

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 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: McClymonds High School

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 McClymonds High School as “Approved,” with a base allocation of \$217,600.00 and a strategic carryover allocation of \$14,939.00 for a total allocation not to exceed \$232,539.00.

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

Effective July 1, 2023 - June 30, 2024

School: **MCCLYMONDS HIGH SCHOOL**

Site #: 303

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$217,600.00	\$217,600.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (256) 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
303-1	Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)	\$135,363.17	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering Pathway
303-2	Teacher Salaries: Hire an Engineering CTE Teacher, at .45 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition. This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N/H will fund a total of 0.55 FTE of this salary with 0.1 FTE coming from Strategic Carryover Funds. PCN 6899 - Satoshi Suga (Salary and Benefit costs included)	\$67,224.35	1105	Teacher Salaries	TCHR 1113	.45 FTE	Engineering Pathway

303-3	<p>Computers: Purchase 10 Surface Pro Laptops for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Entrepreneurship and Engineering classes. Surface Pro Laptops are required to run industry-specific software for both pathways, as well as to run the design software and drivers for the manufacturing equipment). Students will be able to design and create projects using industry grade software. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication). Budget Calculation: Surface Pro Laptop, \$1,020.14 + \$29.50 (Integration services) + \$4.00 (eWaste) = \$1,053.64 each x 10 qty = \$10,536.40.</p>	\$10,536.40	4420	Computers			Engineering
303-4	<p>Supplies & Materials: Purchase supply of hardwood and plywood for students to design and create small homes. These projects also allow students to demonstrate mastery of engineering CTE standards. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the WBL continuum. This specific expenditure addresses a gap in our current production capabilities: supplies to support the most popular projects our students pursue for capstone projects. The expenditures will support the Engineering Design and Development as part of the Engineering Pathway. All students participating in Engineering pathway Capstone EDD class will be able to utilize lumber for projects, approximately 130 students. Qty. 90, 8 foot 4x8x1/2" @ \$24.01 each + 10.75% taxes = \$2,393.20 + delivery fee \$480.20 = \$2873.40 Qty. 100, 8 foot 4x4s @ \$12.69 each + 10.75% taxes = \$1,405.42 + delivery fee \$253.80 = \$1,602.68 Total Costs = \$4476.08</p>	\$4,476.08	4310	Supplies and Materials			Engineering

School Name:		McClymonds High School						Site #:	303
Pathway Name(s):		Engineering and Entrepreneurship							
School Description									
McClymonds High School offers an academically rigorous, grade 9-12 early college educational model that puts all students on a path to complete at least one year of college in four years and gives all students the opportunity to graduate with an Associate degree or certification. At McClymonds, every 9th grade student takes a career Exploration course that introduces the concepts and opportunities embedded within both Engineering and Entrepreneurship Pathway. At the end of 9th grade - and with the support of their mentor and advisor - students will decide which pathway they will pursue, either Engineering or Entrepreneurship. In addition, each student creates a profile that includes strengths, areas for improvement, personality and interest inventories, and college and career goals. The plan serves as a guide for the student's work with opportunities for review and adjustment as needed.									
School Mission and Vision									
Mission At McClymonds High School, students create and implement 10-year STEAM (Science, Technology, Engineering, the Arts and Math) personalized pathways in a supportive climate that embraces individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of self discovery, become more responsible, are held accountable so that they graduate college, career and community ready.									
Vision McClymonds High School is a premiere, transformative learning environment, building on the legacy of community activism in West Oakland, and empowering students to personalize their education pathways to become college, career, and community-ready graduates.									
School Demographics									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			286						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	59.4%	40.6%	89.5%	93.2%	4.9%	3.8%	15.0%	5.2%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	78.0%		2.1%	7.3%	0.7%	1.4%	3.5%	3.5%	3.5%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Female			
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	88.2%	TBD	90%		92.00%		95.00%		
Four-Year Cohort Dropout Rate	11.8%	TBD	4.0%		3.00%		2.00%		
A-G Completion Rate (12th Grade Graduates)	60.0%	TBD	65%		70.00%		75.00%		
On Track to Graduate - 9th Graders	53.2%	64.2%	65%		70.00%		75.00%		
9th Graders meeting A-G requirements	38.0%	56.9%	60%		65.00%		70.00%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.5%	TBD	55%		60.00%		62.00%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	42.9%	39.0%	45%		47%		50.00%		
Percentage of 10th-12th grade students in Linked Learning pathways	84.2%	84.5%	100.00%		100.00%		100.00%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	27.3%	TBD	32%		35.00%		40.00%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	24.4%	TBD	28.00%		30.00%		35.00%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	31.1%	TBD	35.00%		40.00%		45.00%		

