

2020-2021 MEASURE N BUDGETSchool: **METWEST HIGH SCHOOL**Site #: **338**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$166,600.00	\$166,600.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
338-1	Fund .20 FTE salary for the advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. The increased student body size was not accompanied with a commensurate increase in teacher FTE, so Measure N dollars are needed to fund a portion of the salaries of the advisors who are leading the 9th and 10th grades at the new campus.	\$36,150.00	1105	Certificated Teachers' Salaries	Advisor	.20 FTE	
338-2	Fund .20 FTE salary for the advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. The increased student body size was not accompanied with a commensurate increase in teacher FTE, so Measure N dollars are needed to fund a portion of the salaries of the advisors who are leading the 9th and 10th grades at the new campus	\$36,150.00	1105	Certificated Teachers' Salaries	Advisor	.20 FTE	
338-3	Fund .20 FTE salary for the advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. The increased student body size was not accompanied with a commensurate increase in teacher FTE, so Measure N dollars are needed to fund a portion of the salaries of the advisors who are leading the 9th and 10th grades at the new campus.	\$36,150.00	1105	Certificated Teachers' Salaries	Advisor	.20 FTE	
338-4	Fund .20 FTE salary for the advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. The increased student body size was not accompanied with a commensurate increase in teacher FTE, so Measure N dollars are needed to fund a portion of the salaries of the advisors who are leading the 9th and 10th grades at the new campus	\$36,150.00	1105	Certificated Teachers' Salaries	Advisor	.20 FTE	
338-5	Teacher Salary Stipends: Extended Contract pay the internship coordinator to lead and support schoolwide internship program and work with all industry mentors. Provide more PD supporting alignment with CTE standards and developping the four year arc for intership work. Amount includes benefits and extended contract pay.	\$12,000.00	1120	Certificated Teachers' Salaries: Stipends	Internship Coordinator		

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338-6	Teacher Salary Stipends: Extended Contract pay for 10th grade team lead, Whitney Dwyer, to lead and support Gateway students (9th/10th grade) internship program and work with industry mentors. These stipends are associated with the ongoing program development work required by expanding the pathway. Amount includes benefits and extended contract pay.	\$10,000.00	1120	Certificated Teachers' Salaries: Stipends	Advisor		
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School:	METWEST HIGH SCHOOL							School ID:	338
School Description									
MetWest is one of the highest performing schools in Oakland, both academically and in terms of school culture. We are small, safe, personalized and innovative school. In fact, MetWest was named a Big Picture School, one of the thirteen most innovative school models in the world! For fourteen years, we have been the leaders in developing relevant, individualized and engaging education for our students. All MetWest students participate in real world internships, chosen by students themselves, alongside professionals in their fields, two days a week starting in 9th grade. In addition, we have a robust concurrent and dual enrollment partnership with Peralta Community Colleges. At any time, 20% of our students are enrolled in college classes. Our school also has a powerful social justice lens for curriculum that gives all our students the ability to be agents of change in their communities, if they so desire. Our students receive strong college and career readiness skills in core academics. MetWest is a very special corner of the education world, loved by staff, students and families.									
School Mission and Vision									
MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the well-being of their communities. Our graduates will have the skills, habits, knowledge, and networks to overcome obstacles to their success, access four-year colleges, engage in fulfilling work, and contribute positively to our world.									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	54.1%	45.9%	95.6%		15.6%	15.1%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	17.6%	0.5%	5.9%	62.0%	0.0%	0.5%	8.3%	2.4%	0.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?					We are focused on ELL students to ensure that they are building academic language and fluency needed to access and succeed in internships and college and career.			
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)		
Four-Year Cohort Graduation Rate	91.9%	Not Available	95%						
Four-Year Cohort Dropout Rate	2.7%	Not Available	5.0%						
A-G Completion	90.9%	Not Available	95.0%						
On Track to Graduate- 9th Grade	68.3%	Not Available	5.0%						
Percentage of students who participated in at least 1 Work-Based Learning activity	91.3%	100.0%	100.0%						
Percentage of students who have passed dual enrollment courses with a C- or better									
Percentage of students in Linked Learning pathways	69.7%	99.5%	100.0%						
Target Student Population 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)		
Four-Year Cohort Graduation Rate	70.0%	Not Available	85.0%						

