OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measures N and H –
College & Career Readiness Commission

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes, High School Network Superintendent
Board Meeting Date	_____
Subject	2023-2024 Measure N/Measure H Education Improvement Plan & Assessment Services For: Coliseum College Preparatory Academy
Action Requested and Recommendation	Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Coliseum College Preparatory Academy as "Fully Approved," with a base allocation of $269,450.00 and a strategic carryover allocation of $14,264.11 for a total allocation not to exceed $283,714.11.

Background
(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Measure H

Attachments

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

2023-2024 MEASURE N BUDGET

School: **COLISEUM COLLEGE PREPARATORY ACADEMY**

Effective July 1, 2023 - June 30, 2024

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	$269,450.00	$269,450.00	$0.00

Site #: **232**

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (317) 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
232-1	Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8783 Dominique Brassey	$88,287.87	1105	Teacher Salaries	Computer Science Pathway Teacher	1.0 FTE	Community Leadership and Innovation Pathway
232-2	Teacher Salaries: Hire a Computer Science Pathway Teacher, at .7 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with Strategic Carryover funding. PCN 8576 Sarah Carter	$66,426.29	1105	Teacher Salaries	Computer Science Pathway Teacher	.70 FTE	Community Leadership and Innovation Pathway
232-3	Classified Support Salaries: Hire an College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and seeing a through line to a future job or educational opportunity that they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	$46,954.59	2205	Classified Support Salaries	College and Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway
232-4	Classified Support Salaries: Hire a 10-month Case Manager at .75 FTE. The Case manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. PCN 9589 Diana Santillan	$67,781.25	2205	Classified Support Salaries	Case Manager 20	.75 FTE	Community Leadership and Innovation Pathway

School Name:	Coliseum College Preparatory Academy		Site #:	232
Pathway Name(s):	Community Leadership & Innovation Pathway			

School Description

Coliseum College Prep Academy (CCPA) is a small school in East Oakland serving grades 6-12. Our primary commitment is to serve the students of the surrounding community by providing a high-quality secondary school option in the Coliseum neighborhood. We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. We couple our academic program with parent programs that aim to engage, support, and educate. CCPA's academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of every student on grade level in English and Math by 8th grade, our Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to complete the majority of their A-G requirements during this period. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional internships in the community so that students graduate with both college credits and real-world experience. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. CCPA educates students to become successful in our pathway and on our capstone:https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home. The Community Leadership and Innovation Pathway (CLIP) will provide students with access to an innovative social justice and technology focused pathway within the Information and Communication Technology (Software and Systems Development) industry sector. CLIP will enable CCPA to empower students as problem solvers and innovators in our community and beyond. CLIP will provide CCPA students with new access and opportunities in the rapidly changing tech field, which has not historically engaged communities of color. Ultimately, our goal is to support CCPA students with the tools and broadened perspective to become agents of change in East Oakland and thrive in college. CLIP students will grow into collaborative, empathetic, problem solving, creative thinkers with the design, engineering, and technology skills critical to build real-life solutions that address community needs. To make our students successful in our pathway, CCPA builds problem solving and thinking skills throughout our school beginning in D1 robotics and makespace and weaving through core classes focused on both community/ ethnic studies and technology skills.

School Mission and Vision

Coliseum College Prep Academy is dedicated to providing all of our students with a challenging and relevant education that prepares them for entry to UC and CSU schools. Students will leave Coliseum College Prep with the skills and knowledge necessary to pursue their vision for the future and confident in their ability to do so. We are committed to delivering a program that meets each learner's unique needs, capitalizes on their passions, connects their learning to the real world, and requires students to demonstrate what they know and are able to do.

School Demographics

% Current Newcomers

2022-23 Total Enrollment Grades 9-12		323							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	48.6%	50.8%	98.1%	97.6%	35.0%	33.1%	8.7%	0.3%	3.1%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	14.9%		0.6%	80.8%	0.3%	0.3%	1.5%	0.6%	0.9%
Focal Student Population	Which student population will you focus on in order to reduce disparities?			African American					

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	83.6%	TBD	88%		90%		95.00%
Four-Year Cohort Dropout Rate	2.7%	TBD	2.00%		1.50%		1%
A-G Completion Rate (12th Grade Graduates)	87.3%	TBD	89.00%		92%		95.00%
On Track to Graduate - 9th Graders	79.1%	75.4%	79.00%		82%		85.00%