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	100.0%	TBD	85.00%		86.00%		87.00%
Four-Year Cohort Dropout Rate	0.0%	TBD	0.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	52.9%	TBD	50.00%		53.00%		55.00%
On Track to Graduate - 9th Graders	53.6%	68.8%	70.00%		72%		75.00%
9th Graders meeting A-G requirements	42.9%	73.3%	75.00%		75.00%		78.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.0%	TBD	10.00%		15.00%		20.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	63.2%	41.4%	65.00%		70.00%		70.00%
Percentage of 10th-12th grade students in Linked Learning pathways	86.5%	87.5%	88.00%		90%		95.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	25.0%	TBD	30.00%		35.00%		38.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	23.5%	TBD	25.00%		25.00%		25.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	17.6%	TBD	30.00%		32.00%		35.00%

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 <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 <i>(Analyze these two indicators together)</i>	The Graduation Team meets weekly, consisting of the 12th grade English teacher, the principal, the college and career team, counselor, and college access partners (DCAC, EBSCC). COST team and case managers meet weekly to review student data to ensure retention as well as connect students to community, career, college and support resources. This strong structure helps us retain more of our students than most schools with similar socio-economic challenges. 9th -11th grade teams schedule quarterly grade level meetings with students to review their transcripts, set goals and communicate credit recovery opportunities. The Graduation Team meets both individually and in group settings with students in all grade levels, teaching material related to transcript review, dual/concurrent enrollment options, graduation requirements, 4-year eligibility, 2-year and 4-year requirements, and post-secondary options.	Students arrive to 9th grade with deficiencies in skills related to ELA and Math, which is correlated to credit deficits and credit recovery. Over 1/3 of our incoming 9th grade students are off-track to graduate. Students who transfer in often are already credit deficient and off-track to graduate, and often they come from schools who are not A-G aligned, making it difficult for students to recover A-G credits in a small amount of time. Teacher turnover and vacancies in our 9th grade team has resulted in the loss of our Biology teacher mid-year, and we were without two SpEd teachers until well into the first semester.
A-G Completion - 12th Grade	The Graduation Team meets with all students 9-12 to review A-G completion and guidelines. Additionally, members from the Grad Team meet weekly or biweekly with seniors to review their A-G completion. Mack has implemented credit recovery classes built into the master schedule to allow active recovery throughout the school year for students.	Students who transfer in from different school districts that are not A-G aligned have shorter time to make up A-G credits before graduation.

