

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: Dewey 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 Dewey Academy as “Fully Approved,” with a base allocation of \$57,448.56 and a strategic carryover allocation of \$83,901.97 for a total allocation not to exceed \$141,350.53.

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: DEWEY ACADEMY

Effective July 1, 2023 - June 30, 2024

Site #: 310

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$57,448.56	\$57,448.56	\$0.00

**Funding Allocation is based on school's highest attendance reported in 2021-22 (71), multiplied by the percentage of Oakland residents in 2022-23 (95.2%), 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
310-1	Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support with pathway development, support and guide course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach is highly involved in school-wide planning, data gathering, data analysis, report writing, evaluation and improvement of our school services. PCN 2803 - Lauren Reid (Salary & Benefit Costs)	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Health and Fitness Pathway
310-2	Consultant Contract: with Planting Justice to offer nutrition education that will enable students to test real-life nutritional situations. Planting Justice will educate all Dewey Academy students in the Health Pathway, on nutrition, and the study of nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. In order for students to fully understand their own health, they will learn why you truly are what you eat, and how to properly lose weight, maintain a healthy weight, or gain weight. They learn which foods are healthy and which foods are damaging. This is a year long program serving 30 students each of our 6 hexmesters. *This contract is partially funded in the 2022-23 Strategic Carryover Plan. Administrative fees included.	\$15,000.00	5825	Consultant Contract			Health and Fitness Pathway
310-3	Consultant Contract: with Mentoring in Medicine (MIMS) to provide a Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in the health careers and skills, exposure to Emergency Medical Technicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop. Administrative fees included.	\$16,903.40	5825	Consultant Contract			Health and Fitness Pathway
310-4	Meeting Refreshments: for the Work Based Learning Exhibition and Public Showcase events. In these events, students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection (work) in a public exhibition event. Funds will be used for refreshments in which industry and community members will be invited. Events will meet OUSD & Measure N guidelines.	\$2,000.00	4311	Meeting Refreshments			Health and Fitness Pathway
310-5	Meeting Refreshments: for the Health & Fitness Pathway Events and/or workshops. These events are held each hexmester for students including guest speakers. These events benefit pathway students by exposing them to a variety of community partners and industry professionals in the healthcare field. These opportunities support our Pathway Quality goal by providing CPR training as it will dramatically increase the number of first responders in communities each year. (6 Hexmesters = 12 events total for the year) Funds will be used for refreshments in which industry and community members will be invited. Events will meet OUSD & Measure N guidelines.	\$4,818.78	4311	Meeting Refreshments			Health and Fitness Pathway

School Name:	Dewey Academy	Site #:	310
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Pathway Name(s):	Health & Fitness
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School Description

Dewey Academy opened in 1963 as Oakland's first continuation high school, designed to give students struggling in other OUSD high schools a new chance to earn credits and graduate on time. In 2001, Dewey moved to its current location on Second Avenue. Originally serving 10-12 as defined in State Education Code for Continuation schools, after looking at the District's drop out and transfer data in the 2011-2012 school year, the Alternative Education office and principals of the three continuation schools agreed to limit continuation schools to students who are credit deficient and who were within reach of an on-time graduation with continuation graduation requirements (190 credits rather than 230). Centrally located in Oakland's Lake Merritt district, Dewey High School, serves a critical and essential mission for the Oakland Unified School District: It gives students, vulnerable of leaving high school without a diploma, a second chance. By design, Dewey High School is a small school with a Health and Fitness Pathway allowing students opportunities to explore the health industry by taking health related classes, exploring internships and working towards certifications such as CPR and Personal Training. Dewey makes available to students an educational experience where they are not only well known and cared for by the community. Students are also given the opportunity to recover credits in an academic program designed to address their academic, emotional, and social challenges while accelerating their achievement. Most of the students arrive below grade level and behind in credits.

School Mission and Vision

Mission-Dewey Academy is a caring adult community that encourages the growth and development of students by providing academic, social, and individual supports. We strive to have all students graduate with a high school diploma and to provide opportunities to obtain college and career readiness skills, vocational training, internships, jobs, and social awareness in a collaborative environment.

Vision-Dewey Academy is committed to providing a safe, healthy, and growth-centered community for at-risk students seeking to graduate and improve their life prospects. We aim to provide college, career, and professional readiness education using an engaging and relevant curriculum. Furthermore, our health, fitness, and violence prevention programs teach students invaluable life skills and prepare them for life beyond high school.

