

2020-2021 MEASURE N BUDGET

School:

RUDSDALE CONTINUATION SCHOOL

Site #:

352

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N - Rudsdale	\$143,610.90	\$143,610.90	\$0.00
Measure N- Rudsdale Newcomer	\$108,009.50	\$108,009.50	\$0.00
Total Measure N	\$251,620.40	\$251,620.40	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
352-1	Purchase computer software or licensing from Adobe Series ie. Illustrator, Photoshop for students to learn Technology design in order to utilize the FabLab machines	\$3,500.00	5846	Licensing Agreements			Technology
352-2	Supplies for the Tech Equipment in FabLab - wood, acrylic, plywood, 3D printer fillament, earring/ keychain hardware, bits, and vinyl	\$9,000.00	4310	School Office Supplies			Technology
352-3	Purchase Apple Laptop and Imacs to run the Fab Lab equipment software i.e. Laser Machine, Router based CNC (Computer Numerical Control) Machine and 3D printer. The purchase of the Apple computers are compatible with the machinery in the FabLab to create and run students' projects for our Mod Comm Tech pathway course.	\$12,500.00	4420	Computer < \$5,000			Technology
352-4	Meeting Refreshments for the Pathway Showcase where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, 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 in a public exhibition and celebration. Funds will be used for refreshments for events in which industry and community members will be invited.	\$5,000.00	4311	Meeting Refreshments			Technology
352-5	Facility Rental and Equipment Rentals including tables, chairs, and Audios Visual system for the Pathway Showcase.	\$3,000.00	5624 / 5622	Enter object code at left.			Technology
352-6	North Star Digital Assessment licensure for one year: assesses students' skill levels in the use of technology. We will utilize the data to focus on gaps to build on students' technology skills through pathway classes and projects such the signature Computer Science course for the pathway and/or the FabLab course.	\$500.00	5846	Licensing Agreements			Technology
352-7	Fab Lab Tech Equipment - CNC machine, X-carve, Vacuum forming machine, glowforge and 3D printer	\$8,000.00	4420	Computer < \$5,000			Technology
352-8	Consultant Contract for Professional Development services for staff: Project Based Learning to support design thinking process, creativity and craftsmanship in units and shift student learning	\$22,500.00	5825	Consultants			Technology

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352-9	Interfund - Maintenance Work Orders: Pay B&G for tech updates and wiring of the school. The wiring is for us to have LCD monitors in the hallway and entrances of the school for digital information that students code that provides information regarding, classes, events, announcements, plus highlighting student of the month, student pathway projects/products, and showcasing students' websites from the CS classes. Also, since we created the FabLab in the back space of Room 405, it does not have appropriate wiring to run some of the machines purchased.	\$10,000.00	5760	Interfund - Maint Work Orders			Technology
352-10	Teacher Salary Stipends: Extended Contracts for Planning time for teachers to collaborate and integrate the technology pathway theme in core classes	\$16,700.00	1120	Certificated Teachers' Salaries: Stipends			Technology
352-11	Consultant Contract to hire Technology Courses and Support: Hire an industryTechnology consultant who will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas. They will also lead the Fab Lab through BACR.	\$37,550.00	5825	Consultants			Technology
352-12	Clerical ET/OT: Extended planning for classified Measure N team members to support FabLab integration into core academic classes	\$5,360.90	2220	Classified Support Salaries: Stipends			Technology
352-13	Transportation Costs for Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	\$5,000.00	5826	External Work Order Services			Technology
352-14	Consultant Contract with BACR for the Student Internships: Issue student internships as part of the technology pathway which will be paid through BACR.	\$5,000.00	5825	Consultants			Technology
352-15	Consultant Contract to hire an Intensive Pathway Case Management. Hire a full time consultant to continue teaching our Young Hawks health class for our most at risk students, case manage those students to increase their pass rate, train all teachers on trauma informed practices, and develop pathway aligned cultural activities that improve our overall culture and climate and maintain a safe environment for everyone.	\$60,000.00	5825	contract			Newcomer-Health
352-16	Consultant Contract to hire an Health Advocate Coach to train and coach students to support other students navigate the health care system (e.g. MediCal and clinic visits).	\$38,000.00	5825	Consultants			Newcomer-Health
352-17	Teacher Salary Stipends: Extended Contracts for Planning time. Planning time for teachers to collaborate and integrate the health pathway theme into their core content classes.	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends			Newcomer-Health