<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p>	<p>Our 9th grade cohort has steadily climbed each year, over the past 8 years. This is attributed to the redesign work we did in 2015, designating the first floor to the 9th grade academy. The redesign is based on studies indicating that 9th grade is an indicator year for success. Sequestering the 9th grade from the rest of the school allows for the staff and students to build rapport and community. We have maintained our best practices that support the continual improvement. For example, the 9th grade team meets weekly during a common prep in order to analyze student data and ensure supports are in place for students in need and to challenge students who are meeting their goals. The last Wednesday of the month, the 9th grade team engages the entire 9th grade class in the LIT center to educate students on how to read their transcripts, building in a shared understanding of transcript language and what it means to be on track to graduate, UC and CSU qualified and college competitive. Students then develop academic goals for the forthcoming month.</p>	<p>In the past, our biggest challenge is turnover rate in the 9th grade team. Once again, this last year, we lost a very strong team member, our 9th grade Biology teacher mid year and it's been detrimental to the team and to the 9th grade student body. It is very disruptive to the 9th grade community when we lose a team member especially mid year. The cost of living in the Bay Area and existing off of a new teacher salary is nearly impossible to survive in Oakland. It's incredibly hard to find highly qualified teachers, especially in the sciences to best serve the needs of our students.</p> <p>Overall students are still trying to overcome the social, emotional and educational toll they endured during the COVID-19 shutdown in the Spring of 2020 and the school year of 2020-2021. This is when our current 9th graders were in 6th and 7th grade. They missed the majority of their middle school years and it shows in their social emotional behavior as well as academics. Our teachers are struggling with bringing them up to grade level while exposing them to grade level material.</p>
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i></p>	<p>In the past 8 years, we have celebrated that 90% plus of our graduating seniors are enrolled in either 2 or 4 year colleges. This is due to the fact that our post secondary team that meets weekly on Monday take special care to review each student, their data and progress while providing extensive wrap around supports needed to graduate with a plan in hand.</p>	<p>In March of 2020, COVID shut us down. By May, the number of students going into college dropped by roughly 40% and this trend was felt nationwide. Three years later, we have not fully recovered, yet we have switched gears in how we are supporting our students for this new world environment. Students want options to earn money and go to school. They are craving skills to earn a thriving wage in the Bay Area to support themselves and their families. As a response, we have increased partnerships with the Port of Oakland, Shnitzer, Berkeley National Labs and the West Oakland Job and Resource Center. All of these partnerships are supporting post secondary students and families. Each of these partnerships have been providing students supports such as job shadowing, job training, internships, networking, mentorships and funding. We are also increasing outreach and enrollment in postsecondary CTE and trades (highway to ER tech).</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>12th graders who have participated in an employer evaluated internship do so because of the strong communication provided by the post secondary team. This includes daily announcements in the morning, the Student Weekly Warrior circulated every Monday morning to all students, grade level community meetings, workshops provided by the College and Career Center and Career Speaker Series weekly in the LIT Center. Because we are a small school and have a family style, nurturing culture, our students are motivated to take advantage of highly engaging and most times, paid internships.</p>	<p>Students who are in need of credit recovery are unable to participate in internships because of the time conflict. Also factors outside of our control such as cost of living, crime in our community, teacher turnover and the cost of higher education have hindered our ability to fully support our scholars.</p>
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<p>Over the past 8 years, consistently, over 95% of our students have passed dual enrollment courses with a C or better in grades 10-12. Our systems and structures for supporting our students and families about the dual enrollment courses are tight. The College and Career Director has implemented and sustained these systems of support but also nurtured a strong partnership with the Peralta District to ensure the highest quality instructors who best meet the needs of our students and classes that best meet their interests and goals.</p>	<p>Chronic absenteeism is the greatest challenge for students who are struggling passing dual enrollment courses with a C- or better. This has been exasperated post COVID -19 lock down.</p>

Percentage of 10th-12th grade students in Linked Learning pathways	100% of 9th graders choose their pathway at the end of the year, following Pathway Month (March), where students shadow upper class people in pathways, participate in career panels, and	Students who transfer in after 9th grade miss out on the introduction to pathways.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	Overall, students in both pathways who receive a C- or better in both the concentrator and capstone courses do so because of the wrap around supports in place. The courses are highly engaging, hands on, real world linked, student friendly, and industry relevant. Tutoring is available to all students every Wednesday after school as well as office hours after school by teachers.	Small school size limits course selection for students; course conflicts force students to choose between dual enrollment offerings and pathway courses at times. Two teachers teach the entire pathway course sequence, leaving limited scheduling choices for students.

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Developing, systematizing both Engineering and Entrepreneurship Advisory Boards to support pathway goals of aligning academics to real world skill sets. This includes supporting students projects in 10 - 12th grades, collaborative planning time to develop rubrics and backwards mapping the Capstone Project goals to develop a vertical articulation in grades 9-11.

Identify a lead teacher to provide new teacher support in order to prevent teacher turnover and lift up best teaching practices. This includes project-based learning, aligned grading practices, vertical articulation of skill sets that support the Spring Showcases.

The Instructional Leadership Team will recommend implementing in the master schedule a math support class that will focus on foundational skill building to supplement the grade level content math curriculum. This will support students who lack the foundational skills in order to access grade level material.

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Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

