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**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: Life Academy of Health & Bioscience

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**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 Life Academy of Health & Bioscience as “Approved,” with a base allocation of \$209,100.00 and a strategic carryover allocation of \$60,558.84 for a total allocation not to exceed \$269,658.84.

**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**

**School: LIFE ACADEMY OF HEALTH & BIOSCIENCE**

*Effective July 1, 2023 - June 30, 2024*

**Site #: 335**

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$209,100.00	\$209,100.00	\$0.00

*\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (246) 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
335-1	<p>Pupil Support Salaries / Counselor: Hire a Counselor, at .10 FTE. The Counselor will ensure that Life Academy has a full time college and career counselor to serve our students. This expenditure allows for a specific portion of the counselor's duties to be dedicated to internship and work based learning support, pathways activities, dual enrollment pathways support, ensuring that all students who are off track have a 1:1 meeting with their school counselor to explore options for making up needed credits. This specific expenditure impacts 100% of the students in our pathway programming and serves to move us toward our 3 year goal, specifically in the realm of bolstering our internship program and supporting a strong internship team to rebuild this essential element of our school post-COVID.</p> <p>PCN 1793 Rodrigo Sandoval (Salary and Benefit costs included)</p>	\$11,809.68	1205	Pupil Support Salaries / Counselor	Counselor	.10 FTE	Health & Bioscience
335-2	<p>Teacher Salaries: Hire an Internship Teacher, at .40 FTE. The Internship Teacher will ensure that all juniors have an internship class (2 sections will be taught.) In the internship class students are supported in learning the professional skills needed to engage in internships, work based learning and job shadowing experiences, and supported in finding and applying to their internship sites. These skills (resume and cover letter writing, professional email skills, interview skills, etc) will prepare students for success in their internships and the course will also provide one on one direct support to students as they research, apply for and interview for opportunities. Finally, the course will hold the reflection process for students so that they can internalize the new skills they have developed through their internships, work based learning and job shadowing experiences. By 2025 this will impact 100% of our juniors.</p> <p>PCN 2663 Alice Cheng (Salary and Benefit costs included)</p>	\$33,044.47	1105	Teacher Salaries	TCHR STR ENG	.40 FTE	Health & Bioscience
335-3	<p>Teacher on Special Assignment School: Hire a TSA 11 month, at .30 FTE. Clare Green, instructional coach for pathways. This specific expenditure will ensure that Life Academy has an instructional coach/leader that is dedicated to supporting our growth in goals #1 (humanities integration of pathway themes and texts) and #3 (student prepared to take higher level math courses). 30% of this coach's time will be dedicated to supporting the implementation of these action steps toward strengthening out pathway alignment in humanities and the strength of our math program. This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts and opportunities in math courses that will address skill gaps, promote mastery and prepare students for upper level math courses (which are prerequisite for careers in healthcare and biotechnology).</p> <p>PCN 6895 Clare Green (Salary and Benefit costs included)</p>	\$42,905.73	1119	Teacher on Special Assignment School	TSA Class 11	.30 FTE	Health & Bioscience

