

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: MetWest High School 338

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for MetWest High School as “Conditionally Approved,” with a base allocation of \$201,450.00 and a strategic carryover \$49,815.26 for a total allocation not to exceed \$251,265.26.

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

- 2024-2025 Measure N/Measure H Education Improvement Plan - MetWest
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – MetWest

2024-2025 MEASURE H BUDGET

Effective: July 1, 2024 - June 30, 2025

Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$201,450.00	\$201,450.00	\$0.00

**Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (237) multiplied by the per pupil amount of \$850.*

School: METWEST HIGH SCHOOL

Site #: 338

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
338-1	Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)	\$115,536.46	1105	Teacher Salary	Teacher	1.00	
338-2	Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities. The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$7,000.00	5826	Transportation			
338-3	Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$1,685.41	5820	Transportation			
338-4	Conference Expenses: Travel expenses to support professional development for MetWest staff to continue their expansion of knowledge around Pathway Development & Linked Learning implementation. This expenditure supports students in the Pathway by ensuring all staff can support students as they explore the pathway, internships, and be college and career ready. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	\$10,000.00	5220	Conference Expenses			

338-5	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for Summer (July) 2025, through June 30, 2025.</p> <p>34 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathway. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom.</p> <p>Budget: 34 full-time internships at \$1000/per student. \$34,000 + \$5,100 (15%) = \$39,100. (Admin Fees Included)"</p>	\$39,100.00	5825	Consultant Contracts			
338-6	<p>Teacher Salaries Stipends: Extended Contracts to pay teachers who assist with learning through interest work; Extended Contracts to pay teachers who assist with Learning Through Interest (internship) work outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 13 hours @ 38.50 per hour=\$500.5 x 5 teachers= \$2,502.5 + 25%(\$625.63) for benefits=\$3,128.13</p>	\$3,128.13	1120	Teacher Stipends/Extended Contracts			
338-7	<p>Consultant Contracts: Contract with a college advising agency (TBD) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025.</p> <p>The agency will provide College Advisors to assist students with college applications, FAFSA, and college and career exploration. This expenditure supports students in our pathway by ensuring all staff can support students as they explore career and college programs and internships by pushing into Advisory classes. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes.</p> <p>(Admin Fees Included)</p>	\$25,000.00	5825	Consultant Contracts			

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: METWEST HIGH SCHOOL

Site #: 338

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$159,800.00	\$159,800.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (188) 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
338-1	Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$5,000.00	5820	Bus Passes			Social Entrepreneurship
338-2	Teacher Salaries Stipends: Extended Contracts to pay Teachers who assist with Learning Through Interest work; advisor tasks that happen outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 36 hours @ \$38.50 per hour + 25% benefit costs = \$1,732.50 x 6 Teachers = \$10,395.00.	\$10,395.00	1120	Teacher Salaries Stipends			Social Entrepreneurship
338-3	Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities. The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$15,000.00	5826	Transportation Costs			Social Entrepreneurship
338-4	Textbooks for the Dual Enrollment & Peralta courses. The textbooks to be purchased include textbooks required for DE Peralta courses. This expenditure supports students in the Pathway by ensuring they are prepared for their internship. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	\$2,800.00	4100	Textbooks			Social Entrepreneurship
338-5	Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)	\$112,642.35	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Social Entrepreneurship

338-6	<p>Conference Expenses. These opportunities enable staff (teachers and administration) to grow professionally and build their capacity to effectively implement key components our learning model and Linked Learning. This expenditure supports students in the Pathway by ensuring all staff is can support students as they explore career and college programs and internships. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.</p>	\$13,962.65	5220	Conference Expenses			<p>Social Entrepreneurship</p>
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School Name: MetWest High School **Site #:** 338

Pathway Name(s): Social Entrepreneurship

School Description

MetWest is a small, public high school in Oakland Unified School District, located in the heart of Oakland near the downtown area. As the first Big Picture Learning School established on the West Coast, our students have the unique opportunity to learn through their interest. Two days a week, our students are actively engaged in internships at local businesses and organization throughout their four years in high school. Upon graduation, our students have designed numerous real-world projects, learned project management skills, built social capital, and gained professional communication habits.

