

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: Ruidsdale Continuation & Ruidsdale Newcomer
High Schools

Action Requested and Recommendation Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Ruidsdale Continuation (\$144,342.59) & Ruidsdale Newcomer (\$133,455.35) as "Fully Approved" in an amount not to exceed \$ \$277,797.94.

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: **RUDSDALE CONTINUATION & RUDSDALE
NEWCOMER**Site #: **352 & 354**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N - Rudsdale Continuation #352	\$144,342.59	\$144,342.59	\$0.00
Measure N- Rudsdale Newcomer #354	\$133,455.35	\$133,455.35	\$0.00
Total Measure N	\$277,797.94	\$277,797.94	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
352 & 354-1	Consultant Contract with Bay Area Community Resources to hire an Industry Technology consultant to provide Technology Courses and Support: Hire an industry Technology 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. On average, we will serve 190 students per school year through the FabLab Class. Students will have a space where they are exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) and can create as well as problem solve using our Design Process to guide them and develop 21st century skills.	\$37,550.00	5825	Consultant Contract			Technology
352 & 354-2	Classified Support Salaries Overtime: Extra Time/Overtime to compensate the Case Manager to support FabLab integration into core academic classes. The Case Manager will build college and community partnerships to expose students to various tech careers, opportunities, and access to resources. Developing curriculum to support job readiness skills, career awareness and preparation. Support in the creation of virtual or hybrid internships for students. 100% of students will be served. This service provides access to a variety of tech opportunities and careers. Will also build a parent/guardian Technology Literacy and Access component to support families with technology. This would better support the student as a whole as we'll teach families to access school and community resources. This would also increase family engagement for attendance and participation at student exhibitions, assemblies, events, and increase communication around student's attendance, grades, progress and needs. (Salary & Benefits)	\$15,500.00	2225	Classified Support Salaries Overtime			Technology

352 & 354-3	Purchase Supplies for the Tech Equipment in FabLab - wood, acrylic, plywood, 3D printer filament, earring/ keychain hardware, bits, garment ink and vinyl. These supplies will support physical and virtual fabrication and development of 21st century work skills and bring project-based learning to life as students will be able to create using the FabLab. Fab Lab enrollment has increased during distance learning and will continue to support students during in-person as well when we return to campus. This will impact all 160 students and all 9 teachers are in various phases of incorporating the FabLab into their final projects.	\$15,000.00	4310	Supplies & Materials			Technology
352 & 354-4	Meeting Refreshments for the Pathway Showcase where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, all 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. *If not possible for in person pathway showcase exhibition we will re-allocate the funds for another expense through a Budget Modification Form.	\$5,000.00	4311	Meeting Refreshments			Technology
352 & 354-5	Facility Rental for the Pathway Showcase. The Pathway Showcase is where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, all 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. The student presentations and feedback at the pathway showcase supports the Measure N team in collecting data to readjust, improve, and strengthen pathway development and skills for students. *If not possible for in person pathway showcase exhibition we will re-allocate the funds for another expense through a Budget Modification Form.	\$1,000.00	5624	Rentals - Facility			Technology
352 & 354-6	Equipment Rentals including tables, chairs, and Audios Visual system for the Pathway Showcase. The Pathway Showcase is where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, all 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. The student presentations and feedback at the pathway showcase supports the Measure N team in collecting data to readjust, improve, and strengthen pathway development and skills for students.	\$500.00	5622	Rentals - Equipment			Technology
352 & 354-7	Transportation Costs for Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation. 100% of students will be engaged in the career exploration visits and is a graduate requirement for the Tech Pathway.	\$5,000.00	5826	Transportation Costs			Technology