335-4	<p>Teacher Salaries: Hire an 11th Grade Humanities Teacher, at .20 FTE. This expenditure will ensure that Life Academy has a specific humanities instructor who would spend a dedicated part his day towards supporting our growth in goals #1 (humanities integration of pathway themes and texts). 20% of this teacher's time will be dedicated to researching, designing, and implementing curriculum that explicitly connects humanities and science through texts like The Immortal Life of Henrietta Lacks (for example). This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts that deepen our students' interdisciplinary skills and prepare them for a balanced and contextualized study of health and bioscience.</p> <p>PCN 7927 Jose Gil (Salary and Benefit costs included)</p>	\$16,233.11	1105	Teacher Salaries	TCHR STR ENG	.20 FTE	Health & Bioscience
335-5	<p>Clerical Salaries Overtime: ET/OT for Classified Support Staff to take on additional work streams in order to re-establish the Life Academy pathway internship program.</p> <p>Duties included: organize and facilitate pathway specific field trips, events, public speakers/panels, and support the conferences linked to our three Academy themes (health care, biotech, public health). Organize and facilitate family meetings each marking period for students who are off track to identify additional support services needed to ensure student success. These services will impact all students in grades 10th-12th grades and increase student engagement as they are directly related to providing ample opportunities for students to have hands-on, outside of school experiences related to their areas of interest and passion.</p> <p>Salary and Benefits costs included)</p>	\$10,000.00	2425	Clerical Salaries Overtime			Health & Bioscience
335-6	<p>Bus Passes: to purchase AC Transit and/or BART Tickets to provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.</p>	\$6,530.00	5820	Bus Passes			Health & Bioscience
335-7	<p>Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work.</p> <p>The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students.</p> <p>Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary &amp; Benefit Costs include)</p>	\$6,160.00	1120	Teacher Salaries Stipends			Health & Bioscience
335-8	<p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "The Farm" venue for staff to attend an Life Academy retreat at the beginning of the year to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students.</p> <p>Two days rental for August 1-2, 2023: \$2,500.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p>	\$2,500.00	5624	Rentals - Facility			Health & Bioscience
335-9	<p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "AirBNB" venue for staff to attend an Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students.</p> <p>Two days rental in FY 2023-24, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p>	\$5,000.00	5624	Rentals - Facility			Health & Bioscience

335-10	Supplies & Materials: to purchase supplies and materials for our pathways classes. The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.	\$24,262.01	4310	Supplies & Materials			Health & Bioscience
335-11	Books Other-Than Textbooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.	\$4,000.00	4200	Books Other-Than Textbooks			Health & Bioscience
335-12	AudioBooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide an Audio Book to the pathway students who may need to access the book via audiobook. 100% of pathways students will be engaged in this unit through their humanities class.	\$1,000.45	4100	AudioBooks			Health & Bioscience
335-13	Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included)	\$45,654.55	1305	Supervisor, Administrative, Instruction Coaches Salaries	PRIN HS SML	.20 FTE	Health & Bioscience

<b>School Name:</b>	<b>Life Academy of Health &amp; Bioscience</b>	<b>Site #:</b>	<b>335</b>
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<b>Pathway Name(s):</b>	<b>Health &amp; Bioscience</b>
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**School Description**

Do you love science? Are you thinking of working in the medical field one day? Do you think you would do well at a small school with a family-like feel where all adults on campus know how to best support you? Then Life Academy is the school for you! Established in 2001, Life Academy is one of the last small public schools in OUSD for grades 6-12. Located in the San Antonio neighborhood, Life Academy provides students with a rigorous academic experience focused on Health and Bioscience. We aim to prepare students to become future health professionals and are committed to providing authentic learning experiences through summer programs, project-based learning, field trips, and an extensive internship program focused on health and science. At Life Academy, all 8th, 11th and 12th graders participate in an internship with a health and bioscience focus. Furthermore, we partner with the Peralta Colleges to provide a Medical Assisting program where students can earn an MA certificate and receive college credit. Our students find it very useful, as they can work as an MA and go to college at the same time. At the heart of our program, however, is Advisory. Every student is paired with an Advisor that they meet with twice a day. Advisors are the students' primary advocates on campus; they communicate with other teachers and make sure that parents are informed. Many students say that their Advisory is like family. It is this type of caring and loving community that we aim to create in order to ensure that our students are successful in their lives after Life. We are excited to welcome you into our Life Academy family!

**School Mission and Vision**

Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through transformative learning experiences focused on Health, Medicine and Bioscience, students are engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field.