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Four-Year Cohort Dropout Rate	10.0%	Not Available	2.0%				
A-G Completion	100.0%	Not Available	100.0%				
On Track to Graduate - 9th Grade	66.7%	Not Available	75.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	93.5%		100.0%				
Percentage of students who have passed dual enrollment courses with a C- or better							
Percentage of students in Linked Learning pathways	100.0%		100.0%				
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>		
Four-Year Cohort Graduation Rate	Overall our trend is that we have a graduation rate close to 90% which is strong - above average for OUSD and the state. In 18-19 we maintained 91.9% graduation rate.		We have a high graduation rate. For the 1-2 students who don't graduate, we have provided multiple interventions. Credit recovery options are a struggle with students being behind in multiple classes, and thus, some choose to transfer.		A possible shift could be in better utilizing strong internship mentors when students are struggling to stay on track		
Four-Year Cohort Dropout Rate	Because of our relationship-based advisory model and other factors, we have a low dropout rate.		We continue to struggle with ensuring all students are receiving what they need and are able to access resources beyond the classroom to support their academic achievement. While we have many supports in place, we aren't always able to meet the needs of every single student.		Students living in poverty and experiencing multiple forms of trauma can present significant challenges to success in school.		
A-G Completion	We have a high rate of A-G completion. In 18-19 it was 90%		The issue typically arises with transfer students who are coming behind in credits or coming to MetWest with Ds and need to recover credit. Sometimes there is not time for them to complete all the A-G courses.		We do not have enough opportunities embedded in our program for kids to make up classes that they have failed. This is due to school size and resource. We also need to systematically teach habits of work such as time management, organization, self-advocacy, etc in the lower grades so students can leverage these practical skills across discipline in the upper grades.		

On Track to Graduate - 9th Grade	Due to our model, students and families participate in three lengthy family meetings a year, reviewing transcript and graduation readiness. We actively work with our 9th graders to find innovative ways of getting them on track to graduate, utilizing our internship model and internship mentors.	With 9th graders, we struggle with students who fail advisory, which is their English and History class, and this leads to challenges with credit recovery.	We need stronger interventions for ninth grade students in particular to support their transition to high school. We need to work with teachers to offer more universal (tier 1 supports) as well as increase access to tier 2 and 3 supports for ninth grade students.
Percentage of students who participated in at least 1 Work-Based Learning activity	100% of our students participate more than 1 work based learning activity	Our most significant challenge is finding work-based learning opportunities that meet the array of interests that our students have.	There are no challenges with students participating in this, as it's part of their school program.
Percentage of students who have passed dual enrollment courses with a C- or better	We don't implement dual enrollment due to our small size. We do concurrent enrollment, and approximately 20-25% of our students take concurrent enrollment classes.	n/a	n/a
Percentage of students in Linked Learning pathways	Because of our internship model, all students participate in linked learning pathways.	Internships are a key component of our program. We continue to struggle with ensuring that all students have high quality internships and engaging all students in their internships.	We have found an interesting shift with students - approximately 15-20% of students are not passionate about internships and are thus not fully engaging. We are working at what we can do, school-wide, to re-motivate students around this. We need to do a deeper analysis of patterns in who is not feeling connected to internships so that we can plan more effective interventions as internship is central to our program model.

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)	Rigorous project-based learning that requires critical thinking and public defense , students apply new knowledge in internship sites and regularly interact with community partners and community colleges	Increase vertical alignment of curricula across grade levels and increase alignment with and measure of growth toward schoolwide learner outcomes.	We need to develop common rubrics aligned with our learner outcomes so that we can better assess how we are meeting them. Increase standards alignment including CTE alignment for internship work.
CTE (pages 3,4,5 of rubric)	Grade level advisor pairs co-plan and align the internship component of their work and internship projects are aligned at each grade level.	While internship work is aligned at each grade level, we can grow in terms of developing an arc over the four years that is grounded in the CTE standards.	Provide more PD supporting alignment with CTE standards and developing the four year arc for internship work.

WBL (page 6 of rubric)	All students participate in our WBL program - it is part of what we do. Every student engages in authentic WBL experiences through informational interviews with industry partners, shadow days at organizations, and year-long internships at organizations and businesses.	Stronger practices for gathering data from all internship mentors and aligning curriculum and our work with students based on those findings; more collaboration with internship mentors/industry partners to create rigorous, student-centered project work that is grounded in internship/industry standards and job/career trends.	Collaborate with internship mentors/industry partners to create rigorous, student-centered project work that is grounded in internship/industry standards and job/career trends.
Comprehensive Student Supports (page 7 of rubric)	All students, families, and internship mentors participate in hour long family meetings, reviewing students Individual Learning Plans and discussing strengths/areas of growth. These happen 3 times a year. All advisors and our Internship Coordinator work with students, families, and industry partners to support student growth.	Increase use of data, and varying data points, to analyze the learning and achievement of students (academic and SEL) based within their internship experiences.	More cycles of inquiry as a regular part of our practice; improved utilization of student's Individual Learning Plans (ILP) for more student ownership and yearly engagement around college and career plans.
Pathway Student Outcomes (page 2 of rubric)	All of our students participate in any WBL opportunity/internship they chose, based around their interests and passions. There are no admissions policies and students are not tracked in any way.	We need to work on ensuring that all students are meeting WBL/internship benchmarks, aligned with our curriculum, in all grade levels, that encompasses students' varying internship experiences.	Internship coordinator will work with all advisors to develop strong and engaging curriculum that is aligned to serve all our students.

