026, we plan to explore additional internship partners and hold them during specific class periods for (PE) community partners.							
Pathway Strategic Actions Reflection								
2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -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?							

24-25 Strategic Actions for Goal #1	Provide onboarding and training to CTE Health teacher to ensure they are aligned with overall Pathway goals	CTE Teacher has been hired and has undergone training. However, a survey needs to be created to get feedback from students about the Grad Writing Seminar and Pathway class to use when building new curriculum. We plan to create a survey and distribute it during the third trimester so we still have time to meet the actions. One factor that has hindered the progress of these actions has been our ability to hire a CTE teacher until the second trimester this year.	
	Collect feedback from writing intensive course students		
	Review feedback and use feedback to inform changes to course		
24-25 Strategic Actions for Goal #2	Build in time during PD to review student data related to college, career and general interests	We currently have an intake survey that includes questions regarding career interests. This survey is provided to all incoming Dewey students. We have visited the data during PD but not on a routine basis. These surveys have informed several career exploration visits (CEVs). We are on track to accomplishing 2 of these 3 actions this year with the support of dedicated staff and time to review the data. One action we could strengthen would be more time to review data and plan both potential internship partnerships and CEVs.	
	Identify staff member/s interested in creating survey to capture student career interests/goals to connect students with relevant internships		
	Utilize survey when students enroll at Dewey during orientation and revisit during staff meetings		
24-25 Strategic Actions for Goal #3	Build in CPR/First Aid as a graduation portfolio requirement in addition to being part of Pathway classes	We are on track to build in CPR/First Aid and Stop the Bleed to the graduation requirements. We currently have scheduled eight (8) sessions for students to complete these requirements. We also have successfully increased the size of our community garden. We have shifted our career exploration visits to include visits to San Leandro Waste Management, East Bay Municipal Utility District (EBMUD), Cypress Mandela, Foli based on student interests. We would like to build new partnerships and interesting career exploration opportunities. (fire fighting, basketball coaching, etc.). Attendance and participation are a few reasons why we are not able to completely meet these goals. One way to gain more participation is by focusing on student interests that align with our pathway.	
	Calendar 1-2 career exploration visits to Planting Justice farm as additional Pathway opportunity		
	Build out garden to increase participation/capacity of Planting Justice program		
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?			
Goal #1: By 2026	By 2026, 100% of our students will experience a Pathway sequence to prepare them for their postsecondary plan.	New or Revised Strategic Actions for Goal #1	Define and lay out a shared document outlining our pathway sequence
			Designate planning time for Pathway teachers
			Establish a scheduling system for students pursuing different pathway sequence options
Goal #2: By 2026	By 2026, more than half our students will participate in a work based learning opportunity including ECCCO and opportunities during the school year.	New or Revised Strategic Actions for Goal #2	Utilize California Colleges website for college/career interest data collection to help connect students with internships
			Work with our current partners (BTW (Battle Tested Warriors), International boxing) to create more fitness-related internship opportunities
			Work with OUSD to create at least one health-related internship
Goal #3: By 2026	By 2026, 100% of our students will participate in a Pathway experience with one of our community partners during the school day. (outside the classroom, ie: Planting Justice internship, MIMS certification).	New or Revised Strategic Actions for Goal #3	Schedule one school-wide health-related assembly
			Build out CDC children's health internship program to incorporate more sites
			Calendar 3 health-related career exploration visits and 3+ guest speakers
Budget Expenditures			
Effective July 1, 2025 - June 30, 2026			
2025-2026 Pathway Budget			

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; 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> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (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) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (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) <i>(protected cells below are to be completed by MN/H staff only)</i>
Teachers Salaries: Hire a Pathway Teacher to offer Health and Fitness pathway courses at .20 FTE. The pathway teacher will teach one of our pathway courses (Fit for Life) for all of our students. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The Pathway Teacher will provide students with career, academic and soft skills that are needed for the modern workplace, college and general postsecondary success. The Pathway Teacher will also work to ensure their curriculum is up to date and relevant with today's Health and Fitness industry standards. This portion of the FTE is above and beyond the central base allocation of .80 FTE. PCN 6184 - Gregory Blide (Salary & Benefits Costs)	\$25,217.32	1105	Teacher Salaries	TCH STR ENG		Whole School	Approved	
Teacher Salaries Stipends: Extended Contract to pay 3 Teachers for working after hours to participate in the pathway team meetings through June 30, 2026. The Dewey Academy teachers' team meets biweekly for one hour to work on pathway development, student support, and intervention. This expenditure aligns with our goals to increase shared practices and develop integrated projects across content-area and English Language Development classes. In addition to those priorities, these meetings also include the after-school tutoring program and curriculum sharing. All students, with the exception of those who do not need credits in specific areas, will have pathway experiences. Because we have students from 6 weeks to 2+ years, they will all have pathway experiences; they will just differ because of the length of time they are enrolled at Dewey. Pathway experiences happen in PE, the Health class, and the Biology/Grad Writing seminar. Anticipated outcomes: credit recovery. Budget: \$47.50 per hour x 22 hrs total (1 hr/meeting) + 25% benefit costs = \$1,306.25 x 3 teachers = \$3,918.75. (Salary and Benefit Costs Included)	\$3,918.75	1120	Teacher Salaries Stipends			Whole School	Approved	
Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. PCN 2803 - Lauren Hulburd (Salary & Benefit Costs)	\$20,359.49	2305	Supervisor & Administrative Salaries		.10 FTE	Whole School	Approved	