352 & 354-8	Consultant Contract with Bay Area Community Resources to facilitate and pay-out the Student Internship Stipends: Issue student internship stipends as part of the technology pathway which will be paid through BACR. 20 Students will benefit from engaging in an internship experience at \$500 each plus inclusive of 15% admin fee.	\$11,500.00	5825	Consultant Contracts			Technology
352 & 354-9	Toolkit for fixing chromebooks, electronics and parts. Students will have a hands-on engaging learning experience with the hardware, parts, and circuitry aspect of technology. 150 toolkits needed so that every student will have access to a toolkit to use in class. This number considers all new students who cycle into the class at varied times during the school year and also considers purchasing the necessary parts (ie. keys, wires, screens, touch screen parts, etc.)	\$8,000.00	4310	Supplies & Materials			Technology
352 & 354-10	Teacher Salaries Stipends: Extended Contracts for Planning time for teachers to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from utilizing technology tools and FabLab projects to increase their skill capacity and practice in every class. There will be ten teachers that will participate to serve the average of 160 students enrolled. The cost is inclusive of 25% benefits associated with the extra duty pay.	\$15,000.00	1120	Teacher Salaries Stipends			Technology
352 & 354-11	Conference Expense: pay for travel expenses for the Measure N Team who wants to visit other successful tech pathway programs to learn about pathway integration especially determining essential learning outcomes for each student.	\$15,292.59	5220	Conference Expenses			Technology
352 & 354-12	Pathway Design Retreat: pay for lodging and meals (up to \$40 per person per day) for staff to plan and attend a pathway retreat to support pathway development continuous improvement and integrate technology focus across the four Pathway pillars to create a seamless sequence of coursework. The outcome of the retreat prepare all staff to develop technology units that address all students' needs and create a continuum of skill building and practice to ensure student engagement and participation in the tech pathway skills.	\$10,000.00	5220	Conference Expenses			Technology
352 & 354-13	Licensing Agreements for Gravit Designer Pro a full-featured vector graphic design app that works on ALL platforms including Chromebooks. This program will support students to complete tech projects for academic and pathway electives. We want to purchase 90 licenses that students can use in person, hybrid and/or remotely.	\$5,000.00	5846	Licensing Agreements			Technology
352 & 354-14	Consultant Contract with Bay Area Community Resources to hire an Intensive Pathway Case Manager to continue teaching our school's health class (i.e. Young Hawks) 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. This person impacts all of our students, but intensively case manages 20-40 students throughout the whole year.	\$60,000.00	5825	Consultant Contract	Case Manager		Newcomer-Health

352 & 354-15	Teacher Salaries Stipends: Extended Contracts for Planning time for teachers to collaborate and integrate the health pathway theme into their core content classes. This impacts all of our students as our teachers improve their units to include health and be more hands on and engaging. (Salary and Benefit Costs)	\$18,455.35	1120	Teacher Salaries Stipends			Newcomer-Health
352 & 354-16	Hire an Career Transition Specialist, at .50 FTE to support our students to have more success in their college classes. (The other .50 FTE will come from the Linked Learning Office through the Strong Workforce Grant) The Career Transition Specialist is responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship, readiness, job search and application skills, job placement success, and work-based learning experiences. Responsible for transition to and success for at least one quarter once enrolled in community college, job training or employment. Establish rapport and relationships with community colleges, especially Career Technical Education programs, employers, job training organizations and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. We desperately need this support since to date, not one of our graduates has completed a post secondary class or training program. This person would work with both our concurrent enrollment students as well as our new graduates in the December and then May cohorts. In 20-21SY we had 24 December graduates and 30 May graduates, most of whom went to community college, plus we have 5-10 concurrent enrollment students each 6 week marking period. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path. We are working closely with Oakland International to build on this model of "transition specialist" to improve our students persistence in post secondary. (Salary and Benefit Costs)	\$55,000.00	2205	Classified Support Salaries	Career Transition Specialist	.50 FTE	Newcomer-Health