<p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of 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></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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<p>Supplies & Materials: Purchase supply of hardwood and plywood for students to design and create small homes. These projects also allow students to demonstrate mastery of engineering CTE standards. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the WBL continuum. This specific expenditure addresses a gap in our current production capabilities: supplies to support the most popular projects our students pursue for capstone projects. The expenditures will support the Engineering Design and Development as part of the Engineering Pathway. All students participating in Engineering pathway Capstone EDD class will be able to utilize lumber for projects, approximately 130 students. Qty. 90, 8 foot 4x8x1/2" @ \$24.01 each + 10.75% taxes = \$2,393.20 + delivery fee \$480.20 = \$2873.40 Qty. 100, 8 foot 4x4s @ \$12.69 each + 10.75% taxes = \$1,405.42 + delivery fee \$253.80 = \$1,602.68 Total Costs = \$4476.08</p>	<p>\$4,476.08</p>	<p>4310</p>	<p>Supplies and Materials</p>			<p>Engineering</p>
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Pathway Name:	Engineering Pathway			Program #:	N/A
Mission and Vision	Vision: McClymonds High School Engineering Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Through engaging and rigorous engineering courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.				
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	The Engineering pathway has an equitable, open admissions policy based on student interest and personalization that provides all students access to rigorous academics to best prepare for college and careers. During Pathway Month, in March, students are exposed to an abundant amount of career and college related events to support their CTE choices for the following year. The events include speaker series, internship fair, and pathway information sessions. For rising 10th graders, it is also the opportunity for students to choose a pathway. While we are a small school and can not cohort the pathways in their entirety, we do cohort by pathway by periods during the day. This includes academic courses. The Engineering CTE classes in collaboration with the math classes have developed a common standards based mastery assessment. We are also offering 5 dual enrollment courses that any and all 10 - 12 graders can take. The Engineering Pathway director engages with the Advisory board regularly	While our CTE classes have harbored very specific industry opportunities, we have lots of room for growth by creating these same opportunities within core and elective subject areas that will allow students to authentically engage in engineering-related projects. We could also strengthen the rigor of our academic program if we had more deeply rooted collaborations with industry partners.	A priority for our three year goal is to develop 10th and 11th grade integrated projects that culminate in a spring showcase. This will support the foundation skills needed to create and develop a rigorous industry standard capstone project in 12th grade. We will prioritize our partnerships with 2 industry partners and build in goals for project based learning.		

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>The Engineering pathway provides an abundance of WBL experiences that provide career awareness and exploration in the Engineering industry. These experiences include a partnership with Youth Spirit Artworks and Schnitzer Steel of Oakland. Based on student passion and empathy for easing the homeless situation in Oakland, especially among youth, the Engineering CTE teacher leads the students through a design process to identify solutions to safe housing. Schnitzer provides consultancy and guidance on floor plans and human expertise on projects. Youth Spirit Artworks is an organization that specializes in building tiny houses for unhoused youth. These partnerships have championed relevant projects with industry level skill sets and behaviors. We are also continuing our formidable partnership with the Crucible. All students have the opportunity 3 times a year to attend a full day experience of glass blowing, leather making, bike building and mechanics, jewelry making and other industrial arts. We also have linked programming to our Wood Shop with opportunities during the day and afterschool.</p>	<p>The Engineering Pathway does a great job of exposing students to a wide range of Engineering related careers through career event visits, job shadowing and speaker events. However, we need to grow our program to include a more personalized sequence of experiences for the 11th and 12th grade year in career preparation and career training especially now given the world arena post COVID.</p>	<p>Collaborating with specifically identified partners with potentially 2 to 3 determined goals for the year would allow for students to engage in work that is more relevant to them and applicable to the Engineering industry.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly, monitors student caseload, data and manages specific needs with community partners. The College Career Readiness Director and team meet weekly and support students in identifying career goals, aspirations outlined in an individualized 10 year college and career plan. This support also includes the Graduate team which meets weekly to ensure students are on track to graduate college competitive and UC/CSU qualified. They also make sure students meet their college, scholarship and internship deadlines.</p>	<p>As a growth point, we are still growing in terms of coordinating our COST team and our Engineering Team as well as our grade level teams in terms of identifying key early indicators.</p>	<p>Our 3 year goal is to develop a coordination of teams to check in once a month in order to support the case management of all students. We want to ensure that students who are receiving services from community partners are also accessing WBL opportunities. In many cases, community partners are unaware of the Pathway opportunities because of the lack of coordination. We want to make sure all support systems have access to all the experiences that can potentially uplift our scholars.</p>

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals	
<i>Based on the standards assessment, 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. Goals should start with the words "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.</i>	
Goal #1: By 2026	By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.
Goal #2: By 2026	By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.
Goal #3: By 2026	By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.
Pathway Strategic Actions	
Strategic Actions for 2023-24	
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
Strategic Actions for Goal #1	We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams.
	The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year.
	The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.
Strategic Actions for Goal #2	Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.
	Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for ea
	Individual student supports will be realized by the systems and structures in place.
Strategic Actions for Goal #3	The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.
	Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.
	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.
Pathway Budget Expenditures	
2023-2024 Pathway Budget	

