

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

College & Career Readiness Commission

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Ralph J. Bunche Academy

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 Ralph J. Bunche Academy as “Fully Approved” in an amount not to exceed \$51,069.39.

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: RALPH J. BUNCHE ACADEMY

Site #: 309

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$51,069.39	\$51,069.39	\$0.00

*Funding Allocation is based on school's highest attendance reported in 2021-22 (64), multiplied by the percentage of Oakland residents in 2022-23 (93.9%), 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
309-1	Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support Ralph Bunche Academy with building and maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. This Pathway Coach will also ensure fidelity with programming, transition, graduation rates, and dropout rates. All students will be impacted because the Pathway Coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803, Lauren Reid (Salary & Benefits Costs)	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Hospitality, Tourism, and Recreation
309-2	Pupil Support Salaries / Counselor: Hire a Counselor at .17 FTE. The counselor will support Ralph Bunche Academy with ensuring students take appropriate A-G classes for progress toward graduation, support with FAFSA, college applications, work study programs, supported work environments, internships, and linkages to mental health services. All students will be impacted because the supports will help students graduate, not drop out, and transition to college/career opportunities. PCN 6295 Dulce Hsu (Salary & Benefits Costs)	\$19,734.92	1205	Pupil Support Salaries / Counselor	Counselor	.17 FTE	Hospitality, Tourism, and Recreation
309-3	Teacher Salaries Stipends: Extended Contracts for 2 Teachers to provide extra works as the Pathway Co-Leads. The pathway Co-Leads will support Ralph J. Bunche Academy with on-site pathway leadership over the course of the next year, facilitated by Ashley Cunningham and Anne Garvey. This leadership will focus on Pathway integration into core classes, career exploratory excursions for student learning, systems and structures for student pathway access and fidelity of progress. In conjunction to these needs Pathway Co-Leads will promote core teacher CTE acquisition going forward, This is in hopes that we can develop a fully functional work based learning schematic based in PBL that can be implemented holistically for student benefit. Lastly this expenditure will support parent communication and access to supports like Fafsa and peralta app access and staff unification around latest protocols and procedures to stay compliant, support, and thought-partnership. All students will be impacted by the continued Pathway integration, teacher development, academic rigor, student/family support, and Work Based Learning opportunities. Ashley Cunningham & Anne Garvey Budget Calculation: \$38.50 per hour X 77 hours + 25% benefits cost = \$3,705.63 X 2 teachers= \$7,411.25	\$7,500.00	1120	Teacher Salaries Stipends			Hospitality, Tourism, and Recreation

<p>309-4</p>	<p>Transportation Costs: Charter Bus rentals for students to attend College & Career Exploration Visits. This expenditure will fund an exploratory trip within our pathway domain of Hospitality, Tourism, and Recreation for upwards of 25 students. The trip will occur in late October - early November in order to link seniors to pathway opportunities and experiences before their graduation. This expenditure supports our students within the pathway by showcasing college programs outside of Oakland that could further support their development as scholars that want careers in these industries.</p>	<p>\$5,108.09</p>	<p>5826</p>	<p>Transportation Costs</p>			<p>Hospitality, Tourism, and Recreation</p>
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School Name:		Ralph J. Bunche Academy						Site #:	309	
Pathway Name(s):		Hospitality, Tourism, and Recreation (HTR)								
School Description										
Bunche is an Alternative Education Center that supports students toward high school graduation by educating the whole student to engage in social-emotional development, academic challenge, and goal setting to cultivate a better quality of life.										
School Mission and Vision										
The students of Ralph J. Bunche Academy are resilient, and it is our vision that they graduate with the skills necessary to access a quality of life focused on their futures. They will obtain the academic skills necessary to flourish in college or develop experiences in a career in the field of culinary, hospitality, tourism, and/or recreation. Our community will instill a sense of opportunity, balance, and support through restorative justice, case management, and therapeutic services in order to address students' health and sustain their well being, in perpetuity. Ralph J. Bunche students will...										
... commit to building ongoing meaningful and personal relationships with students, staff, family members, and community partners to support a student's sense of identity, goal setting, and a personal belief in themselves;										
... engage in academic endeavors that support the "whole child," build confidence through challenge in their academic abilities, and develop skills through PBL that spark a passion for learning;										
... leave feeling confident in their post-graduation plan with experiences of exploring careers, college, and other areas of interest.										
School Demographics									% Current Newcomers	
2022-23 Total Enrollment Grades 9-12			49							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	55.1%	44.9%	93.9%	88.9%	14.3%	14.3%	14.3%			
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	46.9%		4.1%	32.7%			6.1%	2.0%	8.2%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Male				
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	76.6%	TBD	76.65%		77.00%		78.00%			
Four-Year Cohort Dropout Rate	10.6%	TBD	10.00%		9.00%		8.00%			
A-G Completion Rate (12th Grade Graduates)	0.0%	TBD	N/A		0.00%		0.00%			
On Track to Graduate - 9th Graders	TBD	0.0%	N/A		0.00%		0.00%			
9th Graders meeting A-G requirements	TBD	0.0%	N/A		0.00%		0.00%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	3.2%	TBD	10.00%		15.00%		20.00%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	2%		3.00%		5%			
Percentage of 10th-12th grade students in Linked Learning pathways	98.4%	96.9%	100.00%		100.00%		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	0.0%	TBD	3%		3.50%		4%			

