

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education
From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment
Services For: Ralph J. Bunche Academy

Action Requested and Recommendation Approval by the Board of Education of the Measure N – College and Career Readiness Commission of the 2021-2022 Education Improvement Plan and Assessment for Ralph J. Bunch Academy as “Probationary, Planning & Piloting” in an amount not to exceed \$85,903.13.

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

Attachments

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

2021-2022 MEASURE N BUDGETSchool: **RALPH J. BUNCHE ACADEMY**Site #: **309**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$85,903.13	\$85,903.13	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
309-1	Hire a Pathway Coach, at .33 FTE. The Pathway coach who supports our work toward college and career by creating student progress monitoring tools, student off-track to graduate information sharing systems, works side-by-side with WBL and SEL team members to ensure meetings address the needs of students off-track to graduate. Coaches all personnel working within the pathway to ensure that all Ralph Bunche students off-track to graduate have an advisory board that can provide internships that develop student skills in the HTR pathway. The pathway coach's outcomes are as follows: ensure internships occur, coach the work around Work-Based Learning, social-emotional learning coordinator, students services coordinator, and pupil support services. If all of these people have proper coaching then students will have optimal support from numerous angles and the coach would have facilitated the success of our pathway. This person is aligned to the pathway because they are working as a coach with every main entity in the pathway. Without a pathway coach the pathway would be less successful because this person creates synergy through sharing or creating pathway information systems. (Salary & Benefit Costs)	\$27,883.78	2305	Supervisor & Administrative Salaries	Pathway Coach	.33 FTE	Hospitality, Recreation, and Tourism.

309-2	Hire an Academic History Teacher, at .003 FTE. The teacher will provide supports in the area of A-G approved History courses. This person is aligned to pathway development because they provide access to two pillars of linked learning, rigorous academics and personalized support. Last year we were forced to utilize an online platform called APEX which was not as successful for our students as our original model of teacher-student setting. The personalization that a human being can provide to another is foundational for our school culture. In addition, an academic teacher can much better determine the curricular accessibility of an individual student as compared to a computer program. Every student who is off track to graduate and needs history classes will be served from this expenditure. Student survey data from this year suggests that more than 50% of our students population felt that the online program was not accessible enough for them due to reading levels, types of questions, technological access, and lack of scaffolds/support. This expenditure addresses students' ability to access a free and appropriate public education, through rigorous academics, personalized support, getting students on track to graduate, thereby improving the graduation rate, decreasing the dropout rate, and allowing more students to access a college or career of their choice after high school. (Salary & Benefit Costs)	\$23.12	1105	Teacher Salaries	TCHRSTRENGIM	.003 FTE	Hospitality, Recreation, and Tourism.
309-3	Hire an Stip Sub, at (?) FTE in the area of A-G approved Math and Science courses. This person is aligned to pathway development to provide access to two pillars of linked learning, rigorous academics and personalized support. Last year we were forced to utilize an online platform called APEX which was not as successful for our students as our original model of teacher-student setting. The personalization that a human being can provide to another is foundational for our school culture was based on needs assessment student survey data. In addition, an academic teacher can much better determine the curricular accessibility of an individual student as compared to a computer program. Every student who is off track to graduate and needs math and science classes will be served from this expenditure because math and science are two of the largest gatekeepers to a student's ability to graduate high school. Student survey data from this year suggests that 50% of our student population felt that the online credit recovery program was not accessible enough for them due to reading levels, types of questions, technological access, and lack of individualized scaffolds/support. This expenditure addresses students' ability to access a free and appropriate public education, through rigorous academics, personalized support, getting students on track to graduate, thereby improving the graduation rate, decreasing the dropout rate, and allowing more students to access a college or career of their choice after high school. (Salary & Benefit Costs)	\$27,996.23	1105	Teacher Salaries	STIP Sub		Hospitality, Recreation, and Tourism.