<p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of 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></p>	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME</p>
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Pathway Name:	Entrepreneurship Pathway			Program #:	N/A
Mission and Vision	<p>Mission: The McClymonds Entrepreneurship Pathway provides a personalized approach to support students' development of entrepreneurial thinking and 21st-century skills, while providing a practical understanding of "all aspects of the industry" and the impact of STEAM on entrepreneurial opportunities for success in college, career and community.</p> <p>Vision: McClymonds High School Entrepreneurship Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Students engage in a rigorous and relevant program of study that include applied academics, mentoring and experiential learning opportunities to develop and apply knowledge and skills for entrepreneurial thinking needed for success in any industry sector in a 21st century global market.</p>				
PATHWAY QUALITY ASSESSMENT					
<p><i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i></p>	Evidence of Strengths	Areas For Growth	<p>Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>		
<p>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</p>	<p>The Entrepreneurship pathway has an equitable, open admissions policy based on student interest and personalization that provides all students access to rigorous academics to best prepare for college and careers. During Pathway Month, in March, students are exposed to an abundant amount of career and college related events to support their CTE choices for the following year. The events include speaker series, internship fair, and pathway information sessions. For rising 10th graders, it is also the opportunity for students to choose a pathway. While we are a small school and can not cohort the pathways in their entirety, we do cohort by pathway by periods during the day. This includes academic courses. The 10th and 11th grade years of the Entrepreneurship pathway lie completely in the dual enrollment offerings.</p>	<p>Unfortunately, our Entrepreneurship Director left at the end of last year and we were not able to refill this position. Without this key position, there was a definitive gap in the collaboration between grade levels and in support of the vertical articulation of learning in preparation for the Entrepreneurship Capstone class.</p>	<p>We will prioritize nurturing our partnerships with local industries in order to provide resources and supports to our students. This will include planning during the month of June specific interdisciplinary projects and work based learning events for the following year that are connected and rooted in our partnerships. This will include speaker series, job shadowing, business project development with partners.</p>		
<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>With the support of the Office of Equity, NFTE (Network for Teaching Entrepreneurship) and our partnership with Peralta District Colleges, we have a provided students with a well rounded work based learning experience. Every Thursday, United Tech Cities, a partner brokered through AAMA, brings entrepreneurial speakers from high interest industries. High interest is determined by surveys answered by students. The focus this year has been on the art of networking. We have incorporated networking opportunities during each engagement in order to build confidence and communication skills amongst our scholars. The 12th grade capstone teacher continues her partnership with NFTE which includes support for students with business plans and executive summaries for their final presentations.</p>	<p>There is a lack of student engagement in the career preparation and career training as part of the WBL continuum. There is also a great lack of critical thinking in the student business plans culminated in the 12th grade.</p>	<p>We will continue to formalize the engagement of the Industry Advisory Board by honing in on 2 strong partnerships to provide 3 yearly engagements which will include career event visits, job shadowing, a multi day career speaker series and an authentic audience for judging Capstone projects.</p>		

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly, monitors student caseload, data and manages specific needs with community partners. The College Career Readiness Director and team meet weekly and support students in identifying career goals, aspirations outlined in an individualized 10 year college and career plan. This support also includes the Graduate team which meets weekly to ensure students are on track to graduate college competitive and UC/CSU qualified. They also make sure students meet their college, scholarship and internship deadlines.</p>	<p>As a growth point, we are still growing in terms of coordinating our COST team and our Entrepreneurship Team as well as our grade level teams in terms of identifying key early indicators.</p>	<p>Our 3 year goal is to develop a coordination of teams to check in once a month in order to support the case management of all students. We want to ensure that students who are receiving services from community partners are also accessing WBL opportunities. In many cases, community partners are unaware of the Pathway opportunities because of the lack of coordination. We want to make sure all support systems have access to all the experiences that can potentially uplift our scholars.</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, 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. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p>Goal #1: By 2026</p>	<p>Over the next three years, our goals will be rooted in creating a more rigorous academic program grounded in content expertise (CTE teachers) and industry expertise (Advisory Board). By 2026, we will have fortified two events each semester in collaboration with our Industry partners. One will include business plan feedback to students that results in an increase in project completion. The other collaboration will include an authentic audience for Business pitches by students. 100% of students will participate, complete at least 2 of any type of WBL activity and 100% of all 10th and 11th graders will be signed up with a summer internship</p>
<p>Goal #2: By 2026</p>	<p>Over the next three years, our content teams will develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th grade Capstone Student Exhibition Project. By 2026, every content area from each grade level will be able to articulate the skills and standards necessary to master in order for students to complete the Capstone Student Exhibition Project successfully. We will also be able to plan student supports and WBL activities to compliment and make relevant the learning.</p>
<p>Goal #3: By 2026</p>	<p>By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.</p>