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>			
<p>The school serves those students from all over the Oakland community, but primarily serves those who live in the mid-to-eastern part of the city. That includes students from the district's nine comprehensive high schools and eight other alternative schools. As Rudsdale continue its transformation to a "Full service Community of Schools,"and aligning with one of the district's goals, our primary focus is: to prepare students for success in college, career, and community; that means being caring, competent, fully-informed, and critical thinkers.</p>			
<p>The program is designed to meet the graduation requirements as well as provide students opportunities to take elective, credit recovery, and/or support classes. Unlike traditional schools, Rudsdale's students must complete 190 credits in the appropriate coursework. Students, who may not be on the college track, will have an opportunity to qualify for an Internship and/or the Adult ED program, which will prepare them to transition to a community college and/or into the workplace. To maximize our effort and accommodate students who may be referred or sent to us involuntarily, our program is on a trimester system (12 week cycle), with three mandatory student and parents/guardian orientations. Students have the opportunity to earn five credits in each course taken in the 12 week cycle. Students come to Rudsdale having had chronic truancy and discipline issues and approximately 25% have been or still in the juvenile justice system. Virtually all of them enter below their grade level in academic skills and high school credits; and, the majority have been retained one or more grade levels in their academic career.</p>			
<p>As of the second trimester of the current school year, the enrollment is 164 students, with 99% of this population students of color. 47% of student population are African American, 45% Latino, 3% Multiracial, 3% Asian, 1% Cambodian, and 1% Caucasian. 51.6% of the population are male, 48.4 female, 23.4% English Learners, 5.7% SPED, and 68% participate in the Free/Reduces Lunch Program. The description of the student demographics and the ethnic breakdown hardly begins to describe the school community, as one must consider the whole city of Oakland and the socio-economic realities. They are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime-related neighborhoods of poverty. The majority's daily interactions include gang activities, crime, and substance dependency. As a result, Rudsdale continues to enroll a significant number of students who have high attrition and mobility rates, which has seriously impacted their attendance and consequently, their academic progress.</p>			
<p>Due to a recent district mandate, the percentage of students who the aforementioned student profile describes, have increased significantly in all alternative schools in the district; they are also classified at lower grade levels (9th and 10th graders). Unfortunately, this trend or pattern has already begun to impact alternative programs in that we must and have begun to modify our programs, without adequate funding, to meet the needs of an increasing number of students who enroll needing additional social-emotional support. To compound the challenge we face, a significant percentage of students either come from single-parent homes or being raised by another adult other than a parent. Parents are encouraged to become active partners and participate in all school activities (i.e. Back-to-School Night, Open House, Field Trips, Student of the Month Award programs...etc.), are actively recruited to become members of: School Leadership Teams, SSC/SSA meetings, and regular parent meetings. However, getting them actively involve and engaged continues to be a challenge and a contributing factor that substantially impact student learning.</p>			
<p>In the spring of 2017, the English Language Learner and Multilingual Achievement Office (ELLMA) approached the Alternative Education department with some stark data. We were seeing a large and disproportionate drop out rate for our Newcomer students. We worked together to open a new credit recovery pathway specifically geared towards newcomer students. The pathway opened on a separate campus just down the hill from Rudsdale Original in August of 2017 with 30 students. We immediately saw a huge need and have since grown to 105 students, with a capacity for 130.</p>			
<p>This program is specifically serving students new to the country with interrupted formal education. Most of our students are 18 years or older and 90% are unaccompanied minors. Much like traditional continuation programs, our schedule provides a shorter school day to accommodate student work schedules and we offer intensive wrap around supports to keep students engaged in school. The main goal of this pathway is to improve students English as well as graduate them college and career ready.</p>			

School Mission and Vision**School Vision and Mission****Our 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. 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.

Mission Statement

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.

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%	Not Available Yet	20-21 Data + 5%		
Cohort Dropout Rate	21% (Tech)	Not Available	15.00%	Not Available Yet	20-21 Data + 5%		
A-G Completion	Not Applicable	Not Applicable	Not Applicable	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	38.2%	30.05%	50.00%	Not Available Yet	20-21 Data + 5%		
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable	Not Available Yet	20-21 Data + 5%		
Percentage of students in Linked Learning pathways	85.6%	66.7%	100%	Not Available Yet	20-21 Data + 5%		
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%	Not Available Yet	20-21 Data + 5%		
Cohort Dropout Rate (African-American)	11.10%	Not Available	10.00%	Not Available Yet	20-21 Data + 5%		
A-G Completion (African-American)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		
On Track to Graduate- 9th Grade (African-American)	Not Applicable	Not Applicable	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%	Not Available Yet	20-21 Data + 5%		
Percentage of students who have passed dual enrollment courses with a C- or better (African-American)	Not Applicable	Not Applicable	Not Applicable	Not Available Yet	20-21 Data + 5%		
Percentage of students in Linked Learning pathways (African-American)	71.10%	33.30%	100.00%	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	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: - 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.			
2021-2022: YEAR TWO ANALYSIS						
Strategic Actions						
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions <ul style="list-style-type: none"> - 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? 					
See Rusdale Technology and Rudsdale Newcomer Tabs	See Rusdale Technology and Rudsdale Newcomer Tabs					
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 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?					
See Rusdale Technology and Rudsdale Newcomer Tabs	See Rusdale Technology and Rudsdale Newcomer Tabs					
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?						
See Rusdale Technology and Rudsdale Newcomer Tabs						
Budget Expenditures						
2021-2022 Budget: Enabling Conditions Whole School						

Budget Justification: <i>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.</i> - 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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RUDSDALE NEWCOMER - HEALTH