	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)
9th Graders meeting A-G requirements	79.1%	76.5%	79.00%		82%		85.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	16.7%	TBD	15.00%		20%		25.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	78.7%	63.2%	75.00%		80%		85.00%
Percentage of 10th-12th grade students in Linked Learning pathways	94.2%	91.5%	95.00%		96%		97.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	21.2%	TBD	30.00%		32%		35
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	19.1%	TBD	20%%		25%		30.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	42.6%	TBD	50.00%		50%		50.00%
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	85.7%	TBD	85.00%		90%		95.00%
Four-Year Cohort Dropout Rate	0.0%	TBD	0.00%		1%		1%
A-G Completion - 12th Grade (12th Grade Graduates)	33.3%	TBD	33.00%		90%		95.00%
On Track to Graduate - 9th Graders	66.7%	47.6%	50.00%		70%		85.00%
9th Graders meeting A-G requirements	66.7%	50.0%	60.00%		60%		85.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	36.4%	TBD	36.00%		30%		25.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	71.4%	33.3%	65.00%		75%		85.00%
Percentage of 10th-12th grade students in Linked Learning pathways	89.7%	81.5%	98.00%		98%		97.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	TBD	0%		25%		50
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	28.6%	TBD	20.00%		25%		30.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	28.6%	TBD	50.00%		50%		50.00%

ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator **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.	Strengths *What is our site doing well that's leading to improvements in this indicator?*	Challenges *What 1-2 challenges are the most significant barriers to improvements in this indicator?*
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*	Consistently high graduation year-after-year	Expansion and extending student support systems
A-G Completion - 12th Grade	Multiple opportunities built into our school to raise grades in classes (mastery assignment completion) and to retake courses either through APEX or targeted summer school offerings.	Students transfer in with Ds that make them eligible for graduation.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	Many systems and structures exist to maintain graduation status of 9th grade.	Need to improve student support opportunities for kids
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(Analyze these two indicators together)*	College acceptance rate is consistently high.	Concern about funding availability to support students in making the decision to attend post secondary options.

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Very impactful on students when these happen	Hard to find tech internships, coming back slowly after the pandemic
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Dual enrollment courses are offered to almost all 11th graders as part of their school day. Very high pass rate. Most students have passed at least one dual enrollment course and many have passed multiple classes.	Communication about student performance in college classes - particularly those that are off campus. Professors' willingness to accommodate diverse student needs.
Percentage of 10th-12th grade students in Linked Learning pathways	All students outside of our moderate/extensive SDC class are in the linked learning pathway. The school is designed for everyone to do this work as the base whole school expectation.	To change this indicator we would be to design inclusion of students from our mod./ext. SDC class into the pathway.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
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	Collaboration among CTE instructors is high. We also have a four-year sequence of CTE courses, that all high school students complete.	Integration of CTE courses with other subjects - particularly the Ethnic Studies course Providing time for deliberate planning across Ethnic Studies and Computer Science.	Continue to grow student choice options for 11th grade to build investment
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 provide 3 years of work-based-learning opportunities for our students. Given that, most of our students participate within a work-based-learning opportunity.	The sequence should be reviewed so that it is more aligned to current student post-secondary goals. Survey students to identify current post-secondary goals and then provide planning time for staff to shape WBL opportunities accordingly.	Re-engage with past internship providers and attempt to restart internships.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We provide a variety of supports to students including socio-emotional, academic remediation, skill building, credit recovery and academic support spaces.	In our current structure, students who don't meet expectations languish in internship and college experiences. we need to build in another option that is more supportive and on campus for students who are not yet in the place of success in college classes or internship.	Continue to develop student support options for D3 students

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	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.

Goal #2: By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.
Goal #3: By 2026	By 2026, reestablish a 10th grade capstone.