2020-2021: YEAR ONE ANALYSIS

Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	<i>What evidence will you look for to know you are successful?</i>
WBL curriculum will be aligned implemented in advisories across grade levels	During exhibitions 100% of students present on internship learning and these are aligned with CTE standards.
Better utilize our WBL/Internship program to reduce disparities in achievement between student achievement based on race and English-learner status.	Students in sub-groups (ELL and African-American students) will make equal or greater gains to other student groups as measured by SRI, SBAC, and local assessments.

Build more alignment with our internship program - including articulation of internship/industry/21st Century skills standards, clarity on career pathways, more intense college counseling and support, and more opportunities for students to engage in career opportunities.	Our school has expanded from 160 to 204 students over the past year. Our actions have been successful because all students have been able to access rigorous and transformative internships. From the beginning of the year, we implement our robust systems of career exploration, peer networking, industry exposure, informational interviews, shadow days, group site visits, and focus on 21st century skills in the classroom. Advisors create independent learning plans with each student, conferring with the internship coordinator, families, the college counselor. These conversations ensure that students are exposed to a variety of opportunities that are at the zone of proximal development. Students can deepen their internship learning by taking college courses in their professional industry. Our key interest pathways have all expanded to allow for more students internships, for example, over 50 students participated in health internships as opposed to 10 last year. Students who chose CTE standards to deepen their knowledge have increased development of key vocabulary, skills, and content knowledge. Many of our students are better prepared for college programs; our internships allow students to better choose college programs and majors.
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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?
Internship coordinator will support in cultivating partnerships with mentors and will provide professional development and supports for WBL teachers.	- Metwest will host a minimum of 2 cultivation events with mentors/community partners in the first quarter - Internship coordinator will plan and implement professional development and offer 1-1 coaching for WBL teachers
Advisors will collaborate with internship coordinator to increase rigor on internship projects in order to leverage them for improved academic outcomes and college and career readiness.	- Student internship projects assessed on a shared rubric and presented to the public in exhibitions
Increase diversity of internship opportunities so that all youth can access interest-driven internships as a core part of their MetWest education.	Increased community building in advisories and opportunities for students, particularly in 9th and 10th grade, to explore what they are interested in and passionate about. If we increase these opportunities with advisors, we will see a decrease amount of students who are not passionate about their internships and who do not have an internship secured or are fired from internships.

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

MetWest High School

Checklist of Required Elements:

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

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 PathwayIntegrated Students SupportsWork Based LearningIndustry Theme and CTE Sequence	Score: 4 Rationale: <ul style="list-style-type: none">MetWest has robust, well established Work Based Learning ProgramAll students participate in internshipsAdvisors provide support to their cohort of students			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <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.	Score: 3 Rationale: <ul style="list-style-type: none">Challenges identified in root cause analysis, but strategies are not completely aligned to those challenges			



- 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

Feedback for continued progress monitoring:

- Address some of the challenges identified in your root cause analysis are:
 - Limited credit recovery options so some students transfer out
 - Some students transfer in with credit deficiencies
 - A need to teach Habits of Work
 - When 9th graders fail their advisory class, it's hard to get them back on track to graduate
 - 15-20% of students not passionate about internships

Pathway Quality Assessment

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

- 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

Score: 3

Rationale:

- All students participate in linked learning pathways through their internships
- School has identified the need to increase the rigor of internship work and develop a stronger relationship between advisors and the internship coordinator.
- School has identified the need to establish new partnerships which could result in a variety of internships

Feedback for continued progress monitoring:

- Define "rigor" and describe how the advisors and internship coordinator would collaborate to improve the rigor of the internships

Strategic Goals

- 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

Score: 3

Rationale:

- Work Based Learning curriculum will be implemented in advisories across all grade levels
- Goal to reduce disparities in achievement between student achievement based on race or English Learner status

Feedback for continued progress monitoring:

- Align goals to root cause analysis
- Describe how you will reduce disparities using WBL Internship program



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
- 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

Score: 3

Rationale:

- Expanding partnerships to engage more students
- Stronger collaboration between Advisors and Internship Coordinator to increase rigor of projects
- Internship coordinator will provide professional development

Feedback for continued progress monitoring:

- Specify what type of PD is needed (what are you attempting to impact with the PD) and how effectiveness will be assessed
- Define collaboration between advisors and internship coordinators.
- Define "rigor" in a project and how it will be assessed.
- Create consistent structures, processes, and protocols for communication, decision-making and professional development
- Identify who the 15-20% of students are who are not passionate about their internships and use that information to develop more targeted intervention

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	Score: 4 Rationale: <ul style="list-style-type: none">• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development• Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined			



<p>Strategies in order to meet the goals of the plan and the purpose of Measure N</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Proposed Measure N budget appears to be supplemental
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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:

- The school has the highest commitment to Work Based Learning of all the schools currently funded from Measure N. All students participate in internships as a major part of their school week.
- Students are achieving academically at higher rates than the district average
- Due to high community demand for the school, the school program was expanded to a second campus

Key Questions:

- How can you use this change in leadership as an opportunity to develop systems, structures and protocols to match the needs of your growing school?