Mission and Vision	<p>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.</p> <p>Rudsdale Newcomer Mission Rudsdale Newcomer is a full service community school that provides a safe haven and an alternative educational experience through the following 4 pillars:</p> <p>--English Language Development Students build fluency in spoken and written English in order to communicate clearly and broaden opportunities for career and academic advancement.</p> <p>--Holistic Individualized Support Students are nurtured with wrap around supports for their individual academic and social emotional needs along with the self advocacy tools and resources needed to navigate the complicated systems in the U.S.</p> <p>--Cultivating Lifelong Learners Staff pushes against traditional methodology, creating revolutionary pedagogy for newcomer students. Students deepen their curiosity about the world through projects that flex individual creativity and build social emotional capacity.</p> <p>--Career Exploration Our program offers opportunities that include tailored internships, vocational skills training, and other out of classroom experiences to broaden career possibilities.</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)	<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

<p>WBL (page 6 of rubric)</p>	<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 <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?
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

Pathway Budget Expenditures

2020-2021 Pathway 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
Consultant Contract to hire an Intensive Pathway Case Manager. 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
Consultant Contract to hire an Health Advocate Coach to train and coach students to support other students navigate the healthcare system (e.g. MediCal and clinic visits).	\$38,000.00	5825	Enter object code at left.			Newcomer-Health
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	Enter object code at left.			Newcomer-Health
Transportation Costs for Career Exploration Visits: Students will explore various health career options and funding will be used for transportation	\$2,009.50	5826	Enter object code at left.			Newcomer-Health

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	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?
Focus on hands-on, minds-on, real-world, pathway-aligned learning experiences in smaller group settings.	We capitalized on the flexibility of distance-learning and decreased the amount of whole-class direct instruction and increased the amount of small-group and one-on-one instruction and support. Students have increased their familiarity and fluency with digital tools for collaborating, writing, and learning online. Our teachers have also created units focused on the health care and work-based learning. Students wrote to industry professionals (e.g. doctors) to practice writing, emailing, and engaging health professionals. Students continued to learn in hands-on and minds-on ways in spite of the pandemic. Our science teacher even passed out blood pressure monitors that students learned to use and used on their families! A key data point to show our success is our strong attendance. The flexible schedule and different ways to "do school" have allowed for much higher participation in learning activities.	We plan on continuing to using distance learning technology (e.g. Zoom, Google Classroom) to provide more accessibility, flexibility, and personalization for our students. We we will develop and move forward with a hybrid/blended learning model to provide alternatives to students with competing demands on their schedule (e.g. work, child care, family care)
Expand college and career-going culture as well as support through the first year of college	We have continued to maintain a college-going culture in spite of the pandemic. Similar to teaching staff, our counselor leveraged distance learning technology to continue provide college and career experiences to our students. These include: creating online video tutorials to walk students through their transcripts, consider options for college, and how to use college distance learning technology/course management platforms (i.e. Canvas). Moreover, she put together gift bags for all of our December grads that included a Laney sweatshirt, a laptop case and a wireless mouse. The biggest action has been hiring a Transition Specialist in conjunction with HSLLO. He only started in January, but he is already supporting students through that first year in college. The new team has now offered virtual college tours, info sessions and gearing learning activities towards students CTE interests as well. The team is individually walking students through their applications for CCC, FAFSA, as well as the specific Peralta campuses. The team has also taken it upon themselves to translate a lot of the district resources that are mostly in English so that they are more accessible to our Spanish speaking students and families.	We plan to continue with all of our virtual/distance learning college and career services to supplement our in-person services. In particular, we plan to leverage online videos and Zoom appointments to develop a hybrid College and Career model to provide more accessibility, flexibility, and personalization.

