

**2020-2021 MEASURE N BUDGET**School: **RALPH J. BUNCHE HIGH SCHOOL**Site #: **309**

<b>Resource</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure N</b>	\$107,936.40	\$107,936.39	\$0.01

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
309-1	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
309-2	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

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309-3	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	Certificated Teachers' Salaries: Stipends	WBL		Hospitality, Recreation, and Tourism
309-4	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. With out 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
309-5	Benefit Costs associated with Student Services Coordinator	\$3,000.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
309-6	Benefit Costs associated with Social Emotional Learning Coordinator	\$3,000.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
309-7	Benefit Costs associated with Work-Based Learning	\$3,000.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
309-8	Benefit Costs associated with Pathway Coach	\$5,750.00	3000	Enter object code at left.	various personnel		Hospitality, Recreation, and Tourism
309-9	Benefit Costs associated with Counselor	\$2,000.00	3000		various personnel		Hospitality, Recreation, and Tourism
309-10	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	School Office Supplies	N/A		Hospitality, Recreation, and Tourism
309-11	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	Meeting Refreshments	N/A		Hospitality, Recreation, and Tourism

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309-12	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
309-13	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
309-14	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 pathway's access to college and career training.	\$7,544.00	5703	Counselor	Counselor	.10 FTE	Hospitality, Recreation, and Tourism

<b>School:</b>	<b>RALPH J. BUNCHE HIGH SCHOOL</b>						<b>School ID:</b>	<b>309</b>	
<b>School Description</b>									
<p>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.</p>									
<b>School Mission and Vision</b>									
<p>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.</p>									
<b>School Demographics</b>									
<b>Special Populations</b>	% 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%
<b>Student Population by Race/Ethnicity</b>	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%	
<b>Target Student Population</b>	Which student population will you focus on in order to reduce disparities?					off-track to graduate			
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>									
<b>Whole School Indicator</b>	<b>18-19 Baseline Data</b>	<b>19-20 Data</b>	<b>20-21 Goal</b>	<b>20-21 Data</b>	<b>21-22 Goal</b>	<b>21-22 Data</b>	<b>22-23 Goal (3-Year Goal)</b>		
Cohort Graduation Rate	61.9%	Not Available	66.9%						
Cohort Dropout Rate	9.5%	Not Available	4.5%						
A-G Completion	Not Applicable	Not Applicable	80.0%						
On Track to Graduate- 9th Grade	Not Applicable	Not Applicable	N/A						
Percentage of students who participated in at least 1 Work-Based Learning activity	83.4%	31.4%	60.0%						
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	60.0%	65.0%						
Percentage of students in Linked Learning pathways	99.0%	91.7%	95.0%						

<b>Target Student Population Indicator (Latinx Students)</b>	<b>18-19 Baseline Data</b>	<b>19-20 Data</b>	<b>20-21 Goal</b>	<b>20-21 Data</b>	<b>21-22 Goal</b>	<b>21-22 Data</b>	<b>22-23 Goal (3-Year Goal)</b>
Cohort Graduation Rate	52.0%	Not Available	60.0%				
Cohort Dropout Rate	20.0%	Not Available	5.0%				
A-G Completion	Not Applicable	Not Applicable	60.0%				
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	86.0%	33.3%	60.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	84.6%	40.0%	60.0%				
Percentage of students in Linked Learning pathways	100.0%	100.0%	75.0%				

**ROOT CAUSE ANALYSIS**

<b>Indicator</b>	<b>Strengths</b>	<b>Highest Leverage Challenge</b> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<b>Root Cause Analysis</b> <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 effect 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 recieved 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 effect 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 withdrawl 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 interning and a career later.

### PATHWAY QUALITY ASSESSMENT

<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b>
<b>Rigorous Academics</b> (pages 3, 4, 5 of rubric)	2 - Intergates 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 intergrated 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.
<b>CTE</b> (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.

