

2020-2021 MEASURE N BUDGETSchool: **DEWEY ACADEMY**Site #: **310**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$228,004.00	\$228,004.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
310-1	Teacher Salary Stipends: Extended Contract for Pathway Integration, extended planning time for teachers to integrate the health and fitness theme into their core content curriculum	\$500.00	1120	Certificated Teachers' Salaries: Stipends			
310-2	Teacher Salary Stipends: Extended Contracts for Writing up Wellness and Leadership and Home Health Care as A-G CTE Courses	\$585.03	1120	Certificated Teachers' Salaries: Stipends			
310-3	Fund 1.00 FTE salary for the Career Transition Specialist who is responsible for supporting students in all aspects of career transition readiness, job search skills, job placement success, job retention, and work-based learning experiences. Responsible for providing support once placed into employment, work-based learning, supported employment, career exploration, apprenticeship and post-secondary education enrollment services	\$103,000.00	2205	Classified Salary		1.00 FTE	
310-4	Fund .166 FTE salary for the Pathway Coach: Hire a pathway coach to support with pathway development	\$16,734.12	5708	College & Career Pathway/CTE Coach		.166 FTE	
310-5	Supplies for the Health Medical Lab and Pathway. Purchase supplies to support the Health and Wellness pathway, along with sustaining the Health Medical Lab	\$4,684.85	4310	School Office Supplies			
310-6	Furniture for the Health Medical Lab. Purchase furniture that is specific and required to create the Medical Lab Stations in the new Medical Lab	\$2,000.00	4432	Furniture < \$5,000			
310-7	Conference Expenses for Pathway Retreats: Plan and attend two pathway retreats throughout the year to support pathway development continuous improvement.	\$5,000.00	5220	Conference Expense			
310-8	Conference Expenses for Site Visits: travel expenses for staff to visit other health pathways to see and learn about best practices.	\$5,000.00	5220	Conference Expense			

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310-9	Classified Support Salaries: ET/OT pay for classified staff (5 classified staff members) to participate in a pathway design retreat. Classified staff will help brainstorm how work based learning and career exploration experiences in the Careers CTE and core academic class can be enhanced for student participation.	\$1,500.00	2225	Classified Support Salaries: Overtime			
310-10	Teacher Salary Stipends: Extended Contracts for the Work-Based Learning Lead. Appoint pathway teacher to lead Work-Based Learning and continue developing out a WBL Continuum aligned to Health and Fitness	\$10,000.00	1120	Certificated Teachers' Salaries: Stipends			
310-11	Consultant Contract for the Student Internship Stipends: Issue student stipends as part of the Health Internships (e.g. HEAL, Reading Partners)	\$20,000.00	5825	Consultants			
310-12	Refreshments for the Fitness Fridays & Wellness Wednesday programs. Purchase ingredients for the Wednesdays and Fridays nutrition course where students learn how to make healthy foods as part of the nutritional component of the Health and Wellness pathway, specifically the "Physical" dimension of the 8 dimensions of Health and Wellness	\$1,000.00	4311	Meeting Refreshments			
310-13	Consultant Contract with Mentoring in Medicine (MIMS): Partner with MIMS to provide the Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in health careers and skills, exposure to Emergency Medical Technicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop.	\$40,000.00	5825	Consultants			
310-14	Consultant Contract for the Home Health Care Consultant to provide Home Health Care Training Class. Consultant will provide entry level healthcare workshops consisting of skills needed in all environments, such as communication skills (active listening), compassion and showing empathy, establishing and building rapport, attention to detail, and by meeting the needs of themselves and others by remaining flexible to change. and Internship opportunities.	\$5,000.00	5825	Consultants			
310-15	Meeting Refreshments for the WBL Exhibition and Public Showcase: Students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection in a public exhibition and celebration. Funds will be used for refreshments for events in which industry and community members will be invited.	\$5,000.00	4311	Meeting Refreshments			
310-16	Certification Fees: Partner with the American Heart Association to provide CPR certifications	\$2,000.00	5300	Dues & Memberships			
310-17	Transportation Costs for the Career Exploration Visits: Students will explore various health and fitness career options and funding will be used for transportation	\$3,000.00	5826	External Work Order Services			