Supplies & Materials: Purchase Supplies & Materials for the Health Medical Lab Pathway and the Health Fitness Class. The supplies and materials will support the Health and Wellness pathway and sustain the Health Medical lab and fitness class. As all students take the Medical Lab Pathway and/or Health Fitness class, this expenditure will benefit all students.	\$5,000.00	4310	Supplies & Materials			Whole School		Conditionally Ap...
Equipment: Purchase equipment for the Health and Medical Lab Pathway and Health Fitness Class. The fitness and health-specific equipment will support the Health and Wellness pathway and sustain the Health Medical Lab and Health Fitness classes. This equipment will help maintain the pathway to support instruction. All students will benefit from this expenditure as all students take the Medical Lab Pathway class and/or Health Fitness class.	\$4,000.00	4410	Equipment			Whole School		Conditionally Ap...
Consultant Contracts: Consultant contract with the Oakland Public Ed Fund (OPEF) for the Exploring College, Career, & Community Options Program (ECCCO) to facilitate and pay out the 2025 Summer Student Internship Stipends through June 30, 2026. OPEF will be the fiscal sponsor processing and paying the internship stipends and ECCCO Stipends for student participants in the Summer 2025 program. The ECCCO summer internship program exposes students to real-world work experience and college courses. This funding will stipulate six high school students participating in various summer internships, approximately \$500 per stipend—Summer Internship and Peralta Institute stipends through June 30, 2026. <i>OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the entire contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</i> (Includes 15% admin fees)	\$4,140.00	5825	Consultant Contracts			Whole School		Conditionally Ap...
Consultant Contracts: Consultant contact with the Oakland Public Ed Fund (OPEF) to facilitate and pay out the Student Internship Stipends through June 30, 2026. OPEF will be the fiscal sponsor processing and paying the internship stipends for the Health and Fitness Internship program. On average, students will receive \$500 stipends for the 2025-26 school year. As such, approximately 14-15 students engaged in internships for the 2025-26 year will benefit from this budget item. <i>OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the entire contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</i> (Includes 15% admin fees)	\$7,036.34	5825	Consultant Contracts			Whole School		Conditionally Ap...

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$69,671.90	\$69,671.90	\$0.00
[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (87), multiplied by the percentage of Oakland residents in 2024-25 (94.2%), multiplied by the per pupil amount of \$850.			

School: Dewey Academy

Site #: 310

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
310-1	<p>Teachers Salaries:</p> <p>Hire a Pathway Teacher to offer Health and Fitness pathway courses at .20 FTE.</p> <p>The pathway teacher will teach one of our pathway courses (Fit for Life) for all of our students. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs.</p> <p>The Pathway Teacher will provide students with career, academic and soft skills that are needed for the modern workplace, college and general postsecondary success. The Pathway Teacher will also work to ensure their curriculum is up to date and relevant with today's Health and Fitness industry standards.</p> <p>This portion of the FTE is above and beyond the central base allocation of .80 FTE.</p> <p>PCN 6184 - Gregory Blide (Salary & Benefits Costs)</p>	\$25,217.32	1105	Teacher Salaries	TCH STR ENG		Whole School
310-2	<p>Teacher Salaries Stipends:</p> <p>Extended Contract to pay 3 Teachers for working after hours to participate in the pathway team meetings through June 30, 2026.</p> <p>The Dewey Academy teachers' team meets biweekly for one hour to work on pathway development, student support, and intervention.</p> <p>This expenditure aligns with our goals to increase shared practices and develop integrated projects across content-area and English Language Development classes. In addition to those priorities, these meetings also include the after-school tutoring program and curriculum sharing.</p> <p>All students, with the exception of those who do not need credits in specific areas, will have pathway experiences. Because we have students from 6 weeks to 2+ years, they will all have pathway experiences; they will just differ because of the length of time they are enrolled at Dewey. Pathway experiences happen in PE, the Health class, and the Biology/Grad Writing seminar.</p> <p>Anticipated outcomes: credit recovery.</p> <p>Budget: \$47.50 per hour x 22 hrs total (1 hr/meeting) + 25% benefit costs = \$1,306.25 x 3 teachers = \$3,918.75.</p> <p>(Salary and Benefit Costs Included)</p>	\$3,918.75	1120	Teacher Salaries Stipends			Whole School