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352-18	Transportation Costs for Career Exploration Visits: Students will explore various health career options and funding will be used for transportation	\$2,009.50	5826	External Work Order Services			Newcomer- Health
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School:	RUDSDALE CONTINUATION SCHOOL						School ID:	352	
School Description									
<p>Rudsdale Continuation High School is part of the Oakland Unified School District, the fifth largest district in California, and one of the three continuation high schools in the district. The school was established in 2005 when Far West, another district school, opted to become an arts-focused small high school. From 2005 to August, 2012, the school was located at 1180 70th Avenue in East Oakland. Shortly before the start of the current school year, Rudsdale moved to the King Estates Complex of Schools in an area just off Highway 580. Included on the site are three other schools; Sojourner truth Independent Study Program, which includes The Electronic Learning Program (an on-line interactive program), and BayTech (a 6-12 charter school) that focuses curriculum by integrating technology (Blended Learning) and using a range of instructional strategies to actively engage students and improve their skills and knowledge.</p>									
School Mission and Vision									
School Vision and Mission									
<p>Our Vision</p> <p>Every student will find a renewed educational experience and greater success in school as well as successfully complete a program that prepares them for a post-secondary pursuit of their choice. They are ready and able to create stable, healthy lives for themselves while contributing to the health and well-being of their families, communities, and the City of Oakland.</p>									
<p>Mission Statement</p> <p>Oakland Unified School District's Rudsdale Continuation School is a voluntary program dedicated to providing educational options for students seventeen to eighteen years old who are at risk of not graduating from comprehensive high schools. Every student will have access to opportunities for completing a high school diploma, pursuing a GED and/or CHSPE certificate, and participating in career exploration and job training programs.</p>									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	62.0%	38.0%	97.1%		58.1%	10.2%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	20.5%	0.0%	0.7%	77.2%	0.0%	0.7%	0.3%	0.0%	43.2%
Target Student Population	Which student population will you focus on in order to reduce disparities?					African American			
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	43.0% (Tech)	Not Available	50%						
Cohort Dropout Rate	21% (Tech)	Not Available	15.00%						
A-G Completion	Not Applicable	Not Applicable	Not Applicable						
On Track to Graduate- 9th Grade	Not Applicable	Not Applicable	Not Applicable						

Rudsdale_2020-2021 Measure N Education Improvement Plan

Percentage of students who participated in at least 1 Work-Based Learning activity	38.2%	30.05%	50.00%				
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable				
Percentage of students in Linked Learning pathways	85.6%	66.7%	100%				
Target Student Population 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 (African-American)	55.60%	Not Available	60%				
Cohort Dropout Rate (African-American)	11.10%	Not Available	10.00%				
A-G Completion (African-American)	Not Applicable	Not Applicable	Not Applicable				
On Track to Graduate- 9th Grade (African-American)	Not Applicable	Not Applicable	Not Applicable				
Percentage of students who participated in at least 1 Work-Based Learning activity (African-American)	43.5%	28.1%	50.0%				
Percentage of students who have passed dual enrollment courses with a C- or better (African-American)	Not Applicable	Not Applicable	Not Applicable				
Percentage of students in Linked Learning pathways (African-American)	71.10%	33.30%	100.00%				

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	Student wrap-around supports and positive culture and climate	Chronic Absenteeism	Need for more engaging learning experiences in core academic courses such as those provided by quality Project Based Learning
Cohort Dropout Rate	Student wrap-around supports and positive culture and climate	Chronic Absenteeism	Need for more engaging learning experiences in core academic courses such as those provided by quality Project Based Learning
A-G Completion	Not Applicable	Not Applicable	Not Applicable
On Track to Graduate - 9th Grade	Not Applicable	Not Applicable	Not Applicable
Percentage of students who participated in at least 1 Work-Based Learning activity	Career Symposium; Advisory College and Career Workshops	Need for further integrating WBL experiences into core academic classes.	Advanced unit and lesson planning to deliberately incorporate WBL experiences into the classroom.

Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable
Percentage of students in Linked Learning pathways	Schoolwide implementation of pathway; 100% student enrollment	Not Applicable	Not Applicable

2020-2021: YEAR ONE ANALYSIS

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?
Identify 1-2 deep industry partnerships and create an Advisory Board	Advisory Board including industry partners and community-based organizations
Identify 1-2 deep community-based organization partnerships and create an Advisory Board	Advisory Board including industry partners and community-based organizations
Connect each student with a mentor, industry partner, and/or community-based organization.	Collect and capture student-level data onto existing student tracker.
Strong programs need strong, highly skilled teachers to support them. The highest leverage action school leaders can take is to prioritize the coaching of teachers in the form of observational feedback, providing unit planning and lesson planning support, model teaching and co-observation and debrief of other teachers. Continue teacher led PD with sharing best practices, aligning systems, and looking at student work.	<ul style="list-style-type: none"> - Teacher practice will grow as evidenced by assessment using the OETF rubric - Student learning will show growth (via stronger teaching) and students will show stronger master on both internal and external assessments - Teachers will all use the Understanding by Design unit planning template and methodology to think about their instruction and assessment - Teachers participate in peer observations
Providing professional development using YPLAN and trying to figure out how that can work within our continuation model and English Language Learners.	<ul style="list-style-type: none"> - At least one teacher attends YPLAN training - Pilot a YPLAN project with ELL supports in at least one class
Staff members visit other Newcomer schools, Health pathways and other alternative school models to bring back specific strategies or structures.	<ul style="list-style-type: none"> - Every teacher visits another classroom - Plan one group visit to another program

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: <ul style="list-style-type: none"> - 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)
			Enter object code at left.			

RUDSDALE TECHNOLOGY

Mission and Vision	<p>Vision: Every student will find a renewed educational experience and greater success in school as well as successfully complete a program that prepares them for a post-secondary pursuit of their choice.</p> <p>Mission: Oakland Unified School District's Rudsdale Continuation School is a voluntary program dedicated to providing educational options for students sixteen to eighteen years old who are at risk of not graduating from comprehensive high schools. Every student will access the completion of a high school diploma performed through a senior portfolio, that exemplifies Rudsdale's curriculum of written and oral communication, design thinking, research skills, critical analysis, and technology literacy. Students are also afforded opportunities to participate in career and college exploration.</p>
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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)	Student Showcases/Presentations of Learning: Coding and Web Design Class; Senior Seminar/Portfolio Class	Attendance; connecting chronically absent students with college and career preparatory opportunities	All staff engage in professional development around Project Based Learning from PBL Works, incorporate the 4Cs skills acquisition in all courses
CTE (pages 3,4,5 of rubric)	Glover Center Partnership; Mills Teacher Scholars; Teaching Well Partnership, Coaching; Student Showcases/Presentations of Learning: Coding and Web Design Class; Senior Seminar/Portfolio Class	Attendance; connecting chronically absent students with college and career preparatory opportunities	Continue with Coding and Web Design Class; Embed and connect CTE/Technology to core academic classes: content and curriculum.
WBL (page 6 of rubric)	WBL Liaison; Career Symposium; Weekly WBL/College and Career Meetings; College and College Readiness Team	Attendance; connecting chronically absent students with college and career preparatory opportunities	Embed and connect WBL experiences to core academic classes: content and curriculum, continue with Career Symposium and CCR Team
Comprehensive Student Supports (page 7 of rubric)	Partnerships with college advisors to learn more about specific college and career options; strengthen partnerships with Peralta community colleges (mobile and out reach at the school site; more students are completing FASFA; added a counselor; Partnership with EBAC, La Familia, TUPE, Transitions Specialist (Shamont); Expanded Learning program; Student Concern Meeting; Student Climate and Culture Leadership Team; Senior meetings	Unclear focus and prioritization; like a PD buffet; onboarded lots of new staff; highly differentiated staff needs	Continue with current partnerships since all have proven to be effective in supporting students, creating more avenues for access to resources through googleclassroom/website for Expanded Learning program, College and Career Advising, and Work-based Learning.
Pathway Student Outcomes (page 2 of rubric)	College and Career Advisory; Glover Center Partnership; Mills Teacher Scholars Staff PD; Teaching Well Partnership, Coaching	Unclear focus and prioritization; like a PD buffet; onboarded lots of new staff; highly differentiated staff needs	Focus professional development efforts on Project Based Learning (PBL) with PBL Works.