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310-18	Emotional CPR Training will teach students and staff the importance of overcoming isolation by connecting, of overcoming powerlessness by sharing ones humanity in a respectful manner, and of relieving numbness by helping the person in distress feel alive and hopeful. By helping people connect in a deeper manner, eCPR helps build community by learning how to improve their inner dialogue and in turn, develop the intra-personal and inter-personal skills critical for excellent patient care and bedside manner.	\$3,000.00	5300	Dues & Memberships			
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School:	DEWEY ACADEMY						School ID:	310	
School Description									
Dewey Academy opened in 1963 as Oakland's first continuation high school, designed to give students struggling in other OUSD high schools a new chance to earn credits and graduate on time. In 2001, Dewey moved to its current location on Second Avenue. Originally serving 10-12 as defined in State Education Code for Continuation schools, after looking at the District's drop out and transfer data in the 2011-2012 school year, the Alternative Education office and principals of the three continuation schools agreed to limit continuation schools to students who are credit deficient and who were within reach of an on-time graduation with continuation graduation requirements (190 credits rather than 230). Centrally located in Oakland's Lake Merritt district, Dewey High School, serves a critical and essential mission for the Oakland Unified School District: It gives students, vulnerable of leaving high school without a diploma, a second chance. By design, Dewey High School is a small school with a Health and Fitness Pathway allowing students opportunities to explore the health industry by taking health related classes, exploring internships and working towards certifications such as CPR and Personal Training. Dewey makes available to students an educational experience where they are not only well known and cared for by the community. Students are also given the opportunity to recover credits in an academic program designed to address their academic, emotional, and social challenges while accelerating their achievement. Most of the students arrive below grade level and behind in credits.									
School Mission and Vision									
Mission-Dewey Academy is a caring adult community that encourages the growth and development of students by providing academic, social, and individual supports. We strive to have all students graduate with a high school diploma and to provide opportunities to obtain college and career readiness skills, vocational training, internships, jobs, and social awareness in a collaborative environment.									
Vision-Dewey Academy is committed to providing a safe, healthy, and growth-centered community for at-risk students seeking to graduate and improve their life prospects. We aim to provide college, career, and professional readiness education using an engaging and relevant curriculum. Furthermore, our health, fitness, and violence prevention programs teach students invaluable life skills and prepare them for life beyond high school.									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	64.2%	35.8%	95.8%		22.4%	19.3%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	39.8%	0.4%	8.7%	41.7%	0.8%	1.2%	3.5%	2.0%	---
Target Student Population	Which student population will you focus on in order to reduce disparities?								
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		
Cohort Graduation Rate	33.5%	Not Available	37.5%						
Cohort Dropout Rate	18.6%	Not Available	14.6%						
A-G Completion	2.2%	Not Available	NA						
On Track to Graduate- 9th Grade		Not Available	NA						
Percentage of students who participated in at least 1 Work-Based Learning activity	84.5%	14.1%	90.0%						

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Percentage of students who have passed dual enrollment courses with a C- or better	100%	NA	100.0%				
Percentage of students in Linked Learning pathways	45.0%	99.2%	100%%				
Target Student Population Indicator (African-American Students)	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Cohort Graduation Rate	38.8%	Not Available	42.8%				
Cohort Dropout Rate	10.4%	Not Available	6.4%				
A-G Completion	Not Applicable	Not Applicable	Not Applicable				
On Track to Graduate - 9th Grade	Not Applicable	Not Applicable	Not Applicable				
Percentage of students who participated in at least 1 Work-Based Learning activity	76.7%	25.6%	90.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	97%	Not Applicable	100.0%				
Percentage of students in Linked Learning pathways	45.0%	99.2%	100%				

ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Cohort Graduation Rate	Re-engagement of formerly disengaged or off-track students	Chronic absenteeism.	Greater need for economic and socio-emotional wrap around support for students; continuity of service; need trainings for staff on vicarious trauma and more trauma-informed care
Cohort Dropout Rate	Re-engagement of formerly disengaged or off-track students	Chronic absenteeism.	Greater need for economic and socio-emotional wrap around support for students; continuity of service; need trainings for staff on vicarious trauma and more trauma-informed care
A-G Completion	Not applicable. Dewey offers 190 credit diploma versus 230 credit diploma.	Not applicable. Dewey offers 190 credit diploma versus 230 credit diploma.	Not applicable. Dewey offers 190 credit diploma versus 230 credit diploma.
On Track to Graduate - 9th Grade	Not applicable. Dewey serves mostly off-track 11th and 12th graders.	Not applicable. Dewey serves mostly off-track 11th and 12th graders.	Not applicable. Dewey serves mostly off-track 11th and 12th graders.
Percentage of students who participated in at least 1 Work-Based Learning activity	Large breadth of partners.	Limited shared understanding of pathway program of study and partnerships.	Too many partners and lack of coordination. Competing for the same students at times.