309-4	<p>Stipend for a College/Career/Trade Coordinator:</p> <ul style="list-style-type: none"> - Engages and recruits off-track students, conduct transcript reviews, support students with credit-recovery to get back on-track, and identify and meet the needs of incoming and current students with supports, regular check-ins and resources to develop a plan toward graduation, college, career, and post-graduation follow up. - This expenditure supports pathway development because our orientation interview data show that only 20% of students are clear on whether they want to go to college or engage in a career. This person would provide additional supports to our senior seminar course in order to identify students, provide them access to opportunities for college and career exploration based on areas of high interest to the student. This position will be able to serve the 80% of students that enter our program with no clear plan after high school to define a strategy to graduate and thrive post-graduation. - This expenditure addresses student's access to the HTR Pathway, Culinary Arts enrollment, increasing graduation rates, declining dropout rates, student concerns about next steps post-graduation, and builds a school community where alumni can keep connected to the school program and support future classes in their matriculation. 	\$10,000.00					Hospitality, Recreation, and Tourism.
309-5	<p>Stipend for a Alumni/Family Culture Liaison:</p> <ul style="list-style-type: none"> - Focus on providing students, alumni, and families more exposure with college, career, and skilled trades opportunities, while tracking the utilization of these services and additional student data, and intervening and supporting throughout a student's high school career to transition to a community college or a skilled trade, particularly with the Peralta colleges. - This expenditure supports pathway development by ensuring we support students with navigating the college or career options of their choice. This expenditure will walk students through financial aid applications, college applications, Work Based Learning applications, pathway engagement, creating student tracker for monitoring purposes while engaged in college and career opportunities, supporting students with difficult work matters, and follow through with students upon graduation from Bunche in order to build a bridge between alumni and current students. - This expenditure improves graduation rates, post graduation data collection, support services, modeling success for current students, drop out rates, and direct student application support. All students on site will be able to access this expenditure and all students will be able to benefit from the position post graduation. - This expenditure addresses student's access to the HTR Pathway, Culinary Arts enrollment, increasing graduation rates, declining dropout rates, student concerns about next steps post-graduation, and builds a school community where alumni can keep connected to the school program and support future classes in their matriculation. 	\$10,000.00					Hospitality, Recreation, and Tourism.

309-6	<p>Stipend for a Pathway Communications School Lead:</p> <ul style="list-style-type: none"> - Create a larger multimedia and online presence which would attract more students and families interested in rigorous academics, personalized support, work-based learning, and technical skill building at Ralph J Bunche Academy through our culinary courses, academic classes, work based learning programming, and post-graduation supports. - This expenditure supports pathway development by communicating and promoting pathway events and opportunities for students and families. Shares information with students on pathway progress, college and career access and participation, where to go for support, and increasing the school's brand so that we can address our enrollment and get more students into our HTR pathway - This expenditure improves student engagement by providing an explicit way to organize information to the people who need to engage. One of the biggest difficulties we have seen this year is communicating effectively while distance learning, this expenditure alone would address that huge problem area. The entire Ralph Bunche community will benefit from this position because it helps us create a narrative for our stakeholders and community to grow the program organically. - This expenditure addresses student's access to the HTR Pathway, Culinary Arts enrollment, increasing graduation rates, declining dropout rates, student concerns about next steps post-graduation, and builds a school community where alumni can keep connected to the school program and support future classes in their matriculation. 	\$10,000.00					Hospitality, Recreation, and Tourism.
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School:	RALPH J. BUNCHE HIGH SCHOOL	School ID:	309
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School Description

Ralph J Bunche is a continuation high school located in West Oakland, California. Ralph Bunche is a continuation school designed to meet the needs of students 16-17 years of age, who are at risk of not graduating from high school. The school serves our most vulnerable, underserved, and resilient students who have not experienced the success or value of high school as of yet. Despite this, our students, mostly, African American and Latino/a, have continued to remain resilient and have entered Bunche determined to graduate. Bunche teachers and staff strive to engage students both academically and socio-emotionally so they might experience success and the value of school and be better equipped for college, career, and life. It is the school's mission to see and build from the strength and assets of students and the West Oakland community.

School Mission and Vision

Every student will find a renewed educational experience and greater success in school as well as a successfully complete program that prepares them for a post-secondary pursuit of their choice. The mission of Ralph J. Bunche is to: advance reading, writing technology and thinking skills; advance emotional development; graduate productive and positive citizens. We believe that: every learner has worth and deserves to be treated with dignity, respect, and to learn in a safe environment; all learners have an equal right to educational opportunities consistent with their personal needs, language, culture and abilities; positive behaviors and expectations promote positive responses; a focus on reading produces stronger learners; making good choices and decision make students positive responses; great attendance is the key to education; learners need community involvement; learners need encouragement; learners must understand why they must learn; learners must do homework to advance learning and our academic agenda; listening, writing and speaking skills are major keys to learning.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	54.2%	45.8%	96.2%		11.5%	9.4%	20.0%		0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	60.4%	0.0%	1.0%	26.0%	0.0%	5.2%	2.1%	2.1%	

Target Student Population

Which student population will you focus on in order to reduce disparities?