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?
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Incorporate industry partners into the everyday class. In the 2020-21 academic school year, we will ensure every student a) builds their breadth of knowledge of post-secondary options (i.e. immediate educational and/or employment opportunities after graduating) b) builds depth (knowledge, skills, and experience) in their most preferred option (Year 1) and c) connects to some form of support after graduation. (e.g. community college, community-based organization, industry partner, etc.) (Year 2 or 3)	Evidence of Implementation/Improvement: a) 1-2 deep industry partnerships b) students demonstrate an increased awareness of post-secondary career options and provide evidence of reflection and making an informed decision about their next steps career and college-wise (ongoing student work and student portfolios) c) 1-2 deep partnerships with community-based organizations that serve and help case manage "opportunity youth" (student tracker, persistence in college and career, graduate/alumni feedback) d) High rates of application to college e) Increased college persistence rates
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Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
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Pathway Budget Expenditures

2020-2021 Pathway Budget

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RUDSDALE NEWCOMER - HEALTH			
Mission and Vision	Rudsdale Newcomer Vision Rudsdale Newcomer High School students recognize their resiliency and strengths as multilingual participants in our community, and are equipped with the academic tools necessary to advocate for healthy, productive, and stimulating lives in the United States.		
	Rudsdale Newcomer Mission Rudsdale Newcomer High School students recognize their resiliency and strengths as multilingual participants in our community, and are equipped with the academic tools necessary to advocate for healthy, productive, and stimulating lives in the United States.		
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)	<ul style="list-style-type: none">- Teachers are committed to professional growth, have adopted growth mindset and are constantly striving to adapt their teaching for better student results- Teachers differentiate instruction to meet students' needs- Exhibitions are opportunities for students to present their work and build pride in their academic achievements- Teachers regularly share practice informally and formally (in school professional development)- Staff meetings and professional development use predictable routines and structures	<ul style="list-style-type: none">- Create more opportunities for students to lead their own learning and take leadership in class- Many teachers currently grade for completion, continue to support teachers to identify focal skills for each unit and to shift towards assessing for learning using common tools such as rubrics- Create more opportunities for looking at student work as a teaching community, build in formal cycles of inquiry in PD (connect this to peer observation cycles as well)	<ul style="list-style-type: none">- Invest in professional development for teachers on how to design student-led projects (YPLAN)- Restart system for peer observations (on campus and off)
CTE (pages 3,4,5 of rubric)	<ul style="list-style-type: none">- All teachers have same prep period- Established strong pathway partners- Health theme appeals to our students- Several units included opportunities for interacting with industry partners (medical translation, NASA project, guest speaker from bank)	<ul style="list-style-type: none">- Teachers need more information or training that can allow them to support students in this pathway theme- Choose key CTE standards/skills that are cycled throughout our classes - including foundational professional skills such as writing email	<ul style="list-style-type: none">-Work as a staff to develop a RN graduate profile- Coordinate amongst teachers to determine who is teaching which standards in which courses-embed the knowledge and performance anchor CTE standards into classroom routines and structures and address the different cultural norms
WBL (page 6 of rubric)	<ul style="list-style-type: none">- WBL experiences such as field trips to college programs expose students to a wide range of college and career options, allowing them to set specific career goals- Every graduating student received 1:1 support with postsecondary plans, including every student signing up for FAFSA or Dream Act with the help of our EBC partnership- Created a strong "graduating cohort" (rather than "seniors") culture with our first Cena y Baile for December Grads, bimonthly graduate meetings, graduate cohort specific field trips and fundraising efforts and more.- Over 10 students participated in Internships--HEAL, NASA, Gardening, Peer Health Educators! (even before March!)-surpassed our goal to get 20% of our grads in Community College (we got 35%!)	<ul style="list-style-type: none">- Database of bilingual industry speakers, professionals, connections-Improve persistence of our students in CC	<ul style="list-style-type: none">- Career Symposium for RN specifically with bilingual speakers aligned to their specific interests- Survey students on their career interests in order to align classes, speakers, and experiences- Create a bank of guest speakers/ industry partners specific to RN and RN students' needs-Work with the Linked Learning office to hire a part time transition specialist to support our students in CC