**School Demographics**

2022-23 Total Enrollment Grades 9-12								251	% Current Newcomers
									0.4%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	55.4%	44.6%	98.0%	96.0%	28.3%	26.7%	19.9%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.2%	0.4%	2.8%	91.6%			0.8%	1.2%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)			

**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)
<a href="#">Four-Year Cohort Graduation Rate</a>	91.5%	TBD	91.50%		92.00%		93%
<a href="#">Four-Year Cohort Dropout Rate</a>	5.1%	TBD	4.00%		4.00%		3.00%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	83.3%	TBD	85.00%		90.00%		93.00%
<a href="#">On Track to Graduate - 9th Graders</a>	72.1%	77.8%	78.00%		80.00%		80.00%
9th Graders meeting A-G requirements	72.1%	79.0%	80.00%		80.00%		80.00%
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	4.8%	TBD	5.00%		6.00%		10.00%
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	42.9%	30.6%	35.00%		40.00%		60.00%
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	99.5%	100.0%	100.00%		100.00%		100.00%
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	0.0%	TBD					
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	16.7%	TBD	17.00%		18.00%		20.00%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	42.6%	TBD	44.00%		46.00%		50.00%

<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	75.0%	TBD	91.50%		92.00%		93.00%
Four-Year Cohort Dropout Rate	25.0%	TBD	4.00%		4.00%		3.00%
A-G Completion - 12th Grade (12th Grade Graduates)	50.0%	TBD	85.00%		90.00%		93.00%
On Track to Graduate - 9th Graders	75.0%	72.0%	78.00%		80.00%		80.00%
9th Graders meeting A-G requirements	75.0%	72.0%	80.00%		80.00%		80.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.5%	TBD	5.00%		6.00%		8.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	12.5%	8.3%	28.00%		35.00%		40.00%
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					
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	0.0%	TBD	17.00%		18.00%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	16.7%	TBD	44.00%		46.00%		50.00%

**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.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<p><b>Instructions:</b> Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select <b>ONE</b> 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><b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)</p>	<p>91.5% graduation rate is a school strength and 6.5 percentage points higher than the CA state average. This is representative of significant work on the part of the counseling and MTSS teams, as we meet with families of students who are off track and work to support them toward adjusting their mindset and behaviors so that they might work toward graduation.</p>	<p>5.1% Drop out rate is a significant challenge. At a small school, where we have approximately 65 students in the senior class, we have the opportunity to ensure that every single student receives what they need to succeed toward a high school diploma. A barrier to this is the relative inexperience of our teaching staff. Due to a significant number of newer career teachers many teachers are working on the basics of structural practice and not able to offer a complex and rich experience for students, or differentiated supports for students.</p>
<p><b>A-G Completion - 12th Grade</b></p>	<p>83.3% of our seniors graduate having completed A-G requirements and therefore are eligible to apply to a CSU/UC.</p>	<p>Of the seniors graduating without A-G completeness, a large percentage of those seniors have IEPs that include credit reductions. This complicates our ability to ensure that they have completed A-G requirements. It highlights a major challenge for us: we need to figure out how to create the conditions and implement the strategies to ensure that our student with IEPs are able to access A-G readiness.</p>
<p><b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)</p>	<p>77%-79% of our 9th graders are meeting A-G and are considered on track to graduate from high school. We have held relatively steady in this indicator, so no specific improvements have been made.</p>	<p>A significant challenge for us is bridging the gaps with the students and families who are new to the Life community in the 9th grade. We have strong connections with our middle school students that continue, we need to figure out or unlock how to ensure that the new folks in our community are held. It is these new students, who we do not yet know well, who tend to be off track in 9th grade.</p>