off-track to graduate

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Cohort Graduation Rate	61.9%	66.20%	66.9%	Not Available Yet	20-21 Data + 5%		
Cohort Dropout Rate	9.5%	13.8%	4.5%	Not Available Yet	20-21 Data + 5%		
A-G Completion	Not Applicable	Not Applicable	80.0%	Not Applicable	Not Applicable		
On Track to Graduate- 9th Grade	Not Applicable	Not Applicable	N/A	Not Applicable	Not Applicable		
Percentage of students who participated in at least 1 Work-Based Learning activity	83.4%	31.4%	60.0%	Not Available Yet	20-21 Data + 5%		
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	60.0%	65.0%	Not Available Yet	20-21 Data + 5%		
Percentage of students in Linked Learning pathways	99.0%	91.7%	95.0%	Not Available Yet	20-21 Data + 5%		
Target Student Population Indicator (Latinx Students)	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Cohort Graduation Rate	52.0%	71.4%	60.0%	Not Available Yet	20-21 Data + 5%		
Cohort Dropout Rate	20.0%	14.3%	5.0%	Not Available Yet	20-21 Data + 5%		
A-G Completion	Not Applicable	Not Applicable	60.0%	Not Applicable	Not Applicable		

On Track to Graduate - 9th Grade	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		
Percentage of students who participated in at least 1 Work-Based Learning activity	86.0%	33.3%	60.0%	Not Available Yet	20-21 Data + 5%		
Percentage of students who have passed dual enrollment courses with a C- or better	84.6%	40.0%	60.0%	Not Available Yet	20-21 Data + 5%		
Percentage of students in Linked Learning pathways	100.0%	100.0%	75.0%	Not Available Yet	20-21 Data + 5%		
ROOT CAUSE ANALYSIS							
Indicator	Strengths		Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>		Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>		
Cohort Graduation Rate	Due to our staff's ability to build relationships with our students off-track to graduate we can provide some support to help students thrive in an alternative educational setting.		Many of our students off-track to graduate have various issues that have led to a disconnection to the public education system. Situations like underfunded inner-city schools, uncredentialed teachers in middle school, and juvenile justice system impacts deter graduation rates. If we are able to support students off-track to graduate with mental health training, college and career training, and access in school, we can positively affect education for this subgroup of students.		Many of our students off-track to graduate don't graduate because we do not offer early mental health intervention due to lack of district communication, active disinformation because ADA incentivizes schools to keep students on rolls, and societal misconceptions about the capability of students of color.		
Four-Year Cohort Dropout Rate	Due to our staff's ability to build relationships, our students off-track to graduate that dropout have not received the supports necessary to thrive in their alternative educational setting.		Many of our students off-track to graduate have various issues that have led to a disconnection to the public education system. Situations like underfunded inner-city schools, uncredentialed teachers in middle school, and juvenile justice system impacts increase our dropout rates. If we are able to support students off-track to graduate with mental health training and access in school, we can positively affect education for this subgroup of students.		Many of our students dropout because in many cases we do not offer early intervention due to lack of district communication, active disinformation because ADA incentivizes schools to keep students on rolls, and societal misconceptions about the capability of students of color.		
A-G Completion	Our teachers have credentials that make them highly qualified to teach all core classes to help our students off-track to graduate complete more A-G classes.		The number of teachers we have compared to the amount of class offerings necessary to meet A-G completion is not equal. Many teachers then have to teach double booked (ELA and History together) humanities classes in order to meet the needs of our students		If we had higher enrollment we could afford to have more class offerings. In our current state, we have to offer online alternatives or double-booked classes.		
On Track to Graduate - 9th Grade (We have no 9th grade students)	N/A		N/A		N/A		
Percentage of students who participated in at least 1 Work-Based Learning activity	Our students off-track to graduate who participate have experienced great advances in career opportunities.		Many of my students off-track to graduate need money now, and the amount that they can make from an internship is too low.		If we had higher paying internships, if students off-track to graduate could see the value in the career exploration, and if career opportunities were more transparent.		