Pathway Strategic Actions

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

<p>Strategic Actions for Goal #1</p>	<p>We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams. The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year. The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.</p>
<p>Strategic Actions for Goal #2</p>	<p>Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students. Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for each student. Individual student supports will be realized by the systems and structures in place.</p>
<p>Strategic</p>	<p>The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners. Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.</p>

Actions for Goal #3	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.

Pathway Budget Expenditures

2023-2024 Pathway Budget

<p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of 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></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
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MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN (for Fiscal Year 2023-24)							
Name of School Site Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>		McClymonds High School \$14,939.00			Site # 303		In the box below, please indicate why you decided to allocate Strategic Carryover.
Total Budgeted Amount		\$14,939.00			We decided to allocate Strategic Carryover in order to keep our CTE Engineering teacher at 1.0 FTE.		
Remaining Amount to Budget		\$0.00			We decided to allocate Strategic Carryover in order to keep our CTE Engineering teacher at 1.0 FTE.		
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 an Engineering CTE Teacher, at .1 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition. This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and interdisciplinary lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N will fund a total of 0.55 FTE of this salary with 0.45 FTE of funding from the Whole School Tab. PCN 6899 - Satoshi Suga (Salary and Benefit costs included)	\$14,939.00	1105	Teacher Salaries	TCHR 1112	0.1 FTE	Engineering Pathway	Rigorous Academics

Measure N/H 2023-2024 Education Improvement Plan Assessment

McClymonds High School

Checklist of Required Elements:

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

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
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Student Supports 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Evidence of rigorous academics and CTE demonstrated via interdisciplinary projects in 10th and 11th grade as well as Senior Capstone ● CTE course sequences in place for Engineering in 10th-12th grade and Entrepreneurship in 10th and 11th, though this is dependent on Dual Enrollment courses ● Students have access to work-based learning opportunities ● COST and Graduation teams coordinate integrated student supports <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● How will the site approach the ongoing development of a CTE course sequence and overall program sustainability for Entrepreneurship given the current vacancy in the Entrepreneurship CTE teaching/pathway director position? 			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> 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. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Focal student population is identified as African American female students Site team clearly identified challenges preventing student progress in key indicators <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How will the site team adapt the approach to onboarding students and families into pathways if they transfer after 9th grade? How can the site leverage the 8-period block schedule to ensure students have access to Dual Enrollment and CTE courses simultaneously? 			
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> 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 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> School has a focus on integrating CTE content into core classes as part of ongoing work Strength in connecting COST team to pathway structures so student supports can be integrated in service of increasing student access to work-based learning opportunities <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How will the site team address the identified needs around critical thinking in the 12th grade business plans? 			
<p>Strategic Goals</p> <ul style="list-style-type: none"> Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/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) 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Goals address pathway-specific needs There is a focus on strengthening the Integrated Program 			

<ul style="list-style-type: none"> 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 	<p>and Comprehensive student supports.</p> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Clarify how school wide strategic actions will support pathway-specific goals
<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 3 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 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 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Strategic actions support each of the outlined goals <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How will you leverage the strategic actions within each pathway to improve supports and outcomes for focal students identified on school wide tab (African American female students)?

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p><i>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.</i></p> <p>Budget</p> <ul style="list-style-type: none"> 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 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Expenses are compliant and aligned 			

Final Recommendation

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

Rating: Approved

- School is **actively developing and implementing** *Linked Learning*, as evidenced by the establishment of all three domains of *Linked Learning*
- School is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

- Clear focus in improving the integration of CTE standards into core classes as well as strengthening student support structures school wide

Key Questions:

- Given current student enrollment and challenges with filling the Entrepreneurship CTE position, how will McClymonds adapt current pathway programs of study?

Budget Feedback:

- N/A

Next Steps:

What	Suggested Lead	Deliverable	Date
Engage with HSN supervisor to assess the feasibility of implementing two pathways given current challenges with enrollment and staffing CTE positions.	Admin	N/A	8/1/23