<p>Comprehensive Student Supports (page 7 of rubric)</p>	<ul style="list-style-type: none"> -Created massive spreadsheet data system to case manage multiple areas of student needs. -Created MediCal enrollment guide specifically for newcomers (now used by other newcomer programs) -Created Peer Sexual Health Internship -Created a data driven, focused, academic case management system and saw credit improvement for those students -Won Wellness Center Grant to buy basic consumable health supplies for our students -Continued growing and developing our community partnerships: IRC, EBAC, La Familia, SWOB, Destiny Arts, Youth Uprising Clinic, CHO, Youth Heart Health Center, Centro Legal, Immigrant Family Defense Fund -Improved our Climate and Culture All Staff meeting to support students and school climate -Created a support for students to get Driver's Licenses. -Supported youth to navigate the justice system (got multiple students' cases dismissed) and reintegrated many youth back into our school -Successfully created safe and welcoming non academic spaces to support students' SEL needs 	<ul style="list-style-type: none"> -Still need a more robust data system for case management as well as FULL time personnel -Don't have a lot of good partnerships for our Pregnant and Parenting youth and so we're seeing them drop out -Don't have a system for supporting students with financial literacy or how to navigate that in the US (banking, taxes) -Most of our students continue to drive without license. 	<ul style="list-style-type: none"> -Hire 1 full time case manager rather than multiple part time supports and interns. -Continue growing our Wellness Center Team with consistent, bilingual staff. -Figure out more small spaces for 1-1 supports and services.
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>100% of our students enter our Health pathway because we are a continuation school and there are no other pathway options.</p>		

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?
Shift our school structure to embed hands-on, real-world, pathway-aligned experiences into daily academic instruction.	<ul style="list-style-type: none"> - Integration of college and career visits/field trips into academic units - Regular out-of-classroom learning experiences
Expand college and career-going culture as well as support through the first year of college	<ul style="list-style-type: none"> - Work with LL office to hire a part-time transition specialist - Maintain high rates of application to college - Increase first-year college persistence rates
Continue to define clear learning goals for students (CTE, English, and Content) and align in our teaching and assessment of those goals	<ul style="list-style-type: none"> - Develop a graduate profile - Incorporate CTE goals into unit planning (alongside content and language goals) - Teachers have and use a rubric for every unit
Pathway Strategic Actions	
Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?	What evidence will you look for to know you are successful?