Continue to define clear learning goals for students (CTE, English, and Content) and align in our teaching and assessment of those goals	<p>This is probably the area with our most growth. There are a few reasons:</p> <ol style="list-style-type: none">1. 7/8 of our teachers are returning to us and our one new hire is an expert at teaching language, so everyone at this point has a lot of experience with learning goals.2. Virtual Learning has actually created a little more spaciousness for thinking deeply about units and learning.3. We bought Ventures curriculum for our English teachers which has offered a simple framework for scope and sequence that already has clear learning goals.4. A lot of teachers are re-using units which allows teachers to perfect learning goals and assessment rather than having to develop everything from scratch.5. Our professional development continues to push our teachers to create the best possible learning, now virtual learning.	8/8 of our teachers plan to return so this means we can continue to push in this area. As teachers have now mostly developed strong units with clear goals, we are planning to put some energy into assessment. All of my teachers have attended the districts Mastery Based Grading sessions this year and we want to think more about how to do this as a whole school.
Pathway 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?	
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.	Investing in our teachers has definitely been the most effective tool in meeting our goals. Much like our school programs, our professional development has benefited from virtual tools. Zoom has increased accessibility, flexibility and saved time for check-ins—especially for one-on-one check-ins and coaching. In virtual one-on-ones, we check in on progress, review new learning from PD, review class observations and monitor and encourage staff wellness. This has created an even safer space for teachers to be honest about their struggles, clear about growth areas, and for us to align on our vision for student learning. Lastly, we were able to recruit and retain and highly experienced, trained and skilled instructional and leadership coach which has allowed us to develop a more cohesive PD plan and spend more time in classrooms conducting observations and providing feedback to teachers -- our highest-leverage investment to improve student learning.	
Providing professional development using YPLAN and trying to figure out how that can work within our continuation model and English Language Learners.	Despite staff interest in building a shared understanding and set of practices to maintain and foster youth development—especially as agents of change (through Y-Plan), the pandemic shifted our priorities to focusing on developing and refining our understanding and fluency with distance learning technology such as Zoom, Google Classroom, etc. That said, this pivot from focusing on youth development principles and practices to distance learning technology was a good one and has helped us to be more flexible and available to students. Now that, we've acquired a larger repertoire of tools to connect with students, we eventually return to improving our familiarity with youth development principles and practices in our developing hybrid/blended learning model.	
Staff members visit other Newcomer schools, Health pathways and other alternative school models to bring back specific strategies or structures.	Another plan that got derailed with the pandemic. Though we didn't visit other schools and pathways, teachers have seen each other teach online and they have video-taped themselves teach. Many staff have also attended various small and longer term PDs on virtual learning strategies that they have shared with all of us.	
For 2021-2022, if there are 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 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?	
Leadership will start a deep dive on hybrid models to develop a vision for what we can do next year to support our full time working students, any students who need to quarantine, pregnant and parenting students, etc.	Attendance is obviously a clear and easy metric, but we will also look at which students we are able to re-engage, which students were better able to stay on track in their graduation plans due to our flexible model and teachers reporting of student learning.	
Pathway 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?		

We weren't able to do any college or career visits, so we didn't spend any money on busses for CTE visits. The rest of our budget was either fully or partially spent.

The most effective use of resources is personnel. Our Intensive Pathway Case Manager is now in his 3rd year with us and he has had a tremendous impact on our students, our staff and our overall culture. The need for his individualized support has increased exponentially and having him and his pre-existing relationships to support students to adapt to this new environment has been invaluable. We are so lucky to have him and will continue to prioritize him in our budget. This is the first year we have tried the Health Advocate Coach and though it got derailed a bit with virtual learning, she has made some incredible contributions. The pandemic has made health a ubiquitous and public issue. Our Health Coach has supported numerous families navigate Medical, she has supported with information around Covid and now around the vaccines, she has helped students make appointments for regular check ups as well as covid related concerns. She hasn't been able to develop the internship as much as we had hoped, but we're hoping that once we are in person we can develop that further.

Pathway Budget Expenditures

2021-2022 Pathway Budget

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?

Consultant Contract with Bay Area Community Resources to hire an Intensive Pathway Case Manager to continue teaching our school's health class (i.e. Young Hawks) 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. This person impacts all of our students, but intensively case manages 20-40 students throughout the whole year.

Teacher Salaries Stipends: Extended Contracts for Planning time for teachers to collaborate and integrate the health pathway theme into their core content classes. This impacts all of our students as our teachers improve their units to include health and be more hands on and engaging. (Salary and Benefit Costs)

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
\$60,000.00	5825	Consultant Contract	Case Manager		Newcomer-Health
\$18,455.35	1120	Teacher Salaries Stipends			Newcomer-Health

<p>Hire an Career Transition Specialist, at .50 FTE to support our students to have more success in their college classes. (The other .50 FTE will come from the Linked Learning Office through the Strong Workforce Grant) The Career Transition Specialist is responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship, readiness, job search and application skills, job placement success, and work-based learning experiences. Responsible for transition to and success for at least one quarter once enrolled in community college, job training or employment. Establish rapport and relationships with community colleges, especially Career Technical Education programs, employers, job training organizations and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. We desperately need this support since to date, not one of our graduates has completed a post secondary class or training program. This person would work with both our concurrent enrollment students as well as our new graduates in the December and then May cohorts. In 20-21SY we had 24 December graduates and 30 May graduates, most of whom went to community college, plus we have 5-10 concurrent enrollment students each 6 week marking period. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path. We are working closely with Oakland International to build on this model of "transition specialist" to improve our students persistence in post secondary. (Salary and Benefit Costs)</p>	\$55,000.00	2205	Classified Support Salaries	Career Transition Specialist	.50 FTE	Newcomer-Health
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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 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

<u>Using the Measure N Self Assessment Rubric, assess the following:</u>	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 outreach 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?
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.