<b>WBL</b> (page 6 of rubric)	1 - Conducting outreach to identify WBL experiences. Has evaluation rubric for industry partners. Has some ad-hoc WBL experiences.	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.
<b>Comprehensive Student Supports</b> (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's 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.
<b>Pathway Student Outcomes</b> (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

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>What evidence will you look for to know you are successful?</b>
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

<b>Strategic Actions</b> <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	<b>What evidence will you look for to know you are successful?</b>
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 post-graduate 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?

	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
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## Measure N 2020-2021 Education Improvement Plan Assessment

### Ralph J. Bunche High School

#### 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
<b>Evidence of Comprehensive Pathway Program</b> ( <a href="#">Measure N Self Assessment</a> ) <ul style="list-style-type: none"><li>• Rigorous Academics Integrated in Pathway</li><li>• Integrated Students Supports</li><li>• Work Based Learning</li><li>• Industry Theme and CTE Sequence</li></ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"><li>• The school presents evidence of the core areas needed for linked learning</li><li>• The school needs to provide more concrete evidence for the connections</li><li>• The work being done seems to be done with one teacher</li></ul> <b>Feedback for continued progress monitoring:</b> The school community needs to work on expanding the program to meet the goals for student engagement.			

#### Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i>	<b>Score: 2</b>  <b>Rationale:</b>			



<ul style="list-style-type: none"><li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.</li><li>• 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.</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• The schools needs to do more disaggregation of their data.</li><li>• They need to delve deeper into their students lack of motivation and engagement as a root cause.</li></ul> <p><b>Feedback for continued progress monitoring:</b> Continue the root cause analysis</p>
<p><b>Pathway Quality Assessment</b> <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></p> <ul style="list-style-type: none"><li>• 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</li><li>• Next steps that have been identified support the continuous quality improvement of the pathway(s)</li><li>• Self-assessment provides evidence such as concrete examples or references data</li><li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School goals are clear but need more work to connect to root causes clearly.</li><li>• Vagueness of goals is connected to vagueness in Root Cause analysis.</li></ul> <p><b>Feedback for continued progress monitoring:</b> Continued development and refinement of goals.</p>
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Alignment between schoolwide goals and Measure N priorities is evident</li><li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li><li>• 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</li><li>• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li><li>• 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</li></ul>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School goals are clear but need more work to connect to root causes clearly.</li><li>• Vagueness of goals is connected to vagueness in Root Cause analysis.</li></ul> <p><b>Feedback for continued progress monitoring:</b> Continued development and refinement of goals.</p>
<p><b>Strategic Actions</b></p> <p>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</p> <p>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</p> <p>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</p> <p>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</p> <p>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</p> <p>For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</p>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• The evidence provided matches goals that were set</li><li>• The strategic goals needs to be revisited to identify specific goals connected to the development and growth of Linked learning program.</li></ul> <p><b>Feedback for continued progress monitoring:</b> Continue cultivating programs around recruitment. School needs to focus more on linked learning actions.</p>



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
<b>Budget</b> <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"><li>Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li><li>Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li><li>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</li><li>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</li><li>Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li><li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li></ul>	<b>Score: 3</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>Budget is aligned to goals and actions as written.</li></ul>			



### Final Recommendation

#### Probationary

*School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning*

Measure N Education Improvement Plan demonstrates school site needs to develop key conditions required for quality pathway development and/or needs to develop the key pillars of Linked Learning and is receiving Probationary recommendation for the first time.

1. Sites will be expected to present to the Measure N Commission in the fall on their action plan, updated Measure N Education Improvement Plan (SPSA), and progress.
2. Site will be prioritized by the Measure N Commission for a follow up site visit during the year and additional supports for the 18-19 school year.

#### Strengths:

- School is aware of needs for development and growth
- School has created goals that will address the needs of recruitment and retention

#### Key Questions:

- What are the specific goals in relation to further developing the Linked Learning Program?

#### Budget Feedback:

- Dig deeper into connecting the budget actions to improving the root cause analysis based on data.

#### Next Steps:

What	Suggested Lead	Deliverable	Date
School team needs to deep dive into root analysis directly connected to the Linked Learning core pillars.	School Team Pathway lead		
2020-21 Probationary School Check-In	Principal	Meeting with Measure N Staff	Fall 2020
2019-20 Probationary School Process <i>including but not limited to: Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2020