School Mission and Vision

Our school's vision is MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the wellbeing 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

2023-24 Total Enrollment Grades 9-12									% Current Newcomers	
			239							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	50.6%	49.4%	99.2%	91.5%	18.4%	18.4%	19.7%			
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	23.8%	0.4%	7.5%	52.7%	0.4%		9.2%	5.0%	0.8%	
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)
Four-Year Cohort Graduation Rate	95.2%	82.8%	98.0%	TBD	100.0%		100.0%
Four-Year Cohort Dropout Rate	4.8%	9.4%	3.0%	TBD	2.0%		2.0%
A-G Completion Rate (12th Grade Graduates)	92.7%	75.5%	95.0%	TBD	96.0%		97.0%
On Track to Graduate - 9th Graders	76.6%	38.6%	80.0%	32.6%	90.0%		95.0%
9th Graders meeting A-G requirements	76.6%	38.6%	85.0%	36.6%	90.0%		95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	7.1%	81.7%	85.0%	TBD	90.0%		95.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	69.0%	68.1%	50.0%	69.9%	55.0%		60.0%
Percentage of 10th-12th grade students in Linked Learning pathways	51.8%	98.0%	100.0%	52.9%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	88.1%	80.7%	89.0%	TBD	90.0%		95.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	24.4%	TBD	25.0%	TBD	28.0%		30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	53.7%	TBD	60.0%	TBD	65.0%		68.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	83.3%	100.0%	85.0%	TBD	90.0%		95.0%
Four-Year Cohort Dropout Rate	16.7%	0.0%	11.0%	TBD	10.0%		5.0%
A-G Completion - 12th Grade (12th Grade Graduates)	66.7%	50.0%	68.0%	TBD	70.0%		75.0%
On Track to Graduate - 9th Graders	80.0%	18.8%	83.0%	18.2%	90.0%		95.0%
9th Graders meeting A-G requirements	80.0%	18.8%	85.0%	20.0%	90.0%		95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	71.4%	88.0%	TBD	90.0%		95.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	57.1%	80.0%	62.5%	85.0%		88.0%
Percentage of 10th-12th grade students in Linked Learning pathways	41.7%	93.9%	100.0%	45.0%	100.0%		100.0%

CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	83.3%	68.0%	TBD	70.0%		75.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	66.7%	TBD	65.0%	TBD	63.0%		60.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	33.3%	TBD	35.0%	TBD	37.0%		40.0%
ROOT CAUSE ANALYSIS							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>			Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	We are doing transcript audits more than once a year and we discuss student graduation readiness at families meetings. In addition make sure students and families are aware of their progression toward graduating but we have added course recovery classes into our master schedule.			Our master schedule has been a big challenge as the grades split between two campuses because we have to share staff between both campuses. Staff who teach at both campuses have to have transition time. This means we have to build in the master schedule an extra planning period for them which in turns reduces the amount of sections that teacher could offer. This has an overall impact on how many courses we can offer, the type of courses we can offer, and students accessibility to courses.			
A-G Completion - 12th Grade	We have made improvement in this area to ensure our seniors have a higher rate of A-G completion by building in recovery courses into our master schedule. We also do transcript audits throughout the year and communicate to seniors how they are progressing toward A-G completion.			Advisors and the school counselors working collaboratively to ensure seniors are on track with A-G completion has been a challenge due to the past structure of the school as well as the culture and climate. In the past, the school did not have a school counselor and it was the advisor's responsibility to complete transcript audits. However, not all of them had the necessary knowledge to ensure students were taking required courses in sequence and this presented multiple issues for students being on track to graduate. Last year was the first year the school was given a school counselor and through transcript audits we realized that several of our students were not on track with A-G completion and we need to adjust the master schedule to ensure students would have course recovery options. Advisors still review student transcript during family meetings, however, both the counselor and advisors need to work together to ensure the students is being set up for success and is on track with all A-G courses; like a checks and balance system.			
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	We are completing transcript audits on frequent basis and communicating to the 9th graders and their families their progression toward graduation and A-G completion. These conversations are had at families meetings that take place through the year.			We used to allow freshman to opt out of taking required electives their freshman year. This is any issue for us because of the limited space we in PE because we don't not have a gym or proper space for PE and we share elective teachers between both campuses. Sharing staff between two campuses reducing the amount of sections we can offer which limits the accessibility of these classes to students. This in turns created a trickle down effect of students not being on track to meet A-G requirements. However, with the introduction of our Freshman Academy, we will be able to stop sharing staff. The Freshman Academy will have their own dedicated group of teachers and advisors to ensure they are all on track to meet their A-G requirements.			
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	We ensure our students have exposure to colleges and universities to increase their awareness what opportunities are available to them. We partner with EBC and they work with us to coordinate workshops and college events for our seniors. These activities help to increase the percentages of students enrolling into 2 or 4 year colleges.			Exposing the underclassman to college and universities earlier in their high school tenure. EBC has limited capacity to work with other grades outside of seniors.			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	The basis of our program is learning through interest-internship. Thus, majority of all of seniors have employer-evaluated internships.			One of challenges is building our mentor network. We want to be able to increase that number of mentors willing and available to host our students. There are several other high schools now offering an internship opportunity and this sometimes limits options available to our students.			

Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	A little less than half of our students are passing dual enrollment courses with a C or better. We feel that this is a good place to grow from.	The overall culture of learning (the attitude and expectations around learning) has been a challenge. As we shift our school culture and climate, we are still seeing some challenges around universal high expectations are learning. This in turns impacts students attitudes towards learning, effort put forth in classes, and overall student outcomes.
Percentage of 10th-12th grade students in Linked Learning pathways	We are a small school so everyone participates in the pathway.	We don't have challenges around this because it is the expectation that everyone participates. There are no other alternatives.
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 are encouraging more students to seek industry certifications and we have check in system for capstone completion.	The school's culture and climate significantly impacted the overall culture of learning (the attitude and expectations around learning) has been a challenge. The toxic culture did not make space for collaboration or having a student center focus. As we shift our school culture and climate, we are still seeing some challenges around universal high expectations of learning. This in turns impacts students attitudes towards learning, effort put forth in classes, and overall student outcomes.

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Learning Through Interest lives in our advisories and there students tackle real world problems that impact our society and our environment which is one of the core focuses of our pathway. Learning Through Interest provides opportunities to each student to experience elements of CTE in an authentic setting; the internship.	Creating an integrated program of study.	1. Identify an integrated program of study. 2. Develop the integrated program of study. At this moment our students are not taking CTE class aligned with social entrepreneurship. We need to build out our integrated program of study and add the courses to our master schedule for the following year.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	We have a strong learning through interest program. Majority of all of our students have confirmed internships going into the Spring semester. Majority of all of our students leave MetWest with workplace readiness. Mentors assess students progress and provides feedback during targeted check-ins. The advisors do set-up meeting to ensure both the mentor and mentee are clear about expectations and the quality of the learning experience at the Learning Through Interest site.	We already do some goal setting for our internships but the we could be more intentional about how students self-assess themselves. The advisor and the mentors assess the student but have a clear rubric for the student to self-assessment periodically throughout their process would help to ensure their experience is what it needs to be. Universally, we are not yet intentionally identifying and aligning the College Technical Education standards in Learning Through Interest work.	Build teacher knowledge of CTE standards and how to align them to our learning through interest activities/tasks. All teachers do not yet identify CTE standards and align them to the LTI activities/tasks which in turns means not all teachers are teaching with the standard in focus.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Seniors receive a great deal of college and career preparation and support, individual students receive support for concurrent enrollment classes and such, and we take each grade level out to see a college or university at least once during the school year.	We need to start College and Career preparation much earlier and consistently. We are not as intentional as we could be in students' social-emotional skill development. The is a need for more student input and validation around their learning experiences and overall school experiences.	Early exposure to college and career opportunities, grade level planned college and career exploration, tracking and monitoring student progress, including student and families more into the instructional experience, being more intentional around SEL direct instruction.

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.

Goal #1: By 2026	We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.
Goal #2: By 2026	We will increase the number of freshman on track to graduate by 10% by May 2026.

Goal #3: By 2026	We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.
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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?

Strategic Actions for Goal #1	All students will complete an Individual Learning Plan.
	All students will review and revise their learning plans during families meetings.
	Dual Enrollment teachers will provide progress reports to each student and discuss their progress.
Strategic Actions for Goal #2	All freshman will complete an Individual learning plan at the start of their Freshmen year.
	Advisors will actively track and monitor each advisee academic progress along with the student.
	Transcript audit will done at the end of the Fall semester and before the last family meeting to ensure students are on track.
	Freshman will receive targeted intervention to accelerate academic growth.
Strategic Actions for Goal #3	Students who receive ELL services will have a focus goal included on their individual learning plans to ensure they are setting goals and monitoring their progress toward academic growth.
	Students who receive ELL services will have received targeted intervention around their identified growth areas specific to ELD content.
	Advisors and student will track and monitor their progress.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	
\$5,000.00	5820	Bus Passes			Social Entrepreneurship	
\$10,395.00	1120	Teacher Salaries Stipends			Social Entrepreneurship	
\$15,000.00	5826	Transportation Costs			Social Entrepreneurship	