College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	59.3% of Life Academy's students are leaving Life and pursuing some form of post secondary education. Post pandemic we have seen a dip in this percentage.	Because of the pandemic experience, the future feels less stable for kids than it once did. It is not something taken for granted. Therefore, kids are less engaged and committed to deepening the learning experience as it relates to post secondary dreams and plans. People's dreams, educators and students alike, have been irrevocably altered. We must hold a steady and kind course, supporting students in regaining the ground lost during distance learning (social emotionally and academically).
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.8% is an inaccurate reflection of the number of students participating in these experiences. A celebration in this area is the rebooting of our internship program post -COVID. We have a thriving partnership with HEAL/Highland Hospital through which 35 students have gained exposure to health careers through hands-on experiences such as shadowing doctors, nurses, and other clinicians; skills workshops; seminars; and field trips.	A challenge for us is to accurately enter the information about our students internship experiences in to Aeries so that we have actual reflection that is representative of the students participating in these experiences.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	42.9% A strength is that 56% of students in 11-12 grade at Life take dual enrollment courses. It is an important opportunity for students to engage in and for the majority of students, it prepares them for the rigors of college.	This year specifically, we found that courses held virtually were not successful. We are pivoting to offer only DE courses that are held at least partly in person.
Percentage of 10th-12th grade students in Linked Learning pathways	All of our students are enrolled in the Linked Learning pathway. As a small school this pathway is "wall to wall" and involves all students in grades 9-12.	Our charge is to ensure that students who enter Life Academy through our middle school are engaged in health and bioscience and through these engagement opportunities become genuinely interested in the sciences
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	We do not currently have a CTE program.	In the field of biotech and health care it has proven exceedingly challenging to find CTE teachers. This is likely due to the significant pay gap between the fields of education and healthcare/biotech.

**PATHWAY QUALITY ASSESSMENT**

Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a> , self-assess in each category	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>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	- All 9th graders are invited to explore the sub-pathway options (healthcare, public health, biotechnology) and apply in the spring of 9th grade. There are no admission requirements other than a quality application - We maintain a full cohort structure 9-12 which allows for equitable, non-tracked academic experience. - We offer a variety of Dual Enrollment courses as early as 10th grade	- The Life Academy Advisory Board has struggled to revamp post COVID, limiting our input and validation from our partners - With the significant turn over in teachers during and after the pandemic, we have also lost traction in some of our more robust curriculum and assessments. A major growth area is to work toward alignment and to re-establish the Defenses as public demonstrations of student learning.	- Ensuring the smooth adoption of an aligned High School ELA curriculum is a next step that we are looking forward to embracing. - Moving back toward having all teachers of Humanities do one unit based around a book that is directly linked to our pathway theme is a clear next step - Continuing the strong coaching work we have with all teachers to ensure that teaching and learning is a central and supported focus of Life Academy.

<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>- Life has re-established our internship class and student internship expectations in the post-COVID era</li> <li>- 100% of Life's juniors and seniors are either engaged in an internship or taking a Dual Enrollment class, or in the case of 60% of our students, both.</li> <li>- We have hired a Work Based Learning Coordinator to support in re-establishing our relationships with internship partners and ensuring that students have access to internship opportunities and work based learning outside of Life.</li> </ul>	<ul style="list-style-type: none"> <li>- With the teacher turnover post COVID we have struggled to identify the teacher who is passionate about holding internship class and will take this on with the alacrity that it deserves.</li> <li>- We have had limited conversations with many of our internship partners and we need to be in more continuous communication with them,.</li> </ul>	<ul style="list-style-type: none"> <li>- Our Community School Manager will take on a more active role in supporting internship classes. The CSM will convene the internship team (teachers, work based learning coordinator, counselor) and facilitate 2x monthly meetings to ensure we are progressing toward our ambitious goals. The CSM, with the work based learning coordinator, will manage the onboarding meetings for new partners and will visit 80% of our internship sites within the 23-24 school year.</li> </ul>
<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> <li>- Our school counselor is very skilled at ensuring students are aware of their transcripts and their post-secondary plans.</li> <li>- Our sub-pathways are strongly driven by student leadership -- students lead the way for events, and development of pathway projects and workshops.</li> <li>- Our advisory program provides protected space 4 days/week for social emotional growth and development</li> <li>- Students have access to a strong cadre of mental health specialists and supports</li> <li>- Our MTSS systems are rooted in Restorative practices and seek to take a humanizing path with students</li> </ul>	<ul style="list-style-type: none"> <li>- We could do more to offer the individualized academic support that our students need and require, especially when it comes to literacy development and math proficiency.</li> <li>- Social emotional skill development is inconsistent in advisory spaces -- there is much training to do for advisors to become proficient in teaching students social-emotional skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Individualized academic supports are a huge priority for us, especially with younger students who have skill gaps in literacy and math. We want to build a more robust program to support students who have not yet demonstrated mastery around key standards in literacy and math.</li> </ul>