Dewey Academy will provide an opportunity for students of all skill-levels, learning styles, and backgrounds to earn their high school diploma. We will continue to use technological tools and traditional teaching methods to improve students' 21st century skills such critical thinking, teamwork, and problem solving.

Dewey Academy students will graduate as lifelong learners who will make meaningful contributions to their community. Utilizing the skills and knowledge gained from Dewey, every graduate will walk off the stage prepared for the high expectations of the 21st century professional environment.

School Demographics

2022-23 Total Enrollment Grades 9-12									104	% Current Newcomers
										1.0%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	45.2%	53.8%	95.2%	93.3%	23.1%	18.3%	11.5%	1.0%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	32.7%		8.7%	45.2%	1.0%	1.0%	2.9%	5.8%	2.9%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Free/Reduced Lunch (NSLP)				

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	41.5%	TBD	50.00%		53.00%		55.00%
Four-Year Cohort Dropout Rate	21.5%	TBD	15.00%		13.00%		12.00%
A-G Completion Rate (12th Grade Graduates)	2.6%	TBD	N/A		N/A		N/A
On Track to Graduate - 9th Graders	TBD	TBD	N/A		N/A		N/A
9th Graders meeting A-G requirements	TBD	TBD	N/A		N/A		N/A
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.6%	TBD	25.00%		27%		30.00%

Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	N/A		N/A		N/A
Percentage of 10th-12th grade students in Linked Learning pathways	98.9%	94.3%	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	0.0%	TBD	N/A		N/A		N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	4.9%	TBD	20.00%		23.00%		25.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	2.4%	TBD	N/A		N/A		N/A
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	TBD	TBD	50.00%		53.00%		55.00%
Four-Year Cohort Dropout Rate	TBD	TBD	13.00%		12.00%		11.00%
A-G Completion - 12th Grade (12th Grade Graduates)	1.4%	TBD	N/A		N/A		N/A
On Track to Graduate - 9th Graders	TBD	TBD	N/A		N/A		N/A
9th Graders meeting A-G requirements	TBD	TBD	N/A		N/A		N/A
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	11.7%	TBD	50.00%		53.00%		55.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	TBD	N/A		N/A		N/A
Percentage of 10th-12th grade students in Linked Learning pathways	98.9%	TBD	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	0.0%	TBD	50.00%		53.00%		55.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	5.4%	TBD	22.00%		23.00%		25.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	2.7%	TBD	3.00%		3.00%		4.00%

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 (Analyze these two indicators together)	Indicator questionable due to being a continuation school, our students are not cohorted. We get new students and graduate students every 6 weeks. Those that attend school are supported toward graduation with case management, tutoring and mental health supports.	We do not have students for 9th grade nor more than 2 years if they attend school regularly.
A-G Completion - 12th Grade	N/A Dewey does not offer all of the a-g classes that comprehensive schools do.	Dewey Academy is a continuation school that offers a Standard High School Diploma that is out of 190 credits. As such, a comprehensive offering of A-G courses are not part of the curriculum.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	N/A Dewey Students are 11th and 12 graders.	Dewey Academy is a continuation school. We have students in grades 10-12 and subsequently do not have 9th grade students.

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>	Due to the small school environment at Dewey Academy, students receive a lot of individualized support by both the teaching staff and support staff. As such, there are many touch points for students to learn about their post secondary options and create a plan.	Many students enroll at Dewey Academy to focus on obtaining their High School Diploma. They can be at Dewey anywhere from 6 weeks to 2+ years. Because of the hyper focus on graduation, post secondary planning sometimes happens after graduation and outside the one year of graduation.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Dewey Academy's strong partnership with the HEAL and MIMS programs via the Health and Fitness Pathway aid in garnering interests in medical related careers. As such, those students who commit and participate get a lot of support from both the internship site and our support staff yielding a very positive experience.	Many Dewey Academy students have jobs and other commitments and are unable to work their jobs, fulfill their personal commitments and participate in internships.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning 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		