Percentage of students who have passed dual enrollment courses with a C- or better	Most of our students off-track to graduate who don't withdraw from dual enrollment end up pass.	Many students off-track to graduate sign up and then drop before the deadline to get a W	If students off-track to graduate were taking classes that they had a higher interest in or saw more value in, maybe they would have more buy-in
Percentage of students in Linked Learning pathways	Most of our students off-track to graduate are in linked learning pathways because it is all we offer	When currently interviewed most of our students off-track to graduate don't see the point or make a connection to the value of linked learning.	More planning or life mapping for students off-track to graduate would provide access for a connection between intern and a career later.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	2 - Integrates some academic and technical instructional and learning strategies. Aligns with pathway theme. Pathway leads attend professional development to increase capacity for student learning.	student off-track to graduate voice integrated into school resources and progress to increase involvement. Teachers increasing expectations for academic and technical engagement.	Create a student survey and periodically administer it to ensure that students are gaining educational benefit from our programming. Share data with staff. Provide time, support, and feedback for staff to develop rigorous curriculum for students. Monitor and address areas where change is needed.
CTE (pages 3,4,5 of rubric)	1 - One teacher engages professional advisors in development of student opportunity. Teachers share strategies and resources with one another.	Planning lessons with academic rigor and incorporating pathway vision and goals to benefit students off-track to graduate.	Teachers share best practices with one another. Incorporate instructional rounds and data analysis to address areas of concern.
WBL (page 6 of rubric)	1 - Conducting outreach to identify WBL experiences. Has evaluation rubric for industry partners. Has some ad-hoc WBL experience.	Sequence WBL experiences that culminate in an intensive career training and/or career preparation experience	Create a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area.
Comprehensive Student Supports (page 7 of rubric)	2 - We take time to get to know some individual students. We also share personal knowledge about college and career options. We collaborate to identify student academic, personal, and socio-emotional needs.	We need to provide culturally responsive and timely intervention and acceleration strategies to support each student off-track to graduate success. We must also address how we can provide tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options	We need to systemize a strategy where we can collaborate with counselors to support students in developing and implementing individualized college and career plans.
Pathway Student Outcomes (page 2 of rubric)	1 - Relies primarily on informal encouragement from counselors, teachers, family, or friends for recruitment. We also use prior academic achievement or background/history as criteria for enrollment	We must develop plans to broaden recruitment efforts and make this work fulfilling for off-track to graduate involvement.	Going forward we must have an admission process and practice that ensures open access to students regardless of their prior academic achievement or background/history.

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Recruit students off-track to graduate to Bunche that are interested in culinary arts and hospitality, tourism, and recreation	Compare and contrast our school wide student off-track to graduate enrollment numbers from 2019-20 to 2020-21. Specifically keying in on culinary and hospitality, tourism, and recreation through class enrollment.

Increase a student's off-track to graduate access to industry partners and internships to determine positive outcomes due to their increased involvement	Survey industry partners about the student off-track to graduate's progress at their site, at start of the internship and at the end. In addition, follow students off-track to graduate post-graduation to ensure that they are still participating in career path chosen.					
Increase student off-track to graduate pathway involvement	Compare and contrast the percent of student off-track to graduate involvement from 2019-2020 to 2020-2021. Specifically keying in on culinary and hospitality, tourism, and recreation through class enrollment.					
Strategic Actions						
Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?					
Build relationships with neighboring comprehensive schools that have off-track to graduate 10th/11th/12th graders off track to graduate.	Google Calendar a bi-monthly counselor's meeting between Bunche and sister comprehensive schools to monitor student progress, potential recruitment events, and parent contacts.					
Develop a recruit packet, brochure, presentation, for students off-track to graduate into Ralph Bunche's Hospitality, Tourism, and Recreation Pathway.	Compare and contrast our school wide student off-track to graduate enrollment numbers increase. Specifically keying in on Culinary and Hospitality, Tourism, and Recreation class enrollment.					
Monitor student off-track to graduate internship involvement.	Student monitoring tracker tool created and utilized to ensure that we are addressing the needs of students off-track to graduate in our program.					
Bunche staff continues students postgraduate contacts and supports in order to provide a full service learning institution standard that alumni can support us with.	Increase off-track to graduate student alumni involvement in our school community and additional support to other off-track to graduates attending Bunche.					
Budget Expenditures						
2020-2021 Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salary Stipends: extended contract for the Student Services Coordinator facilitates our student off-track to graduate's access to the Culinary, Hospitality, Recreation, and Tourism Pathway. Student Services Coordinator will find, uplift, and usher students off-track to graduate that are interested in Work-Based Learning connected to the pathway of Culinary, Hospitality, Tourism, and Recreation. Student Services Coordinator will find, uplift, and usher students off-track to graduate that are in need of mental health services and link them up with therapists or groups that will address their Social Emotional needs. The outcomes for this position will be increased numbers of off-track to graduates involved in student support services like Work-Based Learning and Social-Emotional Learning. If this sub-group is identified by this student service coordinator position then our students off-track to graduate can achieve better test scores, units toward graduation and better attendance. The student services coordinator is directly linked to our HTR pathway because this person is the recruiter for our pathway.	\$11,214.13	1120	Certificated Teachers' Salaries: Stipends	Student Services Coordinator		Hospitality, Recreation, and Tourism