Percentage of students who have passed dual enrollment courses with a C- or better	High passing rates.	Finding good dual enrollment instructors.	Too many partners and lack of coordination. Competing for the same students at times.
Percentage of students in Linked Learning pathways	High percentage of students in pathways.	High percentage of students in pathways.	More meaningful and deeper student involvement in pathways. Shorter duration (1 - 2 years) of student enrollment.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Writing with Evidence; Cycle of Inquiries Around Student Writing: Sharing Scaffolds, Lesson Plans, and Student Work;	Integration of Technology Across the Curriculum	Continue focusing on writing with evidence and reading complex texts.
CTE (pages 3,4,5 of rubric)	3 Course CTE Strand: Health Science Careers Lab, Fit for Life, Sports Medicine and Therapeutic Services; Pilot Programs: Home Health Care and Wellness and Leadership; HEAL Program was written up so students can get G elective credit.	Pilot programs need to be written as official A-G elective classes; integrate Nutrition certification into Fit for Life class; coordination between counseling and internship placement (e.g. G elective credits for HEAL program internship); CTE course descriptions for students--talking point slides	Review current and pilot offerings and narrow offerings--to focus and deepen quality of program quality, vs expanding the program of study further.
WBL (page 6 of rubric)	Engaging WBL Experiences/Internships: Mentoring in Medicine; Highland Hospital HEAL Program; Reading Partners; Wellness and Leadership, La Clinica, Planting Justice, Californians for Justice/Faith In Action, Home Health Care; over fifty students and staff CPR certified this year; Exploring Community, College, and Career Options (ECCCO) summer internships; 7 students HIPPA certified; 2 Fit Fridays; Career Panel	Data capture from classroom WBL experiences into AERIES	Create system for site to log classroom-embedded WBL experiences into AERIES
Comprehensive Student Supports (page 7 of rubric)	Coordination of Services Team (COST); wrap around support to overcome barriers to employment and support students with applying to various college, career, and internship opportunities.	Greater need for economic and socio-emotional wrap around support for students; continuity of service; need trainings for staff on vicarious trauma and more trauma-informed care	Revist COST system and partners.

Pathway Student Outcomes (page 2 of rubric)	This school year, we piloted two new classes and internships focused on home health care training and wellness and leadership. We certified over 50 students and staff in adult and infant CPR and had 7 students HIPAA certified. In a focus group gathered for SRI, it was clear that despite the missteps of some, students at Dewey have felt supported through much of our pathway work. More than one stated that they have been given opportunities at Dewey that they would have been overlooked for at their prior sites and that these opportunities are part of why they are engaging differently with school than they had in the past. We were also able to bring back Dewey's health fairs known as Fit Friday and added a career panel component to 2 of the four events. Unfortunately, our culminating event which was going to be a four school fair at the Escuelita complex was canceled due to the Shelter-in-Place order. I know the good doesn't always trickle up as quickly as the bad so I thought you might want to hear/see some of our victories.	Return and continue to introduce and support staff to integrate Pathway CTE standards into core content; coordinate student recruitment so partners do not recruit from the same pool of students; align start dates of internship and student program opportunities; build a shared understanding of the student opportunities and support available on and off-campus with Dewey staff.	Identify start dates of programs and coordinate student recruitment to avoid competition for students between partners.
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2020-2021: YEAR ONE ANALYSIS

Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
Revisit and revise pathway program of study and opportunities to deepen quality of learning of experience and partnerships with Community Based Organizations and Industry Partners.	Teachers, students, and staff demonstrate a shared understanding Dewey's pathway program of study and work-based learning opportunities. Syllabi are present for all courses -- core academic and pathway courses, have a common format, and demonstrate connections in terms of CTE standards, skills, and/or texts. Partners will find it much easier to find where they might contribute to student success within the program because it is clearly outlined and course objectives are evident in the classroom curriculum and instruction.
Establish/Revitalize Advisory Board that is composed of industry partners, community based organizations, site staff and students to inform and provide feedback to improve Dewey's pathway.	Presence of an Advisory Board composed of industry partners, community-based partners, and site staff and students. Decisions regarding pathway are informed and supported by the Advisory Board to better align the demands of Dewey's program of study and WBL opportunities with the professional demands of the work force-- particularly in Health.

Strategic Actions

Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
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Review and revise program of study based on student data and work. Decreasing the amount of offerings and focusing and deepening those that show the most promise.	Student engagement and outcome data for pathway courses and opportunities (e.g. WBL Data, dual enrollment d					
Review and evaluate Dewey's current partners and amplify and deepen work with a 1-2 industry partners and 1-2 community based organizations.	Formation of the Advisory Board and shared understanding of who are the partners, what opportunities they provide, and why these partners were selected to serve on the Advisory Board--deliberate design.					
Convene Dewey Advisory Board.	Advisory Board membership, agendas, and notes.					
Budget Expenditures						
2020-2021 Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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Measure N 2020-2021 Education Improvement Plan Assessment

Dewey Academy

Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Silver Certification Status
- ☒ Submitted Measure N Budget

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 3 Rationale: <ul style="list-style-type: none">• There is evidence of the four core areas of Linked Learning• There is evidence school has built partnerships with local community-based organizations to develop WBL opportunities and trainings for students• There is evidence that there is alignment with Core course and CTE courses. Feedback for continued progress monitoring: School needs to continue to develop and work through their strategic actions specifically developing their advisory board and deepening and identifying the supports they offer.			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis	Score: 3			



<p><i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i></p> <ul style="list-style-type: none">• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.• Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.• 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	<p>Rationale:</p> <ul style="list-style-type: none">• There is evidence that school has a clear understanding of the problem area.• School is reflective of disaggregated data and has identified key issues of integration of technology across curriculum.• A secondary key issue is aligning pilot program as A-G electives <p>Feedback for continued progress monitoring: School will need to continue working with a pathway support coach to assess and determine which actions and key needs will be address first.</p>
<p>Pathway Quality Assessment <i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i></p> <ul style="list-style-type: none">• Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars• Next steps that have been identified support the continuous quality improvement of the pathway(s)• Self-assessment provides evidence such as concrete examples or references data• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none">• School provides evidence of strengths and challenges.• School has a plan for moving forward with root cause analysis.• There is a coherent theory of action <p>Feedback for continued progress monitoring: School needs to make sure that they follow their plan and work towards their strategic goals through action steps.</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 outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year• Alignment between schoolwide goals and Measure N priorities is evident• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation• The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has provided evidence of movement this school year• School has provided evidence of next steps for implementation <p>Feedback for continued progress monitoring: School needs to refine and further explain next steps and how these actions are specifically connected to the core pillars.</p>
<p>Strategic Actions Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars</p>	<p>Score: 3</p> <p>Rationale:</p>



Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar
Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar
Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.
Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other

- Strategic actions are connected to the Root analysis
- Strategies provided will produce evidence of student growth toward strategic goals.

Feedback for continued progress monitoring:

School needs to continue working to complete strategic actions.
School needs to make sure they are implementing goals as described and collecting evidence.

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none">• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning• Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N• Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available• Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school• Expenditures are necessary due to the existence of Linked Learning pathways at the school site	Score: 3 Rationale: <ul style="list-style-type: none">• A Budget is presented that aligns with goals and strategic actions.			



Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- School team has planned well and is developing a strong frame work for linked learning
- School team has done an excellent job developing community-based partnerships

Key Questions:

How can school deepen and further strategic actions to make them more attainable and grounded?

How will school leverage the community-based partnerships it has developed and create a plan for an advisory board?

How will school leverage community-based partnership and develop a database of the services and supports each organization provides?

Next Steps:

What	Suggested Lead	Deliverable	Date
Create Advisory Board	Pathway Lead		
Further Develop Action Steps for Strategic actions	Pathway Lead		