Pathway Budget Expenditures

2020-2021 Pathway 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
Purchase computer software or licensing from Above Series ie. Illustrator, Photoshop for students to learn Technology design in order to utilize the FabLab machines	\$3,500.00	5846	Enter object code at left.			Technology
Supplies for the Tech Equipment in FabLab - wood, acrylic, plywood, 3D printer filament, earring/ keychain hardware, bits, and vinyl	\$9,000.00	4310	Enter object code at left.			Technology
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	Enter object code at left.			Technology
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	Enter object code at left.			Technology
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

Northstar 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 Fab Lab course.	\$500.00	5846	Enter object code at left.			Technology
Fab Lab Tech Equipment - CNC machine, X-carve, Vacuum forming machine, glowforge and 3D printer	\$8,000.00	4420	Enter object code at left.			Technology
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	Enter object code at left.			Technology
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	Enter object code at left.			Technology
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	Enter object code at left.			Technology
Consultant Contract to hire Technology Courses and Support: Hire an industry Technology 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	Enter object code at left.			Technology
Clerical ET/OT: Extended planning for classified Measure N team members to support FabLab integration into core academic classes	\$5,360.90	2220	Enter object code at left.			Technology
Transportation Costs for Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	\$5,000.00	5826	Enter object code at left.			Technology
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	Enter object code at left.			Technology

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?
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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)	We instituted Workforce Wednesdays and built out the curriculum to support students' knowledge regarding post secondary options, college and career awareness and preparation. The curriculum focused on the job related skills, completion of initial documents necessary to obtain an internship/job, and addressing CTE and career options around the Bay Area. Additionally, all students have to incorporate a career presentation as part of their senior portfolio that is a deeper dive into their future career plans. Our success is documented by the number of resumes, cover letters, and career presentations completed. We have 100% completion for graduating seniors.	For the next couple of years, we want to solidify our post graduation options and supports plus document progress. We have started to record community college applications and financial aid applications and we're working on building our relationships with our local college counselors and college student services to best support the transition of our graduates. We would like to have data on how our pathway classes and skill building have prepared students to continue in technology careers. Also, if we can build this community of alumni, we can create mentors, guest speakers, plus possible internships for the future.
Pathway 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?	
Identify 1-2 deep industry partnerships and create an Advisory Board	The most effective partnership we created this year and will continue are through the Laney College and College of Alameda FabLabs. Both partners provide us with industry level insight to skills and latest design projects to teach students. In addition, students can utilize and have access to these Fablabs for projects that require industry specific parameters where our school FabLab can not handle due to size and design elements. Moreover, students will be exposed to experts in the field, receive direct feedback on their projects, and continue to build their skills set. These partnerships are available both in distance learning and in person when safe.	
Identify 1-2 deep community-based organization partnerships and create an Advisory Board	Our commitment to provide students access to community based organizations come from our goal to have students meet professionals outside of the school to create lasting relationships of support and mentorship after graduation. Due to the many careers available in technology and other tech related career interests we did not limit the number of partnerships to one or two. We continued with building partnerships where student skills acquisition and development is integral to the organizations we work with, such as Salesforce, Sprouts, HEAL, Genesys Works and New Door. These organizations have participated in career presentations and more importantly have provided students with paid internships even through distance learning.	
Connect each student with a mentor, industry partner, and/or community-based organization.	This year we wanted to connect 100% of students with a mentor, industry partner, and/or community-based but due to the distance learning format, it was difficult to accomplish with schedules, zooms, and living life in the pandemic. We were more successful and met this goal for every student when we have career exploration visits and job shadows which became limited due to the pandemic. We did prioritize our graduating seniors and were able to get a 100% of our graduating seniors with a specific connection. In addition, through our after-school program, 100% of students that participate are connected with community based organizations through classes and activities.	
For 2021-2022, if there are 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 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?
Identify 1-2 deep industry partnerships, no Advisory Board needed	Given this year, it seems that both Laney and College of Alameda FabLabs have been excellent partners and will continue to support us. The city of Oakland has made the commitment to sign on to become a Fab City. The Fab City is an initiative of cities, states and regions who have pledged to make all we consume, by the year 2054. Oakland has joined 28 cities and regions, including 5 in the US.	