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All Dewey students participate in a Health and Fitness Pathway course and/or school day Health and Fitness themed activity each marking period. Currently, Dewey has strong relationships with Health and Fitness focused CBO's including Mentors in Medical Sciences and Planting Justice. Specifically, Planting Justice offers culinary courses for students to explore this career option and has led to students enrolling in a dual enrollment Laney culinary course housed at the central Kitchen.	We would like to integrate more project based learning in the academic core courses that link to our Health and Fitness Pathway. Additionally, we would like build out a more robust senior project to include college and career exploration.	Curriculum, and Instructional Design - We would like to form a PBL Teaching team and invite the group to attend PBL Institute this summer. Teachers can use collaboration time to thread Health and Fitness into the Academic Core curriculum.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Students at Dewey have the opportunity to learn different skills through multiple partnerships and work based opportunities we offer such as our collaboration with Planting Justice, which teaches students culinary skills after teaching them how to grow and maintain a garden. Our students participate in WBL activities each Hexmester.	Build out Work Experience Program. Many students at Dewey Academy have jobs. We would like to help them leverage their jobs while supporting them in a structured manner.	Student Work Based Learning and Experiences - we would like students to understand the value of their current work experience and reflect upon it. A next step for this would be creating a google form reflection.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Students receive academic counseling for college and career planning from the school counselor. Academically, students also have tutoring readily available to them with all academic subject matter. In addition, the after school program emphasizes health and fitness along with Socioemotional awareness.	We would like to create a better system to connect students with career opportunities of their interests. Currently there is an intake survey and we would like to systematize connecting a student with opportunities related to their stated interests.	College and Career Preparation and Support - we would like to continue to build upon. We are partnering with new Health and Fitness centered Community Based organizations to increase the support with college and career exploration.

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, 100% of our students will experience a Pathway sequence to prepare them for their postsecondary plan.
Goal #2: By 2026	By 2026, more than half our students will participate in a work based learning opportunity including ECCCO and opportunities during the school year.
Goal #3: By 2026	By 2026, 100% of our students will participate in a Pathway experience with one of our community partners during the school day. (outside the classroom, ie: Planting Justice internship, MIMS certification).

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	Hire high quality CTE Health & Fitness Teacher/Pathway Director
	Develop rigorous curriculum centered around Health & Fitness and career of student interests
	Provide time for teachers to plan and inform all staff about the new class
Strategic Actions for Goal #2	Build a system where each student's involvement can be ensured, perhaps a class
	Build a system to collect student feedback and information that captures students' interest and career desires
	Increase our community partnerships that can provide opportunities for youth
	Develop a reflection survey for students to link their WBL opportunity to what they are learning in the classroom
Strategic Actions for Goal #3	Build a more comprehensive academic pathway experience through academic and pathway courses
	Link outside the classroom opportunities directly to pathway curriculum
	Increase community partnerships with local internship hosts to offer more opportunities to students during the school day

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>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>Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support with pathway development, support and guide course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach is highly involved in school-wide planning, data gathering, data analysis, report writing, evaluation and improvement of our school services. PCN 2803 - Lauren Reid (Salary & Benefit Costs)</p>	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Health and Fitness Pathway
<p>Consultant Contract: with Planting Justice to offer nutrition education that will enable students to test real-life nutritional situations. Planting Justice will educate all Dewey Academy students in the Health Pathway, on nutrition, and the study of nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. In order for students to fully understand their own health, they will learn why you truly are what you eat, and how to properly lose weight, maintain a healthy weight, or gain weight. They learn which foods are healthy and which foods are damaging. This is a year long program serving 30 students each of our 6 hexmesters. *This contract is partially funded in the 2022-23 Strategic Carryover Plan. Administrative fees included.</p>	\$15,000.00	5825	Consultant Contract			Health and Fitness Pathway
<p>Consultant Contract: with Mentoring in Medicine (MIMS) to provide a Health Scholar Program at Dewey, which includes: twice weekly workshops to expose and train students in the health careers and skills, exposure to Emergency Medical Technicians; CPR and First Aid Skills Workshop; splinting, blood pressure, and immobilization workshop. Administrative fees included.</p>	\$16,903.40	5825	Consultant Contract			Health and Fitness Pathway
<p>Meeting Refreshments: for the Work Based Learning Exhibition and Public Showcase events. In these events, students will reflect on the skills and knowledge they've gained through their work-based learning experience (career awareness, career exploration, career preparation, career training) and present their reflection (work) in a public exhibition event. Funds will be used for refreshments in which industry and community members will be invited. Events will meet OUSD & Measure N guidelines.</p>	\$2,000.00	4311	Meeting Refreshments			Health and Fitness Pathway
<p>Meeting Refreshments: for the Health & Fitness Pathway Events and/or workshops. These events are held each hexmester for students including guest speakers. These events benefit pathway students by exposing them to a variety of community partners and industry professionals in the healthcare field. These opportunities support our Pathway Quality goal by providing CPR training as it will dramatically increase the number of first responders in communities each year. (6 Hexmesters = 12 events total for the year) Funds will be used for refreshments in which industry and community members will be invited. Events will meet OUSD & Measure N guidelines.</p>	\$4,818.78	4311	Meeting Refreshments			Health and Fitness Pathway