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	Survey students about pathway offerings and interests
	Conduct focus groups with students to understand their perspective on our pathway offering
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.
	Grow community buy-in for our pathway
Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection
	Seek additional partnership
Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.
	Grow collaboration between 10th grade staff
	Establish a list of learning outcomes of 10th graders at CCPA

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. *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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8783 Dominique Brassey	$88,287.87	1105	Teacher Salaries	Computer Science Pathway Teacher	1.0 FTE	Community Leadership and Innovation Pathway

Teacher Salaries: Hire a Computer Science Pathway Teacher, at .7 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with Strategic Carryover funding. PCN 8576 Sarah Carter	$66,426.29	1105	Teacher Salaries	Computer Science Pathway Teacher	.70 FTE	Community Leadership and Innovation Pathway
Classified Support Salaries: Hire an College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and seeing a through line to a future job or educational opportunity that they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	$46,954.59	2205	Classified Support Salaries	College and Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway
Classified Support Salaries: Hire a 10-month Case Manager at .75 FTE. The Case manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. PCN 9589 Diana Santillan	$67,781.25	2205	Classified Support Salaries	Case Manager 20	.75 FTE	Community Leadership and Innovation Pathway

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN							
(for Fiscal Year 2023-24)							

Name of School Site	Coliseum College Preparatory Academy					Site #	232

Approved Strategic Carryover *(from prior years - Carryover Plan)*	**$14,264.11**	In the box below, please indicate why you decided to allocate Strategic Carryover.					
Total Budgeted Amount	$0.00	CCPA's strongest investment is in our staffing as this is the highest leverage way we know to impact our students. Given how we budget, we needed more money to meet the projected salary of staff who will serve our students academic and social emotional needs and support them to the post secondary opportunities they choose.					
Remaining Amount to Budget	$14,264.11						

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 Justification Examples - A Resource for EIP Development document linked below.
Resources:	Measure N 2022-2023 Permissible Expenses
	Measure N 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 **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 **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 Measure N 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: Hire a Computer Science Pathway Teacher, at .2 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with funding from the Whole School tab. PCN 8576 Sarah Carter	$14,264.11	1105	Teacher Salaries	Computer Science Pathway Teacher	0.20	Community Leadership and Innovation Pathway	Career Technical Education

Measure N/H 2023-2024 Education Improvement Plan Assessment

Coliseum College Preparatory Academy

Checklist of Required Elements:

✔ Submitted Measure N/H Education Improvement Plan   ✔ Submitted 4 Pillars of Linked Learning (1 per Pathway)

✔ Submitted Measure N/H Budget

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? *(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*				
Category	**Full Implementation 4**	**Developing 3**	**Planning 2**	**No Implementation 1**
Evidence of Comprehensive Pathway Program(s) (*2023-26 College and Career for All and Linked Learning Quality Standards***)** *Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:* ● Integrated Program of Study ● Work Based Learning ● Integrated Students Supports	**Score 4** **Rationale:** Based on the Education Improvement Plan (EIP), there is strong evidence of an integrated program of study, work-based learning, integrated student supports, and rigorous academics. The EIP outlines a CTE course sequence, including advanced placement courses and senior capstone projects. It also highlights partnerships with various industry partners and programs to provide internships, mentorship meetings with industry mentors, and career presentations.			
	Feedback for continued progress monitoring: It is essential to have a system that regularly evaluates the plan's effectiveness and identifies areas that need improvement. Regular communication with students and families can provide valuable feedback on the school's progress toward meeting the goals outlined in the EIP.			

Criteria 2: Quality of the Measure N/H Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following: **Root Cause Analysis** *The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.* ● School has identified a Focal Student population that is not achieving key outcome indicators. ● School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined ● For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.	**Score: 4** **Rationale:** The plan analyzes key indicators such as graduation rates, A-G completion, on-track-to-graduate status, college enrollment, internships, and dual enrollment courses. The strengths and challenges of each indicator are assessed, and the school plans to implement interventions and support systems to address the identified challenges. For example, the school has built multiple opportunities for students to raise grades and retake courses and will extend support systems to ensure students stay on track to graduate. Additionally, the school plans to prioritize funding to support students in making post-secondary education decisions and finding more tech internships. Finally, the plan aims to increase the inclusion of students from the moderate/extensive SDC class into the linked learning pathway so all students can access the same opportunities. **Feedback for continued progress monitoring:** The plan outlines specific indicators, strengths, and challenges, which will help the school to monitor its progress and identify areas where additional support or resources may be necessary. For example, if the plan aims to increase the percentage of students enrolling in post-secondary education, the school can monitor its college enrollment data and adjust its strategies accordingly if it is not seeing the desired improvement.			
Pathway Quality Assessment(s) *The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.* ● Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains ● Next steps have been identified to support the continuous quality improvement of the pathway(s) ● Self-assessment provides evidence, such as concrete examples or specific data	**Score:4** **Rationale:** ● CCPA demonstrates a strong commitment to continuous quality improvement by assessing strengths and areas for growth in each domain and identifying specific next steps. The plan provides concrete examples and specific data to support its assessments, such as the collaboration among CTE instructors and the high participation rate in work-based learning opportunities. The plan recognizes the			

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importance of integrating CTE courses with other subjects, such as Ethnic Studies and Computer Science and providing student choice options to increase investment. The plan also acknowledges the need to align the work-based-learning sequence with current student post-secondary goals, surveying students and providing planning time for staff accordingly.