Rudsdale_2020-2021 Measure N Education Improvement Plan

Strong programs need strong, highly skilled teachers to support them. The highest leverage action school leaders can take is to prioritize the coaching of teachers in the form of observational feedback, providing unit planning and lesson planning support, model teaching and co-observation and debrief of other teachers. Continue teacher led PD with sharing best practices, aligning systems, and looking at student work.	<ul style="list-style-type: none"> - Teacher practice will grow as evidenced by assessment using the OETF rubric - Student learning will show growth (via stronger teaching) and students will show stronger master on both internal and external assessments - Teachers will all use the Understanding by Design unit planning template and methodology to think about their instruction and assessment - Teachers participate in peer observations
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Pathway Budget Expenditures

2020-2021 Pathway Budget

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Measure N 2020-2021 Education Improvement Plan Assessment

Rudsdale/Rudsdale Newcomer Health

Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Silver Certification Status
- ☒ Submitted Measure N Budget

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: 3 Rationale: <ul style="list-style-type: none">• The team provides evidence of movement in each of the core areas of linked learning.• School provides specific tasks and next steps for each linked learning area.• Evidence is very specific and detailed.• There is evidence that the school is focused on further developing their coding and web design class and connecting with core classes• There is evidence that the school has strong relationships with community partners and is focused on deepening the relationships and the access for students.• The CTE themes of technology are present through the entire plan Feedback for continued progress monitoring: <p>The team has very clear understanding and expectations for their linked learning Assessment. Team needs to make certain they complete the identified steps in their plan.</p>			

Criteria 2: Quality of the Measure N Education Improvement Plan



Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none"> Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. 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 	Score: 3 Rationale: <ul style="list-style-type: none"> Team has thoughtfully analyzed the data It is clear that the team understands their demographic and the issues that are facing their student population. School presents disaggregated data based on sub groups Feedback for continued progress monitoring: As team is working through their plan, they need to do periodic checks with their data to make certain their plan is corrected to their root cause analysis and improve it.			
Pathway Quality Assessment <i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i> <ul style="list-style-type: none"> Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars Next steps that have been identified support the continuous quality improvement of the pathway(s) Self-assessment provides evidence such as concrete examples or references data Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	Score: 3 Rationale: <ul style="list-style-type: none"> Team connects their pathway quality assessment to their root cause analysis. School teams plan is holistically aligned and they plan to implement actions that will create structures for student success. Feedback for continued progress monitoring: It is clear that the team has created a well thought out and coherent plan. Team will need to depend heavily on one another to ensure completion and following of the plan.			
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 	Score: 3 Rationale: <ul style="list-style-type: none"> The goals the team has selected are extremely student focused. Team has developed thorough goals that will show evidence of their work and growth. Team has clear goals on deepening their understanding and implementation of learning goals specifically in CTE, English and other content areas. 			



strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	Feedback for continued progress monitoring: These are very solid goals. The teams have to be focused and very strategic in order to attain them.
Strategic Actions 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">There is evidence that there was thought into these strategic actionsThe actions steps needs to be more refined and specific. Feedback for continued progress monitoring: The actions need to be developed. They are unclear and they need refinement to be better connected to the goals.

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 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 PlanExpenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked LearningExpenditures 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 NExpenditures 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 availableExpenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the schoolExpenditures are necessary due to the existence of Linked Learning pathways at the school site	Score: 3 Rationale: <ul style="list-style-type: none">There is alignment with the strategic goals.The budget loosely connects to the root cause analysis.			



Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- School site has a clear understanding of where their work lies
- Team has a clear understanding of their root cause analysis and how it connects to their strategic goals.
- School team has begun to develop good framework for CTE program development and execution
- School has a clear passion and focus on developing and further depends industry partnerships, and partnerships with community-based

Key Questions:

- What steps will the team take to deepen their strategic actions?
- How will the team ensure their actions are clearly aligned to their goals?
- What are the specific actions steps the school and pathways will take to implement the strategic goals?
- How is teaching staff going to be developed and guided to be inclusive of CTE programs in core academic classes?

Next Steps:

What	Suggested Lead	Deliverable	Date
Team should continue to monitor action steps and work through them to keep them aligned with their strategic goals.	Pathway Team		