Identify the top five community-based organization partnerships	By continuing partnerships with various community based organizations, we are able to meet student needs when figuring out a Tech career interest. We do rely heavy on our top five partnerships and students continue to benefit from both virtual and in person career panel, internships, and mentorship. Also, having five different partnerships to begin students knowledge and search of technology careers is heavily dictated by student choice and interest.
Integrate Tech Pathway into Core Academic Classes such as Science. More specifically, develop 6-week courses that contextualize core subjects within a tech focus. We are planning on providing a lab-based science course (Physics) that integrates Information Technology. Students will be able to tackle both CTE skills and academic skills (e.g. understanding electricity and circuits in Physics and coupling that with actual labs working on both the hardware and software end of IT).	Increased engagement in science courses, syllabi for new CTE/A-G courses, teacher professional development and collaboration around CTE/A-G curriculum. Increased attendance for science courses, increased pathway engagement, and increased course passage rates for science. Increase in the number of student certifications (e.g. Chromebook Repair).
Parent/Guardian Engagement Technology Literacy and Access	During the pandemic, it was blatant the amount of support and need for parent/guardian participation specifically around technology. We would love to support technology literacy and access for all our families. We want to include them in the projects students are producing while supporting their comfort and practice to access them. It would also increase access for families to attend/participate in student exhibitions, assemblies, or events. Parents will learn how to navigate through our school website, communicate directly with teachers, access grades and attendance. They will learn how to access their community's resources and opportunities to best support the student as a whole. We want to hold Marking Period engagement classes with all families.

Pathway 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?

Our budget expenditures did slow down during distance learning because we had to reassess and plan how we can better serve students in this format.

The most effective strategic actions were continuing to build out our FabLab and purchasing corresponding materials, partnering with BACR to have consultant FabLab Technology Courses and student internships, and utilizing our classified staff to support in the build out of Workforce Wednesdays. Students were able to take classes and share designs/projects virtually while the BACR consultant came to campus to set designs in the machines. The school instituted a weekly day for materials and/or technology pick up to keep everyone safe. On Wednesdays, and through Advisory, each student was taught the work-based curriculum along with consistent industry partner events and career panels all created and organized by classified staff to enhance students' learning and exposure to industry professionals and college access.

Pathway Budget Expenditures

2021-2022 Pathway Budget

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?

Consultant Contract with Bay Area Community Resources to hire an Industry Technology consultant to provide Technology Courses and Support: Hire an industry Technology 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. On average, we will serve 190 students per school year through the FabLab Class. Students will have a space where they are exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) and can create as well as problem solve using our Design Process to guide them and develop 21st century skills.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
\$37,550.00	5825	Consultant Contract			Technology

Classified Support Salaries Overtime: Extra Time/Overtime to compensate the Case Manager to support FabLab integration into core academic classes. The Case Manager will build college and community partnerships to expose students to various tech careers, opportunities, and access to resources. Developing curriculum to support job readiness skills, career awareness and preparation. Support in the creation of virtual or hybrid internships for students. 100% of students will be served. This service provides access to a variety of tech opportunities and careers. Will also build a parent/guardian Technology Literacy and Access component to support families with technology. This would better support the student as a whole as we'll teach families to access school and community resources. This would also increase family engagement for attendance and participation at student exhibitions, assemblies, events, and increase communication around student's attendance, grades, progress and needs. (Salary & Benefits)	\$15,500.00	2225	Classified Support Salaries Overtime			Technology
Purchase Supplies for the Tech Equipment in FabLab - wood, acrylic, plywood, 3D printer filament, earring/ keychain hardware, bits, garment ink and vinyl. These supplies will support physical and virtual fabrication and development of 21st century work skills and bring project-based learning to life as students will be able to create using the FabLab. Fab Lab enrollment has increased during distance learning and will continue to support students during in-person as well when we return to campus. This will impact all 160 students and all 9 teachers are in various phases of incorporating the FabLab into their final projects.	\$15,000.00	4310	Supplies & Materials			Technology
Meeting Refreshments for the Pathway Showcase where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, all 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. *If not possible for in person pathway showcase exhibition we will re-allocate the funds for another expense through a Budget Modification Form.	\$5,000.00	4311	Meeting Refreshments			Technology
Facility Rental for the Pathway Showcase. The Pathway Showcase is where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, all 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. The student presentations and feedback at the pathway showcase supports the Measure N team in collecting data to readjust, improve, and strengthen pathway development and skills for students. *If not possible for in person pathway showcase exhibition we will re-allocate the funds for another expense through a Budget Modification Form.	\$1,000.00	5624	Rentals - Facility			Technology