Textbooks for the Dual Enrollment & Peralta courses. The textbooks to be purchased include textbooks required for DE Peralta courses. This expenditure supports students in the Pathway by ensuring they are prepared for their internship. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	\$2,800.00	4100	Textbooks			Social Entrepreneurship
Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)	\$112,642.35	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Social Entrepreneurship
Conference Expenses. These opportunities enable staff (teachers and administration) to grow professionally and build their capacity to effectively implement key components our learning model and Linked Learning. This expenditure supports students in the Pathway by ensuring all staff is can support students as they explore career and college programs and internships. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	\$13,962.65	5220	Conference Expenses			Social Entrepreneurship

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.	We are on track to accomplish this goal. The number of students enrolled in DE courses in Fall of 2022 was 41 students, as compared to 25 who are currently taking DE courses. Our pass rate in the Fall of 76.8% (n=41) Fall 2023 pass rate 93.1% (n=29). The teacher of record help to support students and sent reminders of when assignments were due.
We will increase the number of freshman on track to graduate by 10% by May 2026.	We are on track to accomplish this goal. 2022-2023 9th grade on-track was 38.6% we currently 2023-2024 9th grade on track mid-year 32.6%. The teachers have been meeting with both students and families when there is a significant decrease in academic performance and we built credit recovery to help student recover credits they may not have earned their Fall semester. We are also providing targeted intervention for math, ELA, and reading. We currently use Exact Path for our ELA, Reading, and Math diagnostics which provides us baseline and comparative data as well as targeted intervention for all three subjects. The targeted intervention is personalized for each student on their diagnostic data.
We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.	We are on track to accomplish this goal. 2023 9th grade ELL on-track (mid-year): 18.2% We have ensure all 9th students who need ELD course are enrolled and have support in all classes. We are also providing targeted intervention for math, ELA, and reading via our ExactPath program that is intended to strengthened their mastery of skills in these areas. Exactpath again, is personalized for every learner based on their identified areas of growth to ensure student are learning and mastery necessary skills to be successful in the classes. All of our students who have been identified as needing ELL services are enrolled in ELD courses per their identified levels and they are have intervention courses built into their schedule 2 days weekly.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	All students will complete an Individual Learning Plan.	We are mostly on track to accomplish the actions related to this strategic action. All students did complete the individual learning plans and they were revisited at family meetings. We do this with the intention of providing students with space to reflect on their academic progress and to do some goal setting to assist with fostering student ownership. The challenge we still face is referring to their ILP consistently so it becomes a living document that students are really taking seriously and use more frequently on their own for their own self-monitoring. We did not provide progress reports to each student in our Dual Enrollment course. There were some other challenges in the course that did not allow this intended action to come to fruition. We are experiencing that often the professor for the course practices and/or expectations does not align with the expectation or practices of the school. We will be making some changes based on our observations to help ensure this isn't a continued issue. For example, we are going to meet with students and families who desire to take the course to communicate the overview of the course, expected outcomes, and expectations to ensure they are aware and understand this is a college level course. We also plan to meet with the course instructor to discuss their expectations and expected outcomes and our expectations and expected outcomes to ensure we are all on the same page and expectations will be met.
	All students will review and revise their learning plans during families meetings.	
	Dual Enrollment teachers will provide progress reports to each student and discuss their progress.	
23-24 Strategic Actions for Goal #2	All freshman will complete an Individual learning plan at the start of their Freshmen year.	We are on track to accomplish this goal despite us being slightly behind where we were last year. Our 9th graders are receiving target intervention to help accelerate academic growth in reading, ELA, and math, completed ILPs which were revisited at family meetings, and amended at the start of the Spring Semester, a transcript audit was completed at the close of the Fall Semester. ILP's mainly live in Advisor but are relevant to all of their classes because they are reflecting and setting academic goals in addition to work based learning goals. Any students who were short of credits were identified and enrolled in credit recovery and both teachers and the counselor work together to identify these students and ensure they are enrolled. Academic progress monitoring, meaning teachers are tracking student progress at least bi-weekly and checking with students as needed regarding their progress. is being done but not universally so it is still an area of improvement. Our goal is for all teachers to actively monitor academic progress, however, we have a large number of 1st year and 2nd year teachers who seem to be overwhelmed with all of the responsibilities of teaching so
	Advisors will actively track and monitor each advisee academic progress along with the student.	
	Transcript audit will done at the end of the Fall semester and before the last family meeting to ensure students are on track.	