310-3	<p>Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. PCN 2803 - Lauren Hulburd (Salary & Benefit Costs)</p>	\$20,359.49	2305	Supervisor & Administrative Salaries		.10 FTE	Whole School
310-4	<p>Supplies & Materials: Purchase Supplies & Materials for the Health Medical Lab Pathway and the Health Fitness Class. The supplies and materials will support the Health and Wellness pathway and sustain the Health Medical lab and fitness class. As all students take the Medical Lab Pathway and/or Health Fitness class, this expenditure will benefit all students.</p>	\$5,000.00	4310	Supplies & Materials			Whole School
310-5	<p>Equipment: Purchase equipment for the Health and Medical Lab Pathway and Health Fitness Class. The fitness and health-specific equipment will support the Health and Wellness pathway and sustain the Health Medical Lab and Health Fitness classes. This equipment will help maintain the pathway to support instruction. All students will benefit from this expenditure as all students take the Medical Lab Pathway class and/or Health Fitness class.</p>	\$4,000.00	4410	Equipment			Whole School
310-6	<p>Consultant Contracts: Consultant contract with the Oakland Public Ed Fund (OPEF) for the Exploring College, Career, & Community Options Program (ECCCO) to facilitate and pay out the 2025 Summer Student Internship Stipends through June 30, 2026. OPEF will be the fiscal sponsor processing and paying the internship stipends and ECCCO Stipends for student participants in the Summer 2025 program. The ECCCO summer internship program exposes students to real-world work experience and college courses. This funding will stipulate six high school students participating in various summer internships, approximately \$500 per stipend—Summer Internship and Peralta Institute stipends through June 30, 2026. OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the entire contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools. (Includes 15% admin fees)</p>	\$4,140.00	5825	Consultant Contracts			Whole School

310-7	<p>Consultant Contracts: Consultant contact with the Oakland Public Ed Fund (OPEF) to facilitate and pay out the Student Internship Stipends through June 30, 2026. OPEF will be the fiscal sponsor processing and paying the internship stipends for the Health and Fitness Internship program. On average, students will receive \$500 stipends for the 2025-26 school year. As such, approximately 14-15 students engaged in internships for the 2025-26 year will benefit from this budget item. OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the entire contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools. (Includes 15% admin fees)</p>	\$7,036.34	5825	Consultant Contracts			Whole School
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2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site Dewey Academy								Site #	310
Approved Strategic Carryover <small>(from prior years - Carryover Plan)</small>		\$8,952.88		In the box below, please indicate why you decided to allocate Strategic Carryover.					
Total Budgeted Amount		\$8,952.88		We decided to allocate strategic carryover to ensure we had funding to directly support student learning.					
Remaining Amount to Budget		\$0.00							
NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H 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 H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.									
Resources: Measures N and H 2025-2026 Permissible Expenses Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification 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 respond to the additional Budget Justification questions outlined in the Measure H Instructions for a Proper Budget Justification . - 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? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (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 red for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (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) <i>(protected cells below are to be completed by MN/H staff only)</i>
Consultant Contracts: Consultant contract with Mentoring in Medicine (MIMS) to provide schoolwide CPR, First Aid, Teen Mental Health, and Narcan training to the pathway students. This will include 4-5 training sessions to ensure all Dewey students can access health certifications to support the Dewey community. This expenditure provides all students with the opportunity to enter a variety of careers, including health care. It will support up to 25 students enrolled in the Health and Fitness Pathway and training course curriculum. (Includes Admin Fees) <i>MIMS can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. MIMS can not invoice for the entire contract amount before the program ends. Under no circumstances can MIMS hold unspent Measure H funds for the schools.</i>	\$8,952.88	5825	Consultant Contracts			Whole School	Integrated Program of Study	Approved	