Teacher Salary Stipends: extended contract for the Social-Emotional Learning (SEL) Coordinator would take students off-track to graduate recruited by Student Services Coordinator and monitor student social-emotional needs by meeting with teachers, staff, and therapists to obtain strategies and resources to ensure that our students social-emotional learning needs are stable enough to access and find success in the Culinary, Hospitality, Recreation, and Tourism Pathway. This coordinator makes sure off-track to graduate students maintain social-emotional equilibrium as they learn skills like interviewing, going to a new job place, and counseling on collaboration in the pathway. The outcome that this coordinator is trying to maintain is better off-track to graduate student attendance, participation in the pathway, increased amounts of esteem as an indicator of pathway success, and higher graduation rates. This service is aligned to our pathway because many of our students in the pathway expressed feelings of low self-esteem, low confidence, and none finished their internships. Surveyed students showed our need to increase a students social-emotional capacity to access and be successful in the HTR pathway.	\$11,214.13	1120	Certificated Teachers' Salaries: Stipends	Social-Emotional Coordinator		Hospitality, Recreation, and Tourism
Teacher Salary Stipends: extended contract for the Work Based Learning will facilitate our student off-track to graduate access to internship opportunities in the Culinary, Hospitality, Recreation, and Tourism Pathway. Our students off-track to graduate need a work based learning person to organize their internship efforts in and off campus. This person facilitates industry professional relationships and communication between district and professional personnel. The outcome that this person is trying to maintain relationships with advisory board members with internship opportunities, coordinate supported interning opportunities, and monitor/support students interning in the field. This service is aligned to our pathway because many of our students in the pathway will benefit from internship opportunities to access and be successful in the HTR pathway.	\$11,214.13	1120	Enter object code at left.	WBL		Hospitality, Recreation, and Tourism
Fund .33 FTE salary for the Pathway coach who supports our work toward college and career by creating student progress monitoring tools, student off-track to graduate information sharing systems, works side-by-side with WBL and SEL team members to ensure meetings address the needs of students off-track to graduate. Coaches all personnel working within the pathway to ensure that all Ralph Bunche students off-track to graduate have an advisory board that can provide internships that develop student skills in the HTR pathway. The pathway coach's outcomes are as follows: ensure internships occur, coach the work around Work-Based Learning, social-emotional learning coordinator, students services coordinator, and pupil support services. If all of these people have proper coaching then students will have optimal support from numerous angles and the coach would have facilitated the success of our pathway. This person is aligned to the pathway because they are working as a coach with every main entity in the pathway. Without a pathway coach the pathway would be less successful because this person creates synergy through sharing pathway information.	\$23,000.00	5708	Pathway Coach	Pathway Coach	.33 FTE	Hospitality, Recreation, and Tourism
Benefit Costs associated with Student Services Coordinator	\$3,000.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism

Benefit Costs associated with Social Emotional Learning Coordinator	\$3,000.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
Benefit Costs associated with Work-Based Learning	\$3,000.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
Benefit Costs associated with Pathway Coach	\$5,750.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
Benefit Costs associated with Counselor	\$2,000.00	3000		various personnel		Hospitality, Recreation, and Tourism
Supplies for the Culinary Program: non-food culinary supplies like utensils, plates, cups, serving spoons, gas tank, pots, chafing dishes to support the culinary program.	\$3,000.00	4310	Enter object code at left.	N/A		Hospitality, Recreation, and Tourism
Food for Culinary Program: Purchase food for the culinary program (needs to be purchased individually by a staff member since cannot purchase most food through a vendor)	\$16,000.00	4311	Enter object code at left.	N/A		Hospitality, Recreation, and Tourism
Uniforms needed for student learning for career and college opportunities. These uniforms are used for on-site and off-site student expositions, catering, and other career and college opportunities to gain skills. Uniforms use promotes concurrent professional expectations as part of a well rounded curriculum to prepare our students for careers in culinary, hospitality, tourism, and recreation pathway.	\$3,000.00	4380	Uniforms	N/A		Hospitality, Recreation, and Tourism
Culinary equipment needed to facilitate student learning for career and college. This equipment will be replacement parts for broken or damaged equipment currently in use or new equipment to provide a well rounded curriculum to prepare our students for careers in culinary, hospitality, tourism, and recreation pathway.	\$5,000.00	4410	Equipment	N/A		Hospitality, Recreation, and Tourism
Fund .10 FTE salary for a Counselor to ensure that our students in the Hospitality, Tourism, and Recreation pathway are on track to meet A-G requirements while engaging in our pathways access to college and career training.	\$7,544.00	5703	Counselor	Counselor	.10 FTE	Hospitality, Recreation, and Tourism

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Recruit students off-track to graduate to Bunche that are interested in culinary arts and hospitality, tourism, and recreation	Bunche worked closely with the Alt Ed student assignment office and OUSD comprehensive to recruit off-track students to attend Bunche. Despite the pandemic, we were able to enroll 135 students in and out of district. 65 students were able to access online culinary classes over the course of this year.	We will continue these efforts and work with the High School Network, sister Alt Ed sites, and the student placement office to create a structured process for referring and recruiting students to Alt Ed.