<p>Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)</p>	\$115,536.46	1105	Teacher Salary	Teacher	1.0	Approved	
<p>Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities. The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.</p>	\$7,000.00	5826	Transportation			Approved	
<p>Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.</p>	\$1,685.41	5820	Transportation			Approved	
<p>Conference Expenses: Travel expenses to support professional development for MetWest staff to continue their expansion of knowledge around Pathway Development & Linked Learning implementation. This expenditure supports students in the Pathway by ensuring all staff can support students as they explore the pathway, internships, and be college and career ready. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.</p>	\$10,000.00	5220	Conference Expenses			Approved	
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for Summer (July) 2025, through June 30, 2025. 34 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathway. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom. Budget: 34 full-time internships at \$1000/per student. \$34,000 + \$5,100 (15%) = \$39,100. (Admin Fees Included)"</p>	\$39,100.00	5825	Consultant Contracts			Approved	
<p>Teacher Salaries Stipends: Extended Contracts to pay teachers who assist with learning through interest work; Extended Contracts to pay teachers who assist with Learning Through Interest (internship) work outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 13 hours @ 38.50 per hour=\$500.5 x 5 teachers= \$2,502.5 + 25%(\$625.63) for benefits=\$3,128.13</p>	\$3,128.13	1120	Teacher Stipends/Extended Contracts			Approved	
<p>Consultant Contracts: Contract with a college advising agency (TBD) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. The agency will provide College Advisors to assist students with college applications, FAFSA, and college and career exploration. This expenditure supports students in our pathway by ensuring all staff can support students as they explore career and college programs and internships by pushing into Advisory classes. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)</p>	\$25,000.00	5825	Consultant Contracts				Conditionally Approved

MEASURE N 2022-2023 CARRYOVER PLAN

School Name	METWEST HIGH SCHOOL	Site Number	338
Why were you unable to expend all your funds in the 2022-2023 school year?	Due to the timing of specific expenditures needing to be paid and/or services expedited we had to use non-restrictive funds for allocated expenditures for Measure N.		
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>	\$281,567.30	Projected Carryover Amount from Fiscal Year 2022-2023	\$127,515.47
Projected Carryover Amount from Fiscal Year 2022-2023	\$127,515.47	Total Budgeted Amount	\$127,515.47
Percentage of 2022-2023 Carryover to Measure N Funds	45.3%	Remaining Amount	\$0.00

NOTE: 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.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure 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/H Justification Examples - A Resource for EIP Development document linked below.

Resources: [2023-2024 Measures N and H Permissible Expenses](#)
[Measures N and H Justification Examples - A Resource for EIP Development](#)

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure Instructions - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions? We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. 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 Measures N and H Permissible Expenses document to confirm permissibility.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Teacher Salaries Stipend: Extended Contract to pay 8 Teachers to assist with Learning Through Interest work (advisor tasks) as well as additional integrated student supports, through June 30, 2024. The additional support will increase the amount of the students who are on track to graduate that happen outside of the contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Budget: 18 hours at \$38.50 per hour + 25% benefits costs x 8 teachers = \$6,930.00	\$7,000.00	1120	Teacher Salary Stipends			Social Entrepreneurship	Work-Based Learning
Professional Contracted Bus Services: Charter Bus rental for students to attend college visits, career exploration visits, trips and integrated learning opportunities. The opportunities enable students to access experiential learning about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$8,000.00	5826	Professional Contracted Bus Services			Social Entrepreneurship	Rigorous Academics (Integrated Program)
Consultant Contracts: Contract with East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2024. EBC will provide 2 College Advisors to assist students with college applications, FAFSA, and college and career exploration. This expenditure supports students in our pathway by ensuring all staff can support students as they explore career and college programs and internships by pushing into Advisory classes. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)	\$55,000.00	5825	Consultant Contracts			Social Entrepreneurship	Integrated Student Supports