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	4.5%	TBD	5.00%		7.00%		10.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	2.3%	TBD	2.50%		3.00%		3.50%
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	88.2%	TBD	89.00%		89.00%		90.00%
Four-Year Cohort Dropout Rate	5.9%	TBD	5.00%		4.00%		3.00%
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	TBD	N/A		N/A		N/A
On Track to Graduate - 9th Graders	TBD	0.0%	N/A		N/A		N/A
9th Graders meeting A-G requirements	TBD	0.0%	N/A		N/A		N/A
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	TBD	10.00%		15.00%		20.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	2.00%		3.00%		5.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		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	0.0%	TBD	3.00%		3.40%		4.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	6.7%	TBD	7.00%		8.00%		10.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	0.0%	TBD	2.00%		2.50%		3.00%

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	Strengths	Challenges
<p>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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>
<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)</p>	<p>Due to our staff's ability to build relationships with our students off-track to graduate we can provide some support to help students thrive in an alternative educational setting. Our data shows that we have had better success in these areas as compared to our sister schools over the course of the last 4 years. Our current graduation rate of 76.6% is over 30% higher than the next closest Alternative Education Center. Our 3 year drop out rate is 10% and under which is well below alternative education comparables.</p>	<p>Many of our students off-track to graduate have various issues that have led to a disconnection to the public education system. Situations like underfunded inner-city schools, uncredentialed teachers in middle and high school, and juvenile justice system impacts increase our dropout rates. If we are able to support students off-track to graduate with mental health support and therapy access in school, we can positively affect education for this subgroup of students. Specifically in '23-24 we have a reduction in staff FTE. This in addition to the difficulties of navigating a split campus environment leaves us having to organize logistics with practical staffing going forward.</p>
<p>A-G Completion - 12th Grade</p>	<p>Our teachers have credentials that make them highly qualified to teach all core classes to help our students off-track to graduate complete more A-G classes. As an Alternative Education Center we are not an A-G completion school.</p>	<p>The number of teachers we have compared to the amount of class offerings necessary to meet A-G completion is not equal. Many teachers then have to teach double booked (ELA and History together) humanities classes in order to meet the needs of our students</p>
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)</p>	<p>N/A</p>	<p>N/A</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>	Our students graduate eligible to enroll in a community college of their choice. In 2021 20% of students enrolled in community college within a year of graduation.	When students enroll in our school, they are most focused on credit recovery and graduation. As such, students will often enter the workforce and return a year or more later to further discuss postsecondary long term plans. There is no data available on alums transferring to 4 year schools for our analysis.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20% of Seniors participated in an employer-evaluated internship or similar experience. Our Strength is relational connections and back end support for students going through difficult situations to be able to access internship opportunities	Many of our students work and do not have the ability to participate in internships due to time and personal constraints. In addition, many students have not learned the skill of follow-through and completion in regard to activities. This area of growth needs to be addressed as a school in order to see this 20% success increase to 30%-50%.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	0% of Bunche students have been enrolled in Dual Enrollment	0% of Bunche students have been enrolled in Dual Enrollment
Percentage of 10th-12th grade students in Linked Learning pathways	100% of our 10th-12th Grade students are in Linked Learning Pathways	No challenges have been noted in this area
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	None of our students have completed the CTE track due to the fact that our students get to our program in 11th or 12th grade and don't have the time, bandwidth, or ability to finish their CTE track because it doesn't line up with graduation tracks (which is the purpose of Measure N and H).	The challenge is that a continuation school has shorter timelines than a comprehensive high school which makes it more difficult to complete CTE certification in only 6 to 12 months while finishing out core classes toward improving graduation rates.