Increase a student's off-track to graduate access to industry partners and internships to determine positive outcomes due to their increased involvement	Bunche partnered with New Door Ventures to provide support internships and work-based learning. Despite the pandemic, we were able to enroll 30 students into work based learning cohorts. Supported those students with Case Management and technology services, to ensure student access and success.	Create a College, Career, and Trades Team to engage, case-manage, support, and prepare students for transition to a community college and/or skilled trade by connecting students to caring adults, professionals, student groups, resources and services – particularly Bunche or OUSD alumni.
Increase student off-track to graduate pathway involvement	Bunche partnered with New Door Ventures to provide support internships and work-based learning. Despite the pandemic, we were able to enroll 30 students into work based learning cohorts. Supported those students with Case Management and technology services, to ensure students access and success.	Deepen partnership with New Door Ventures and provide additional college, career, and skilled trades opportunities.
Strategic Actions		
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Build relationships with neighboring comprehensive schools that have off-track to graduate 10th/11th/12th graders off track to graduate.	Increase in student enrollment. Despite the pandemic, because of our close collaboration with the Alt Ed Student Placement Office and facilitating an out-of-district relationship with Emery High, we were able to increase our enrollment in OUSD and expand our feeder pattern outside of the district. We increased our enrollment by 20% as compared to last year.	
Develop a recruit packet, brochure, presentation, for students off-track to graduate into Ralph Bunche's Hospitality, Tourism, and Recreation Pathway.	Revised school website, marketing materials, social media presence, and communication material. Despite these efforts our needs assessments finds that we need to continue and increase these efforts in order to solidify our school brand, vision, and community outreach.	
Monitor student off-track to graduate internship involvement.	Bunche partnered with New Door Ventures to provide support internships and work-based learning. Despite the pandemic, we were able to enroll 30 students into work based learning cohorts. Supported those students with Case Management and technology services, to ensure students access and success.	
Bunche staff continues students postgraduate contacts and supports in order to provide a full service learning institution standard that alumni can support us with.	Bunche was able to disperse 15 laptops to alumni for their college matriculation and community connectedness. Student support service team and counselor frequently contacted alumni for status updates in the beginning of the year. Needs assessment has shown that more support are needed in this area as Trimester 3 has shown a precipitous drop in alumni contacts due to increased on site workloads (ELPAC, SBAC, Senior Seminar, Recruitment, and Hub preparation)	
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:		
Strategic Actions What are the 3-5 key new or revised strategic actions for enabling conditions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?	

<p>1) Create a College, Career, and Trades (CCT) Team to engage and recruit off-track students, conduct transcript reviews, support students with credit-recovery to get back on-track, and identify and meet the needs of incoming and current students with supports, regular check-ins and resources.</p> <p>2) Focus on providing students, alumni, and families more exposure with college, career, and skilled trades opportunities, while tracking the utilization of these services and additional student data, and intervening and supporting throughout their high school career to transition to a community college or a skilled trade, particularly with the Peralta colleges.</p> <p>3) Strategically work with enrollment office and sister sites to enroll more 16 year old students who need elective units in order to graduate. Students coming in at 11th and 12th grade tend to have already met the electives units requirement and are less interested in taking HTR Culinary classes as it will set back their expected graduation date.</p> <p>4) Hire a communications lead (and support team) in order to have a larger multimedia and online presence which would attract more students and families interested in taking culinary courses. 5) Utilize the "Check and Connect" Intervention Approach. According to the What Works Clearinghouse, "Check & Connect is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The "Check" component is designed to continually monitor student performance and progress. The "Connect" component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations. Students enrolled in Check & Connect are assigned a "monitor" who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.</p>	<p>We will be looking at attendance data, work-based learning participation data, Senior Seminar post-grad plan qualitative data, CHKS survey data, student survey data, culinary arts enrollment data, COST data, graduation data, credit-accrual data, course passage data, intervention data, and articulation into and persistence in a community college or skilled trades programming</p>
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Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Most of our budget expenditures during distance learning revolved around PPE, technology for students and teachers, online programs for students and teachers benefit, consultants, and extended contracts for duties done outside of the normal work day.

New Door Ventures was a key contributor to support student engagement and skill building in the areas of our HTR pathway. The programming they provided was much more holistic than the programming we were able to provide in house.

Extended contracts to teachers were very helpful in creating an after school credit recovery program for students to access outside of the normal school day. This is important with many of our students working during the school day to ensure that they can get access to the classes to mitigate their credit deficiency.