Equipment Rentals including tables, chairs, and Audios Visual system for the Pathway Showcase. The Pathway Showcase is where students will share technology integration of core academic projects from Marking Period 1 and 2. Also, all 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. The student presentations and feedback at the pathway showcase supports the Measure N team in collecting data to readjust, improve, and strengthen pathway development and skills for students.	\$500.00	5622	Rentals - Equipment			Technology
Transportation Costs for Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation. 100% of students will be engaged in the career exploration visits and is a graduate requirement for the Tech Pathway.	\$5,000.00	5826	Transportation Costs			Technology
Consultant Contract with Bay Area Community Resources to facilitate and pay-out the Student Internship Stipends: Issue student internship stipends as part of the technology pathway which will be paid through BACR. 20 Students will benefit from engaging in an internship experience at \$500 each plus inclusive of 15% admin fee.	\$11,500.00	5825	Consultant Contracts			Technology
Toolkit for fixing chromebooks, electronics and parts. Students will have a hands-on engaging learning experience with the hardware, parts, and circuitry aspect of technology. 150 toolkits needed so that every student will have access to a toolkit to use in class. This number considers all new students who cycle into the class at varied times during the school year and also considers purchasing the necessary parts (ie. keys, wires, screens, touch screen parts, etc.)	\$8,000.00	4310	Supplies & Materials			Technology
Teacher Salaries Stipends: Extended Contracts for Planning time for teachers to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from utilizing technology tools and FabLab projects to increase their skill capacity and practice in every class. There will be ten teachers that will participate to serve the average of 160 students enrolled. The cost is inclusive of 25% benefits associated with the extra duty pay.	\$15,000.00	1120	Teacher Salaries Stipends			Technology
Conference Expense: pay for travel expenses for the Measure N Team who wants to visit other successful tech pathway programs to learn about pathway integration especially determining essential learning outcomes for each student.	\$15,292.59	5220	Conference Expenses			Technology
Pathway Design Retreat: pay for lodging and meals (up to \$40 per person per day) for staff to plan and attend a pathway retreat to support pathway development continuous improvement and integrate technology focus across the four Pathway pillars to create a seamless sequence of coursework. The outcome of the retreat prepare all staff to develop technology units that address all students' needs and create a continuum of skill building and practice to ensure student engagement and participation in the tech pathway skills.	\$10,000.00	5220	Conference Expenses			Technology

Licensing Agreements for Gravit Designer Pro a full-featured vector graphic design app that works on ALL platforms including Chromebooks. This program will support students to complete tech projects for academic and pathway electives. We want to purchase 90 licenses that students can use in person, hybrid and/or remotely.	\$5,000.00	5846	Licensing Agreements			Technology
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Measure N 2021-2022 Education Improvement Plan Assessment

Rudsdale Continuation & Rudsdale Newcomer High Schools

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">• All four pillars of linked learning are present in pathways• There is evidence of sequential courses.• Site continues to integrate pathway standards into academic classes through Exhibitions.• Work-based learning opportunities are developed and continue to evolve.			
	Feedback for continued progress monitoring: Continue developing work based learning opportunities and integrating pathways into core curriculum.			



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: 4 Rationale: <ul style="list-style-type: none"> Pathways continue to focus on rigorous academic programming that aligns with industry partners. Clear evidence of goals and actions which align with their 4 pillars. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Continue to connect all core strategies to align with pathways. 			
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: 4 Rationale: <ul style="list-style-type: none"> Administration has a clear focus and is intentional at aligning the pathway with core curriculum. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Use a data cycle to continue to improve key actions to keep pathways aligned with the remainder of the school. 			



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 <ul style="list-style-type: none">• 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 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: Budget expenditures are 100% aligned with the pathways and support all key actions. As distance learning continued through the pandemic the team adjusted expenditures in preparation for returning to in-person learning.			

Final Recommendation

Fully Approved

*School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*



Strengths:

- Site is very intentional at adjusting to meet the needs of students. Administrative team has been in place for several years which has led to the success of the pathway.

Key Questions:

- How will the team continue to adjust to meet the needs of students.

Budget Feedback:

- Continue to keep resources and expenditures aligned with the pathways.
- 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
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