**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><b>Goal #1:</b> By 2026</p>	<p>By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.</p>

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**

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

<b>Strategic Actions for Goal #1</b>	By June 2023 Humanities department will collectively discuss potential texts that meet the criteria outlined in the goal. Each grade level will select a text.
	By Fall 2023 Humanities teachers, with support from their coaches, school leaders, and a lead humanities teacher will build out an ELA standards aligned unit that also has a strong bend toward the themes and topics of the pathway (healthcare, public health, bioscience/technology). The unit plans will use the Understanding By Design framework and will be evaluated by coaches and school leaders upon their completion.
	In the 23-24 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.
	In the 24-25 school year 100% of high school Humanities teachers will teach these pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.
	By June 2025 student assessment data from the units will be analyzed and adjustments made to the units for 100% implementation in 25-26.
<b>Strategic Actions for Goal #2</b>	By fall 2023 we will have hired (or selected from our current staff) an internship teacher who is dedicated to supporting the growth/development of our internship program and who has the innovative mindset needed to ensure that this program, over the next 3 years, returns to its thriving pre-pandemic state.
	By fall 2023 we will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal and will meet monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students.
	By September 31, 2024 all students in the internship class will have a resume and cover letter and will have applied to at least 2 internship programs/work based learning opportunities. 100% of students in the internship class will all show mastery of professional email communication
	In 2024-25, 75% of students in the junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly.
	In 2025-26, 100% of students in their junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly.
<b>Strategic Actions for Goal #3</b>	By Fall 2023, all students in grades 9 - 12 will have completed a Renaissance STAR math assessment to determine specific gaps in their math skills. By Winter 2023/24, teachers will be trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. Students will take this assessment again the spring of 2024 to track progress and growth.
	In Fall 2023, Clare Green (instructional coach) will train/support math teachers on interpretation of assessment data, use of intervention programming, and spiraling skills for intervention into daily lesson plans.
	In Fall 2023, the math department will attend a special "alignment" retreat to ensure that they are trained on and aligned around the use of assessment data and intervention programming.