Counselor at 1.0 FTE was imperative for students to be scheduled, transcripts to be reviewed, paperwork organized for various state entities, family contacts, and teacher touch points.

Pathway Coach has facilitated HTR meetings, developed our mid-cycle WASC, supported in SPSA development, and planning around school efficacy with equity being at the center of that conversation.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification:

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned to pathway development?
- How does this expenditure improve student engagement and how many students will be served?
- What need does this specific expenditure or service type address?

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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<p>Hire a Pathway Coach, at .33 FTE. The Pathway coach who supports our work toward college and career by creating student progress monitoring tools, student off-track to graduate information sharing systems, works side-by-side with WBL and SEL team members to ensure meetings address the needs of students off-track to graduate. Coaches all personnel working within the pathway to ensure that all Ralph Bunche students off-track to graduate have an advisory board that can provide internships that develop student skills in the HTR pathway. The pathway coach's outcomes are as follows: ensure internships occur, coach the work around Work-Based Learning, social-emotional learning coordinator, students services coordinator, and pupil support services. If all of these people have proper coaching then students will have optimal support from numerous angles and the coach would have facilitated the success of our pathway. This person is aligned to the pathway because they are working as a coach with every main entity in the pathway. Without a pathway coach the pathway would be less successful because this person creates synergy through sharing or creating pathway information systems. (Salary & Benefit Costs)</p>	\$27,883.78	2305	Supervisor & Administrative Salaries	Pathway Coach	.33 FTE	Hospitality, Recreation, and Tourism.
<p>Hire an Academic History Teacher, at .003 FTE. The teacher will provide supports in the area of A-G approved History courses. This person is aligned to pathway development because they provide access to two pillars of linked learning, rigorous academics and personalized support. Last year we were forced to utilize an online platform called APEX which was not as successful for our students as our original model of teacher-student setting. The personalization that a human being can provide to another is foundational for our school culture. In addition, an academic teacher can much better determine the curricular accessibility of an individual student as compared to a computer program. Every student who is off track to graduate and needs history classes will be served from this expenditure. Student survey data from this year suggests that more than 50% of our students population felt that the online program was not accessible enough for them due to reading levels, types of questions, technological access, and lack of scaffolds/support. This expenditure addresses students' ability to access a free and appropriate public education, through rigorous academics, personalized support, getting students on track to graduate, thereby improving the graduation rate, decreasing the dropout rate, and allowing more students to access a college or career of their choice after high school. (Salary & Benefit Costs)</p>	\$23.12	1105	Teacher Salaries	TCHRSTRENGIM	.003 FTE	Hospitality, Recreation, and Tourism.

<p>Hire an Stip Sub, at (?) FTE in the area of A-G approved Math and Science courses. This person is aligned to pathway development to provide access to two pillars of linked learning, rigorous academics and personalized support. Last year we were forced to utilize an online platform called APEX which was not as successful for our students as our original model of teacher-student setting. The personalization that a human being can provide to another is foundational for our school culture was based on needs assessment student survey data. In addition, an academic teacher can much better determine the curricular accessibility of an individual student as compared to a computer program. Every student who is off track to graduate and needs math and science classes will be served from this expenditure because math and science are two of the largest gatekeepers to a student's ability to graduate high school. Student survey data from this year suggests that 50% of our student population felt that the online credit recovery program was not accessible enough for them due to reading levels, types of questions, technological access, and lack of individualized scaffolds/support. This expenditure addresses students' ability to access a free and appropriate public education, through rigorous academics, personalized support, getting students on track to graduate, thereby improving the graduation rate, decreasing the dropout rate, and allowing more students to access a college or career of their choice after high school. (Salary & Benefit Costs)</p>	\$27,996.23	1105	Teacher Salaries	STIP Sub		Hospitality, Recreation, and Tourism.
<p>Stipend for a College/Career/Trade Coordinator:</p> <ul style="list-style-type: none"> - Engages and recruits off-track students, conduct transcript reviews, support students with credit-recovery to get back on-track, and identify and meet the needs of incoming and current students with supports, regular check-ins and resources to develop a plan toward graduation, college, career, and post-graduation follow up. - This expenditure supports pathway development because our orientation interview data show that only 20% of students are clear on whether they want to go to college or engage in a career. This person would provide additional supports to our senior seminar course in order to identify students, provide them access to opportunities for college and career exploration based on areas of high interest to the student. This position will be able to serve the 80% of students that enter our program with no clear plan after high school to define a strategy to graduate and thrive post-graduation. - This expenditure addresses student's access to the HTR Pathway, Culinary Arts enrollment, increasing graduation rates, declining dropout rates, student concerns about next steps post-graduation, and builds a school community where alumni can keep connected to the school program and support future classes in their matriculation. 	\$10,000.00					Hospitality, Recreation, and Tourism.