<p>BART & Bus Passes: Purchase AC Transit and BART Passes to provide public transportation for students enrolled in internships and attending college and career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship pathway theme. This expenditure aligns with our 23-24 SY strategic goal to increase the amount students on track to graduate.</p>	\$2,500.00	5820	BART & Bus Passes			Social Entrepreneurship	Career Technical Education (Integrated Program)
<p>Conference Expenses: Conference & Travel expenses for staff to attend the Linked Learning Conference 2024. These opportunities enable staff (teachers and/or administrators) to grow professionally and build their capacity to effectively implement key components our learning model and Linked Learning. This expenditure supports students in our pathway by ensuring all staff can support students as they explore career and college programs and internships. It also supports the strategic action goal to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.</p>	\$4,000.00	5220	Conference Expenses			Social Entrepreneurship	Career Technical Education (Integrated Program)
<p>Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$0.21	1xxx-3xxx	Salary & Benefit Costs Negatives			Whole School	
<p>Strategic Carryover for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p>	\$51,015.26	4390	Carryover - Future			Whole School	Integrated Student Supports

MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

Effective: July 1, 2024 - June 30, 2025

Name of School Site		METWEST HIGH SCHOOL	Site #	338
Approved Strategic Carryover <small>(from prior years - Carryover Plan)</small>	\$49,815.26	In the box below, please indicate why you decided to allocate Strategic Carryover.		
Total Budgeted Amount	\$49,815.26	To ensure we had sufficient funds to cover the expenses for the school and wanted to ensure we could still provide teacher stipend and fund the counseling position due to anticipated budget cuts.		
Remaining Amount to Budget	\$0.00			

NOTE:	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.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.
Resources:	Measures N and H 2024-2025 Permissible Expenses Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development

BUDGET JUSTIFICATION									
For All Budget Line Items , enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE , please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification .									
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.</i>									
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>	
\$3,609.38	1120	Teacher Salary/Stipends			Social Entrepreneurship	Work-Based Learning	Approved		
\$46,205.88	1205	Pupil Support Salaries / Counselor	Counselor	0.4	Social Entrepreneurship	Comprehensive Student Supports		Conditionally Approved	

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[MetWest]

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <i>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> The school's goals support the establishment of the enabling conditions for a fundamental high school linked learning experience for students (e.g., on-track rates, exposure to post-secondary opportunities) The team's reflection allowed them to identify impactful actions and those that were not and align strategic actions to continue implementing for the 2024-25 school year to support their currently established goals. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The site team would benefit from engaging in reflection at multiple points throughout the year to monitor implementation and the quality of student experiences as a result of the strategic actions being implemented. 			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges their reflection logically into their actions 	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> The school will continue to implement currently identified strategic actions as progress has been made in some areas but not others. Goals and strategic actions are concentrated in the domain of Integrated Student Supports. Strategic actions aligned to the domain of the Integrated Program of Study are not present. This is due to the lack of having yet identified a new industry sector or aligned CTE sequence. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> MetWest would benefit from establishing goals and aligned strategic actions for the 2024-25 school year that specifically support the identification of a new pathway theme/industry sector and CTE sequence, as well as stakeholder engagement to support this work. The work plan should include inquiry and reflection cycles to monitor the effectiveness of the numerous implemented strategies and actions. 			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Expenses are permissible per Measures N&H guidelines Allocations support exposure to internships, college and career exploration, staff professional development, and integration of internship principles into the core curriculum Need additional clarity about how investments will support further development of the integrated program of study 			

- Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)

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.

Rating¹: Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)

Strengths:

- The school's program design using the Big Picture Learning model supports the Work-Based Learning domain of Linked Learning, specifically dedicated support for students to engage in year-long internships that involve school-based assessment.

Key Questions:

- How will the school finalize its selection for a new pathway/industry theme and CTE sequence? How will different stakeholder groups be engaged throughout this process?
- How and when will you engage in reflection throughout the year to monitor the implementation of your strategic action steps as well as the quality of student experiences as a result of the strategic actions you are implementing?

Budget Feedback:

- What resources (financial and human) will the site allocate to support identifying a new pathway theme and aligned CTE sequence for the school?

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Next Steps (for Conditionally Approved Sites)

What	Suggested Lead	Deliverable	Date
<ul style="list-style-type: none"> Workplan with benchmarks and success metrics to support the implementation of the 24-25 strategic actions, focusing on the Integrated Program of Study. This work plan should also reflect inquiry cycles throughout the school year. 	Principal/AP	24-25 MetWest Pathway Workplan	September 2024
<ul style="list-style-type: none"> Timeline for community engagement leading to selection of CTE theme for pathway 	Principal/AP	24-25 MetWest Stakeholder Engagement timeline	September 2024
<ul style="list-style-type: none"> New Pathway CTE course sequence 	Principal/AP	Confirmed Pathway Theme and CTE course sequence for grades 9-12	February 2025