**Budget Expenditures**

**2023-2024 Budget: Enabling Conditions Whole School**

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

<p><b>Pupil Support Salaries / Counselor: Hire a Counselor, at .10 FTE.</b>  The Counselor will ensure that Life Academy has a full time college and career counselor to serve our students. This expenditure allows for a specific portion of the counselor's duties to be dedicated to internship and work based learning support, pathways activities, dual enrollment pathways support, ensuring that all students who are off track have a 1:1 meeting with their school counselor to explore options for making up needed credits. This specific expenditure impacts 100% of the students in our pathway programming and serves to move us toward our 3 year goal, specifically in the realm of bolstering our internship program and supporting a strong internship team to rebuild this essential element of our school post-COVID.  PCN 1793 Rodrigo Sandoval  (Salary and Benefit costs included)</p>	\$11,809.68	1205	Pupil Support Salaries / Counselor	Counselor	.10 FTE	Health & Bioscience
<p><b>Teacher Salaries: Hire an Internship Teacher, at .40 FTE.</b>  The Internship Teacher will ensure that all juniors have an internship class (2 sections will be taught.) In the internship class students are supported in learning the professional skills needed to engage in internships, work based learning and job shadowing experiences, and supported in finding and applying to their internship sites. These skills (resume and cover letter writing, professional email skills, interview skills, etc) will prepare students for success in their internships and the course will also provide one on one direct support to students as they research, apply for and interview for opportunities. Finally, the course will hold the reflection process for students so that they can internalize the new skills they have developed through their internships, work based learning and job shadowing experiences. By 2025 this will impact 100% of our juniors.  PCN 2663 Alice Cheng  (Salary and Benefit costs included)</p>	\$33,044.47	1105	Teacher Salaries	TCHR STR ENG	.40 FTE	Health & Bioscience
<p><b>Teacher on Special Assignment School: Hire a TSA 11 month, at .30 FTE.</b>  Clare Green, instructional coach for pathways. This specific expenditure will ensure that Life Academy has an instructional coach/leader that is dedicated to supporting our growth in goals #1 (humanities integration of pathway themes and texts) and #3 (student prepared to take higher level math courses). 30% of this coach's time will be dedicated to supporting the implementation of these action steps toward strengthening out pathway alignment in humanities and the strength of our math program. This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts and opportunities in math courses that will address skill gaps, promote mastery and prepare students for upper level math courses (which are prerequisite for careers in healthcare and biotechnology).  PCN 6895 Clare Green  (Salary and Benefit costs included)</p>	\$42,905.73	1119	Teacher on Special Assignment School	TSA Class 11	.30 FTE	Health & Bioscience
<p><b>Teacher Salaries: Hire an 11th Grade Humanities Teacher, at .20 FTE.</b>  This expenditure will ensure that Life Academy has a specific humanities instructor who would spend a dedicated part his day towards supporting our growth in goals #1 (humanities integration of pathway themes and texts). 20% of this teacher's time will be dedicated to researching, designing, and implementing curriculum that explicitly connects humanities and science through texts like <i>The Immortal Life of Henrietta Lacks</i> (for example). This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts that deepen our students' interdisciplinary skills and prepare them for a balanced and contextualized study of health and bioscience.  PCN 7927 Jose Gil  (Salary and Benefit costs included)</p>	\$16,233.11	1105	Teacher Salaries	TCHR STR ENG	.20 FTE	Health & Bioscience

<p><b>Clerical Salaries Overtime: ET/OT for Classified Support Staff to take on additional work streams in order to re-establish the Life Academy pathway internship program.</b> Duties included: organize and facilitate pathway specific field trips, events, public speakers/panels, and support the conferences linked to our three Academy themes (health care, biotech, public health). Organize and facilitate family meetings each marking period for students who are off track to identify additional support services needed to ensure student success. These services will impact all students in grades 10th-12th grades and increase student engagement as they are directly related to providing ample opportunities for students to have hands-on, outside of school experiences related to their areas of interest and passion. (Salary and Benefits costs included)</p>	\$10,000.00	2425	Clerical Salaries Overtime			Health & Bioscience
<p><b>Bus Passes: to purchase AC Transit and/or BART Tickets</b> to provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.</p>	\$6,530.00	5820	Bus Passes			Health & Bioscience
<p><b>Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work.</b> The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary &amp; Benefit Costs include)</p>	\$6,160.00	1120	Teacher Salaries Stipends			Health & Bioscience
<p><b>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "The Farm" venue</b> for staff to attend an Life Academy retreat at the beginning of the year to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental for August 1-2, 2023: \$2,500.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p>	\$2,500.00	5624	Rentals - Facility			Health & Bioscience
<p><b>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "AirBNB" venue</b> for staff to attend an Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2023-24, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p>	\$5,000.00	5624	Rentals - Facility			Health & Bioscience
<p><b>Supplies &amp; Materials: to purchase supplies and materials for our pathways classes.</b> The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.</p>	\$24,262.01	4310	Supplies & Materials			Health & Bioscience

<p><b>Books Other-Than Textbooks:</b>                  In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.</p>	<p>\$4,000.00</p>	<p>4200</p>	<p>Books Other-Than Textbooks</p>			<p>Health &amp; Bioscience</p>
<p><b>AudioBooks:</b>                  In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide an Audio Book to the pathway students who may need to access the book via audiobook. 100% of pathways students will be engaged in this unit through their humanities class.</p>	<p>\$1,000.45</p>	<p>4100</p>	<p>AudioBooks</p>			<p>Health &amp; Bioscience</p>
<p><b>Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE.</b>                  This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation.                  PCN 6304 Alykhan Boolani                  (Salary and Benefit costs included)</p>	<p>\$45,654.55</p>	<p>1305</p>	<p>Supervisor, Administrative, Instruction Coaches Salaries</p>	<p>PRIN HS SML</p>	<p>.20 FTE</p>	<p>Health &amp; Bioscience</p>