<p>Stipend for a Alumni/Family Culture Liaison:</p> <ul style="list-style-type: none"> - Focus on providing students, alumni, and families more exposure with college, career, and skilled trades opportunities, while tracking the utilization of these services and additional student data, and intervening and supporting throughout a student's high school career to transition to a community college or a skilled trade, particularly with the Peralta colleges. - This expenditure supports pathway development by ensuring we support students with navigating the college or career options of their choice. This expenditure will walk students through financial aid applications, college applications, Work Based Learning applications, pathway engagement, creating student tracker for monitoring purposes while engaged in college and career opportunities, supporting students with difficult work matters, and follow through with students upon graduation from Bunche in order to build a bridge between alumni and current students. - This expenditure improves graduation rates, post graduation data collection, support services, modeling success for current students, drop out rates, and direct student application support. All students on site will be able to access this expenditure and all students will be able to benefit from the position post graduation. - This expenditure addresses student's access to the HTR Pathway, Culinary Arts enrollment, increasing graduation rates, declining dropout rates, student concerns about next steps post-graduation, and builds a school community where alumni can keep connected to the school program and support future classes in their matriculation. 	\$10,000.00					Hospitality, Recreation, and Tourism.
<p>Stipend for a Pathway Communications School Lead:</p> <ul style="list-style-type: none"> - Create a larger multimedia and online presence which would attract more students and families interested in rigorous academics, personalized support, work-based learning, and technical skill building at Ralph J Bunche Academy through our culinary courses, academic classes, work based learning programing, and post-graduation supports. - This expenditure supports pathway development by communicating and promoting pathway events and opportunities for students and families. Shares information with students on pathway progress, college and career access and participation, where to go for support, and increasing the school's brand so that we can address our enrollment and get more students into our HTR pathway - This expenditure improves student engagement by providing an explicit way to organize information to the people who need to engage. One of the biggest difficulties we have seen this year is communicating effectively while distance learning, this expenditure alone would address that huge problem area. The entire Ralph Bunche community will benefit from this position because it helps us create a narrative for our stakeholders and community to grow the program organically. - This expenditure addresses student's access to the HTR Pathway, Culinary Arts enrollment, increasing graduation rates, declining dropout rates, student concerns about next steps post-graduation, and builds a school community where alumni can keep connected to the school program and support future classes in their matriculation. 	\$10,000.00					Hospitality, Recreation, and Tourism.



Measure N 2021-2022 Education Improvement Plan Assessment

Ralph J. Bunche Academy

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ Silver Certification Status

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway? (NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 4			
	Rationale: <ul style="list-style-type: none">• Clear evidence of the 4 pillars throughout the pathway and core program. Feedback for continued progress monitoring: Continue to use data driven practices to improve student access.			



Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Goals <ul style="list-style-type: none"> Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year Alignment between schoolwide goals and Measure N priorities is evident For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N 	Score: 3 Rationale: <ul style="list-style-type: none"> Clear goals are established for Work Based Learning Opportunities. Pathway Instructional focus is evident at all levels of educational plan. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Continue to look for ways to incorporate all pillars within the educational plan. 			
Strategic Actions <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 Rigorous Academic and Career Technical Education Pillars and the integration of these pillars Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other 	Score: 3 Rationale: <ul style="list-style-type: none"> Clear data driven actions are providing equitable outcomes for students. Work Based learning opportunities are meeting the needs of pathway students. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Look for ways to include parents and families in research driven strategies to continue improving student outcomes. 			



Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant <ul style="list-style-type: none"> Supplanting Not Allowable 	Missing
	4	3	2	1
Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none"> Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	Score: 4 Rationale: <ul style="list-style-type: none"> Expenditures align with pathways and are in addition to and not replacing funding. 			

Final Recommendation
Probationary, Planning & Piloting <i>School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning</i> <i>School is figuring out how to align Linked Learning to the school mission and vision</i> <i>*Measure N funding recommendations for probationary schools were presented and approved December 2019 by the Measure N Commission, and approved by OUSD Board of Education as part of the Probationary School process.</i>



Strengths:

- Clear evidence of improvements and re-focusing on the supports needed to further develop the pathway.
- Student success has become the highest priority as it relates to the pathway and overall rigor within the school.

Key Questions:

- How will the shift from Distance Learning to In-Person instruction impact the pathway?

Budget Feedback:

- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

What	Suggested Lead	Deliverable	Date
Continue build out of the culinary program.	Principal and Pathway Team.	Secure consistent kitchen access.	Ongoing Fy 2021-2022
Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval.	Principal Administrative Assistant Pathway Coach		Ongoing FY 2021-2022