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	100% of Bunche students are in the Hospitality, Tourism, and Recreation Pathway. In addition, the CTE HTR state standards are integrated and aligned with all Academic core subject standards. Conceptual alignment is explicitly stated in the Pathway curriculum and instructional design and delivery category.	Continue developing strategies to increase concurrent enrollment at Peralta colleges. Continued collaboration time and professional development for teachers to develop more cross-curricular pathway focused alignment.	Our priority will be in the area of Curriculum and Instructional Design and Delivery. We need a teacher with a CTE credential and want to entice multiple teachers with getting the certification necessary to embed CTE with Academics in their unique classroom settings.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Career exploration visits to HTR centered employers on a Trimester basis along with integrating the Advisory board internship opportunities has provided solid WBL opportunities for our students. In addition, participation in the summer ECCCO program has provided WBL opportunities for students as well. Last, college exploration visits to the Peralta Community Colleges to expose students to CTE and 2-year degree/certificate programs.	Our Advisory Board has not maintained consistent membership and participation throughout the year. We want to hand more students off to Advisory Board partners for job opportunities post-graduation. We also want to incorporate more Community Based Organizations in our West Oakland neighborhood to see community fidelity. Student Self Assessments are a need as well.	Seek out partnerships from West Oakland restaurants and community based establishments. Build a stronger foot print in West Oakland and downtown for Hospitality and Tourism focus.

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>100% of our students have access to 1:1 support from case managers, school counselor, teachers and administration. Student's Social Emotional Learning is fully supported through classroom curriculum and throughout campus events and ceremonies. Mental Health services in 1:1 formats and in Gendered Groups are embedded into the master schedule. In addition, College and Career preparation is covered through an interdisciplinary lens and our academic counselor provides 1:1 support to students to build a post-graduation plan. She supports all families and students with completing FAFSA and Peralta college applications. Students receive multiple touch points and exposure to college and career options via academic curriculum, in-class presentations and 1:1 meetings with support staff.</p>	<p>Student Supports could grow in the area of transparent communication to staff and families on a consistent basis. In addition, some staff members are not as fluent in Social-Emotional Skill Development as others which can negatively affect other support staff. Student leadership would be appreciated to provide a holistic perspective on our community progress and opinions about growth.</p>	<p>Next Steps consist of building systems to ensure transparent communication with parents, students, and staff regarding students that had a COST form filled out, had a behavior issue, or had a history of behavior issues. This in conjunction with more staff being aware of their SEL and trauma informed practices could help the overall community morale.</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
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.

<p>Goal #1: By 2026</p>	<p>By 2026 we would like to have at least 3 strong partnerships with community based organizations in the West Oakland Community that provide students career exploration opportunities centered in HTR and beyond.</p>
<p>Goal #2: By 2026</p>	<p>By 2026 we would like to have the 3 community based organizations mentioned in Goal #1 part of our advisory board. In addition, we will utilize the advisory board to provide internship opportunities and lead career centered events on campus (ie: mock interviews, resume support)</p>
<p>Goal #3: By 2026</p>	<p>By 2026 at least one Academic Core teacher will be in pursuit of a HTR CTE credential to help support and manage the integration of HTR CTE curriculum school wide. The purpose of this goal on a large scale is to create an academic culture where all teachers receive adequate support with CTE subject matter.</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>Create feedback survey and request survey students can fill out to ensure we are bringing industry partners aligned with what our students are seeking. Create partnership database and designate staff member to follow-up with partners twice per trimester Hold annual career exploration fair where partners and other community based organizations provide job and community opportunities to students</p>
<p>Strategic Actions for Goal #2</p>	<p>As part of being on the advisory board, invite partners to present internship/job opportunities, conduct mock interviews and serve as professional consult to students and staff Utilize advisory board to create career pipeline for students interested in entering the workforce upon graduation Consult with advisory board on CTE curriculum to ensure students are receiving up to date workforce exposure in the classroom</p>