<b>MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN</b> (for Fiscal Year 2023-24)							
<b>Name of School Site</b> Life Academy of Health & Bioscience					<b>Site #</b> 335		
<b>Approved Strategic Carryover</b> (from prior years - Carryover Plan)		<b>\$60,558.84</b>		<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>			
<b>Total Budgeted Amount</b>		<b>\$60,558.84</b>		These items are being placed in Strategic Carryover because they are important, but not urgent items. We can't wait for access to these budget line items until slightly later in the school year, and at that time they will contribute to our pathways strategic goals.			
<b>Remaining Amount to Budget</b>		<b>\$0.00</b>					
<b>NOTE:</b> Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.							
<b>Directions:</b> Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.							
<b>Resources:</b> <a href="#">Measure N 2022-2023 Permissible Expenses</a> <a href="#">Measure N Justification Examples - A Resource for EIP Development</a>							
<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.							
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>Consultant Contract with Bay Area Community Resources (BACR) to facilitate and pay-out the Work-Based Learning (WBL) Student Internship Stipends.</b> Internship stipends for 20 Life Academy students who participate in the Work Based Learning Career Preparation and Training experiences within our Academy. Students will participate in internships throughout the year and through June 30, 2024. The offering of paid internship programming will increase engagement and allow students to develop and demonstrate pathway relevant skills and knowledge. Students will receive stipends of between \$300-500 for internships and work based learning that represent between 25-35 hours of their time. Amount includes BACR administrative fees @10%.	\$10,000.00	5825	Consultant Contracts			Health & Bioscience	Work-Based Learning

<p><b>Teacher Salaries Stipends: Extended Contracts to pay 10 Teachers to work as Grade Level Teams to meet, analyze data, and plan throughout the school year.</b>                  All HS teachers will meet in Grade Level Teams bi-monthly to analyze progress towards strategic goals. This will include space for Humanities and Math teachers to collaborate with Science teachers to deeply understand how to support science-learning in these courses.                  Compensation: \$38.50 per hour x 23 hours + 25% benefit costs = \$1,106.88 x 10 Teachers = \$11,068.75                  (Salary &amp; Benefit Costs included)</p>	<p>\$11,068.75</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Health &amp; Bioscience</p>	<p>Rigorous Academics</p>
<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Science Academy Teachers to meet and plan throughout the school year.</b>                  Their pathway aligned objective is to collaborate on increasing the rigor in science classes so that students are prepared for intro level math and science when they enter career or college. Grades 9-11 directly impacted, a total of 195 students.                  Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50.                  (Salary &amp; Benefit Costs included)</p>	<p>\$8,662.50</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Health &amp; Bioscience</p>	<p>Rigorous Academics</p>
<p><b>Teacher Salaries Stipends: Extended Contracts to pay 5 Humanities Teachers to meet and plan throughout the year.</b>                  Their pathway aligned objective is in support of Strategic Goal #1 (integration of pathway themed text/unit in all grades 9-12). Grades 9-12 directly impacted, a total of 260 students.                  Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50.                  (Salary &amp; Benefit Costs included)</p>	<p>\$8,662.50</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Health &amp; Bioscience</p>	<p>Rigorous Academics</p>
<p><b>Rental - Facility: funds to pay for the rental fees of an "AirBNB" venue for staff to attend an Life Academy MATH and vertical alignment retreat.</b>                  The retreat is to ensure stronger alignment and rigor within our math course sequence in our Academy. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2023-24, for 5 teachers.                  *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p>	<p>\$4,558.84</p>	<p>5624</p>	<p>Rentals - Facility</p>			<p>Health &amp; Bioscience</p>	<p>Rigorous Academics</p>
<p><b>Transportation Costs: Charter Bus Rentals for pathway students to attend a variety of pathway specific field trips.</b>                  Field Trips include opportunities to visit hospitals, medical research and biotech research centers across the Bay, biotechnology companies, medical schools at universities, simulation centers, and medical technology programs. All these opportunities will increase student understanding of pathways aligned fields of study and therefore engagement and will involve 100% of our pathways students in grades 10-12.</p>	<p>\$17,606.25</p>	<p>5826</p>	<p>Transportation Costs</p>			<p>Health &amp; Bioscience</p>	<p>Work-Based Learning</p>