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN <i>(for Fiscal Year 2023-24)</i>							
Name of School Site		Dewey Academy				Site # 310	
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>		\$83,901.97		In the box below, please indicate why you decided to allocate Strategic Carryover.			
Total Budgeted Amount		\$83,901.97		We plan to rebuild the pathway from the ground up, which involves hiring a teacher who will have the opportunity to build a program that suits his/her strengths and the interest of our ever changing student body.			
Remaining Amount to Budget		\$0.00					
NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your 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							
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>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 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 & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<p>Hire a Pathway Teacher at .4 FTE Health and Fitness Pathway teacher to teach 3 pathway academic classes and 1 senior seminar, providing ongoing feedback and support to 20-30 students enrolled in the Health and Fitness Pathway courses. In addition, the teacher will serve as the Pathway Director which includes: planning, developing, building and supporting the implementation of a new curriculum for the Health and Fitness Pathway; increasing student awareness and participation in Dewey's Health & Fitness Pathway; building and maintaining relationships with community based organizations in the Health and Fitness industry; and preparing students for various certifications (ie: CPR, Teen CERT, Mental Health First Aid) aligned with the health industry. As a result, students will graduate with at least one health related certificate. PCN 6185 - Vacant</p>	\$50,689.39	1105	Teachers Salaries		.40 FTE	Health and Fitness Pathway	Rigorous Academics

<p>Consultant Contract: with Planting Justice to offer nutrition education that will enable students to test real-life nutritional situations. Planting Justice will educate all Dewey Academy students in the Health Pathway, on nutrition, and the study of nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. In order for students to fully understand their own health, they will learn why you truly are what you eat, and how to properly lose weight, maintain a healthy weight, or gain weight. They learn which foods are healthy and which foods are damaging. This is a year long program serving 30 students each of our 6 hexmesters. *This contract is partially funded in the 2023-24 MN EIP. Administrative fees included.</p>	<p>\$25,000.00</p>	<p>5825</p>	<p>Consultant Contract</p>			<p>Health and Fitness Pathway</p>	<p>Work-Based Learning</p>
<p>Supplies & Materials: for the Health Medical Lab and Pathway. Purchase supplies and materials to support the Health and Wellness pathway, along with sustaining the Health Medical Lab.</p>	<p>\$8,212.58</p>	<p>4310</p>	<p>Supplies & Materials</p>				<p>Career Technical Education</p>

Measure N/H 2023-2024 Education Improvement Plan Assessment

Dewey Academy

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: 4</p> <p>Rationale:</p> <p>School is deeply committed to work based learning as evidenced by their partnerships.</p> <hr/> <p>Feedback for continued progress monitoring:</p> <p>Continue to engage with all key stakeholders to keep the program on track.</p>			

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: 4</p> <p>Rationale: School has clearly identified their target group based on data research. Causes that have prevented student improvement are clearly identified.</p> <p>Feedback for continued progress monitoring: Engage stakeholders in reflection to determine that targeted group needs continue to be met.</p>			
<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: 4</p> <p>Rationale: The school has clearly identified strength and growth areas to move the pathway forward.</p> <p>Feedback for continued progress monitoring: Continue monitoring for changes in the targeted group to meet the needs of the students.</p>			
<p>Strategic Goals</p> <ul style="list-style-type: none"> • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/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 	<p>Score: 3</p> <p>Rationale: School goals are clearly articulated throughout the plan and can be seen throughout the school.</p>			

	<p>Feedback for continued progress monitoring:</p> <p>Engage all stakeholders to ensure goals remain clear and are lofty but attainable.</p>
<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> <p>Pillars are clearly evident throughout the school. Strategies are based on identified schoolwide goals.</p> <p>Feedback for continued progress monitoring:</p> <p>Continue identifying root causes through self assessment.</p>

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>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.</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> <p>Budget is compliant.</p>			

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

Strengths: Clear goals that are identified in all aspects of the school.

Key Questions: Maintain evidence that confirms target groups are identified and continue being served.

Budget Feedback: Budget is compliant.

Next Steps:

What	Suggested Lead	Deliverable	Date
Continue monitoring for root cause analysis and match services to current needs.	Principal	Self-Assessments	Ongoing