Strategic Actions for Goal #3	Identify eligible HTR CTE teachers and connect with Linked Learning credentialing team
	Develop plan with teacher/s and determine funding available to help fund credentialing
	Provide leadership opportunities for any teacher pursuing HTR CTE credential (ie: ILT lead, attendance at linked learning conference in 2024)

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 Ralph Bunche Academy with building and maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. This Pathway Coach will also ensure fidelity with programming, transition, graduation rates, and dropout rates. All students will be impacted because the Pathway Coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803, Lauren Reid (Salary & Benefits Costs)	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Hospitality, Tourism, and Recreation
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<p>Teacher Salaries Stipends: Extended Contracts for 2 Teachers to provide extra works as the Pathway Co-Leads. The pathway Co-Leads will support Ralph J. Bunche Academy with on-site pathway leadership over the course of the next year, facilitated by Ashley Cunningham and Anne Garvey. This leadership will focus on Pathway integration into core classes, career exploratory excursions for student learning, systems and structures for student pathway access and fidelity of progress. In conjunction to these needs Pathway Co-Leads will promote core teacher CTE acquisition going forward. This is in hopes that we can develop a fully functional work based learning schematic based in PBL that can be implemented holistically for student benefit. Lastly this expenditure will support parent communication and access to supports like Fafsa and peralta app access and staff unification around latest protocols and procedures to stay compliant, support, and thought-partnership. All students will be impacted by the continued Pathway integration, teacher development, academic rigor, student/family support, and Work Based Learning opportunities. Ashley Cunningham & Anne Garvey Budget Calculation: \$38.50 per hour X 77 hours + 25% benefits cost = \$3,705.63 X 2 teachers= \$7,411.25</p>	<p>\$7,500.00</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Hospitality, Tourism, and Recreation</p>
<p>Transportation Costs: Charter Bus rentals for students to attend College & Career Exploration Visits. This expenditure will fund an exploratory trip within our pathway domain of Hospitality, Tourism, and Recreation for upwards of 25 students. The trip will occur in late October - early November in order to link seniors to pathway opportunities and experiences before their graduation. This expenditure supports our students within the pathway by showcasing college programs outside of Oakland that could further support their development as scholars that want careers in these industries.</p>	<p>\$5,108.09</p>	<p>5826</p>	<p>Transportation Costs</p>			<p>Hospitality, Tourism, and Recreation</p>

Measure N/H 2023-2024 Education Improvement Plan Assessment

Ralph J. Bunche

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: 4</p> <p>Rationale:</p> <p>Clear evidence of program of study compiled with strong student supports throughout the campus.</p> <hr/> <p>Feedback for continued progress monitoring:</p> <p>Continue to engage stakeholders and reflect on what has worked and areas for improvement.</p>			

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: School has gathered data and selected a focal group based on the information.</p> <p>Feedback for continued progress monitoring: Continue to reflect and confirm data collected.</p>			
<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: 3</p> <p>Rationale: Pathway is recovering from the pandemic. Due to the hospitality industry being impacted the hardest it has been hard to recover relationships they had established pre-pandemic. They have identified some solid partnerships and continue to explore.</p> <p>Feedback for continued progress monitoring: Continue to look for and solidify partnerships.</p>			
<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: Site has done a great job aligning all strategies that reflect cohesiveness amongst Measure and schoolwide goals.</p> <p>Feedback for continued progress monitoring:</p>			

	Continue engaging with all key stakeholders to bridge the gap between the data and actual students served.
<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: 4</p> <p>Rationale:</p> <p>Current strategies have met the needs of students as evidenced by their graduation rate being the highest amongst Alt Ed schools.</p> <p>Feedback for continued progress monitoring:</p> <p>Continue looking for ways to bridge the gap towards graduation amongst targeted group.</p>

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 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 	<p>Score: 4</p> <p>Rationale:</p> <p>Budget is compliant.</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, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating: Fully Approved

- School has **fully implemented** *Linked Learning* as evidenced by the establishment of all three domains 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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

Clear strategies to identify the targeted group served.

Key Questions:

How have the identified strategies impacted the schoolwide outcomes?

Budget Feedback:

Compliant

Next Steps:

What	Suggested Lead	Deliverable	Date
Continue to monitor identified strategies.	Principal	Self-Assesments, Stakeholder feedback.	Ongoing.