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

## Life Academy of Health & Bioscience

### 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)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <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><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work Based Learning</li> <li>Integrated Students Supports</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b> Life Academy provides students in grades 9-12 access to core academic courses that integrate Bioscience CTE standards and themes via project-based learning but does not currently offer a specific CTE sequence of courses. Students also have access to three sub-pathway options (health care, public health, and biotechnology) via coursework and dual enrollment. School is investing in making work-based learning supports more robust, and the student cohort structure allows for equitable access to integrated student supports.</p> <hr/> <p><b>Feedback for continued progress monitoring:</b> How will you support new teachers to further engage with and more deeply incorporate pathway themes into core academic courses in service of an integrated program?</p> <p>What are the benefits and tradeoffs to not having a dedicated CTE sequence for students in grades 9-12? What could it look like to move toward a more concrete CTE course sequence in your school's context?</p>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <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"> <li>• School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>• School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>• 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</li> <li>• For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Focal student population is English learners. There is overlap between students classified as English Learners and other student groups that are demonstrating challenges in meeting designated data targets.</li> </ul> <p><b>Feedback for continued progress monitoring:</b> How will your identified strategies support English learners while also meeting the needs of all other student groups?</p>			
<p><b>Pathway Quality Assessment(s)</b> <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"> <li>• 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</li> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School is focused on deepening understanding of core academic content while also continuing to build out work-based learning experiences. School has identified individualized student support as a key lever for advancing student outcomes academic and post-secondary outcomes for students.</li> </ul> <p><b>Feedback for continued progress monitoring:</b> How will work-based learning begin to be integrated into academic program/learning experiences?</p>			
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• 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</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The school's goals point to a focus on baseline academic skills in math laying the foundation for long-term student success. A second goal allows for students to experience an integrated program via interdisciplinary learning in core academic classes, while the third goal supports student learning via WBL outside of the academic program. If all</li> </ul>			

	<p>three goals are achieved, this will lead to more positive student outcomes.</p> <p><b>Feedback for continued progress monitoring:</b> See comment above.</p>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>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"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Actions for strategic goals are clearly aligned and articulate a clear theory of action.</li> </ul> <p><b>Feedback for continued progress monitoring:</b> How can HSLLO staff more deeply support the strategic actions identified?</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><b>Instructions:</b> 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><b>Budget</b></p> <ul style="list-style-type: none"> <li>A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>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</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Expenses are aligned and compliant</li> </ul>			

## 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: Approved**

- School is **actively developing and implementing** *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 focus on rebuilding integrated academic program and work-based learning in response to pandemic-related staff turnover
- Dedicated investment in foundational student skills to prepare for academic and post-secondary goals

**Key Questions:**

- How will you support new teachers to further engage with and more deeply incorporate pathway themes into core academic courses in service of an integrated program?
- How will work-based learning begin to be integrated into academic program/learning experiences?
- How can HSLLO staff more deeply support the strategic actions identified?

**Budget Feedback:**

- N/A

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Clarify how HSLLO team (Health/Bioscience CTE coach) can support with integration of pathway themes into core academic classes	Admin	N/A	8/1/23
Identify strategies for integrating WBL into core academic classes in collaboration with HSLLO WBL Coordinator	Admin	N/A	8/1/23
Engage in reflection with HSN supervisor about benefits and tradeoffs of adopting a dedicated CTE course sequence for students in grades 9-12.	Admin	N/A	8/1/23