Feedback for continued progress monitoring:
- Establish a regular review process to assess whether the identified next steps are being effectively implemented and whether they positively impact student achievement.
- Survey students to identify current post-secondary goals

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Strategic Goals	**Score: 4**
- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years - The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) - Alignment is evident between schoolwide goals and Measure N/H priorities - For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other - For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Rationale:** There is evidence of coherence and a clear theory of action. - Goal #1 focuses on re-evaluating the pathway offerings using an inclusive community process and considering adding another pathway as they expand D3. - Goal #2 focuses on growing partnerships and internship opportunities for students, which is a strategy that aligns with the Linked Learning framework - Goal #3 focuses on re-establishing a 10th-grade capstone. **Feedback for continued progress monitoring:** - Monitoring the re-establishment of the 10th-grade capstone by getting the staff to help develop the new capstone experience.
Strategic Actions	**Score: 4**

- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning
   - Integrated Program of Study
   - Work-Based Learning
   - Integrated Student Support
- Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
	Rationale:
	- The strategic actions identified for each goal are focused and specific, and have the potential to help move the school closer to achieving its goals.
	- The strategic actions for Goal #1, including surveying students about pathway offerings and interests, conducting focus groups on understanding student perspectives, and analyzing the accessibility of a specific class for all students, demonstrate a focus on meeting the needs and

- interests of students, which is essential for improving student outcomes and promoting equity.
- The strategic actions for Goal #2, such as reaching out to previous partners and seeking additional partnerships, demonstrate a focus on building strong partnerships with industry and community organizations, which is critical to providing high-quality work-based learning experiences for students.
- The strategic actions for Goal #3, including supporting the growth of a new class, growing collaboration between staff, and establishing learning outcomes for students, demonstrate a focus on ensuring that all students receive the necessary support and resources to succeed academically and prepare for college and career success

Feedback for continued progress monitoring:
- Provide professional development opportunities for teachers to integrate CTE courses with other subjects, such as the Ethnic Studies course.
- Establish partnerships with local businesses, industries, and organizations to provide more work-based learning opportunities.

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	**Compliant & Aligned** 4	**Compliant Partially Aligned** 3	**Non-Compliant** • Supplanting • Not Allowable 2	**Missing** 1
Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways. **Budget** • A through line is evident between expenditures and the needs identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H • Expenditures are necessary due to the existence of Linked Learning pathways at the school site	**Score: 4** **Rationale:** • The budget justification provides a clear connection between the identified needs and goals in the plan and the strategic actions taken to meet them			

Final Recommendation

Instructions: *Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.*

Rating: Fully Approved
- *School has **fully implemented** Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School is focused on the continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes*

The plan identifies several strengths and areas for growth for the school site. While the school has consistently high graduation rates and multiple opportunities to support student success, significant challenges still need to be addressed, such as improving student support opportunities and ensuring adequate funding for post-secondary options.

Strengths:
- Consistently high graduation rates
- Dual enrollment courses are offered to almost all 11th graders during their school day.
- College acceptance rate is consistently high.

Key Questions:
- What alternative opportunities or industries should the school identify for students to explore if tech internships are not available?
- What specific areas where students are struggling may the school need to identify, and what targeted support systems could be implemented to help them stay on track?

Budget Feedback:
- N/A

Next Steps:

What	Suggested Lead	Deliverable	Date
Identify alternative opportunities or industries for students to explore in the absence of tech internships.	Pathway Lead	April 2024	April 2024
Identify social-emotional learning programs, counseling services, and academic support service	Case Manager	Student Support Plans	April 2024
Increase the number of students from the moderate/extensive SDC class into the linked learning pathway	ILT	Master Schedule	April 2024