

Measure N Implementation Narrative

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others and how do you know you were successful (evidence, data)?

- Block scheduling:**
 - has minimized and better leveraged transition time between and in classes;
 - has contributed to palpably calmer and quieter hallways and classrooms; and
 - has created better conditions for more in-depth teaching and learning;
- Advisory (i.e. Check-ins, Check-outs, and Wed Breakfast):**
 - has fostered positive relationships between staff and students
 - improved group work and collaboration in class; and
 - has increased attendance and engagement on Wednesdays.
- Work-Based Learning (WBL) and College Prep:**
 - has been launched, built, and run by WBL Coordinator, Isvia Gonzalez
 - has provided 24 Career Exploration Visits and 11 College Exploration Visits
 - has engaged 140 students in WBL and College Prep
 - has over 500 instances of students participating in WBL and College Prep activities

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation and how do you know these were challenges (evidence/data)?

- Despite the success of our WBL and College Prep program, we are working towards:
 - moving beyond 66 %student participation in WBL and College prep activities; and
 - increasing numbers of students participating in internships beyond 18.
- Despite the success with Advisory and Block Scheduling, we are working to engage:
 - the 50% of teachers not utilizing specific Tief 1 SEL and check-in and check-out strategies; and
 - the 25% of teachers not assigning “portfolio worthy” work to students.

Learning and Moving Forward

What did you learn?

- Given the wide span of both the Health and Technology industries, determining our focus is critical work. As we do so, we will return to the following guiding questions:
 - What are we and what do we want to be great at?
 - Who are we and will we be as a pathway?
- Returning to these critical questions, will not only support the forging of a strong pathway identity at our school , but efforts towards a program of study that is coherent and of high quality and depth.

How are you revising your strategies and pathway development work going forward based on what you learned?

-To increase participation in our Work-Based Learning program, we will be adding a WBL requirement to our Senior Portfolio at Rudsdale.

-To surface and attend to our personal bias and mitigate impact on each other and students, teachers will be attending an anti-bias training this June.

-To build a whole school pathway identity and making Linked Learning central to our instructional approach, every class will have a “portfolio worthy” project that incorporates health or technology every marking period.

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL

Complete this by: **December 16, 2016**

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School: Rudsdale Continuation School

School ID: 352

1A. School Description

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.

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.

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.

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.

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.

1B. 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.

1C. School Multi-Year WASC Goals

<i>Length of WASC Accreditation:</i>	6 years	<i>Last WASC Self-Study:</i>	2012-13	<i>Next Self-Study:</i>	2018-19
SCHOOL WASC GOALS					LCAP Goal Category
1. Develop strategies and processes to increase attendance towards a 95% attendance goal by improving student responsibility as it relates to attendance and a positive school culture					
2. Develop strategies and processes to improve ELA performance on assessments and support students' credit recovery by improving critical language arts skills, specifically reading comprehension and writing strategies.					
3. Develop strategies and processes to improve student Math performance on assessments.					
4. Continue to utilize district-prepared materials and district-provided professional training to infuse the common core standards and ensure that students are addressing and are aware of the academic standards in each subject area. This area of follow up should be addressed through the key WASC categories of curriculum, instruction and assessment.					
5. Continue to develop more rigorous and relevant project-based curriculum and thematic units to better support student learning of real world applications					

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	62.3%	37.7%	TBD	TBD	25.1%	TBD	TBD	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	42.5%		2.4%	53.3%		0.6%		0.6%	TBD

1E. School Performance Data

<i>Indicator</i>	<i>13-14 School</i>	<i>14-15 School</i>	<i>15-16 School</i>	<i>16-17 School</i>	<i>15-16 District Average</i>	<i>15-16 State Average</i>
<i>Linked Learning Pathways (All Students)</i>	0.0%	0.0%			53.3%	41.8%
<i>Linked Learning Pathways (Grade 10)</i>	0.0%	0.0%			57.0%	58.1%
Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	42.5%	46.3%			TBD	TBD
Four-Year Cohort Dropout (All Students)	22.4%	23.5%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	36.6%	41.5%			TBD	TBD
Four-Year Cohort Dropout (SPED)	11.1%	17.6%			TBD	TBD

Percent of Students Leaving	30.6%	20.1%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD				46.7%	TBD
On Track to Graduate (Grade 10)	TBD	0.0%	0.0%	0.0%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	0.0%	0.0%	0.0%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	0.0%	0.0%	0.8%	44.8%	TBD
A-G Completion (Grade C or Better)	3.5%	0.0%	1.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	1.6%	1.7%	0.0%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	0.0%	TBD	15.6%	TBD
A-G Completion (English Learners)	7.4%	0.0%	0.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	0.0%	0.0%	TBD	20.8%	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	4.1%	2.4%	1.7%	TBD	25.7%	TBD
AP Course Access (African American Students)	0.0%	0.0%	0.0%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)				TBD	7.9%	TBD
% of Seniors with GPA > 3.5	0.0%	0.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	14.3%	8.6%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	2.0%		TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	0.0%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	39.1%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)				25.5%	11.2%	TBD
Chronic Absence (Special Education Students)				21.1%	18.7%	TBD
Chronic Absence (Foster Youth)				66.7%	19.2%	TBD
Suspension Rate	0.0%	2.3%	5.3%	0.0%	TBD	TBD
No Suspensions (African American Males)	98.6%	98.4%	93.4%	100.0%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	100.0%	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	5.5%	1.2%	1.2%	21.6%	TBD	TBD
Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	0.0%	7.1%	13.3%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	0.0%	8.0%	14.3%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	0.0%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	0.0%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	7.5%	9.9%	6.3%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

Complete this by:

2A. Schoolwide Strengths and Challenges

Instructions:	<p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your current data? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
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Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	Student graduation rates are increasing due to the trimester system.	Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills	Aligned writing rubric. Training on Notice and Notes reading strategies.
Post-Secondary Readiness	Students were able to participate and complete a dual enrollment course this year.	0 % AP courses for 2014-15, compared to the district's 23.4%, 0% of students with 3.5 or above GPA, compared to the District's 21.1%...14.3% 2013-14 and 8.6% SRI reading level, compared to the District's 29.3%...0% Concurrent Enrollment compared to the district's 7.1%.	Clearly define the sequence of pathway coursework and identifying who will teach it and where it will be held.
Climate and Culture	0% suspension rate in 2013-14, 0% in 2014-15, and 2.3% , compared to the District's 4.1% and the the State's 3.8% rate.	1.2% parent CHKS participation rate , well below the district's 52.3%	Align the SEL standards and the CHKS survey and educating students and families on the connection
Rigorous Academics	Shifting to a project-based curriculum and the Senior Portfolio for graduation.	Aligning projects to student outcome rubrics-- Critical thinking, creativity, research, community competence. Each cycle we could see growth along these common rubrics.	Fidelity and consistency to creating project based units and supporting students to complete projects.
Pathway Development	Creating the structures and process for bringing our pathway theme--health and technology--into our school	Seamless integration of all the pieces of our pathway--the Senior Portfolio with internships, and after school offerings: dual enrollment, electives etc.	Fidelity and consistency to creating project based units and supporting students to complete projects.

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;">Root Cause Analysis Primer.</p>		
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Focal Area	Highest Leverage Challenge <i>(will autopopulate from the table above)</i>	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
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Graduate Outcomes	Aligned writing rubric; training on Notice and Notesreading strategies	Students who come to Rudsdale have a history of poor attendnace and are already behind on credits needed to graduate. Our two big challenges are getting students to school daily and getting them up to grade level academically.	Building a Rigorous Academic Core: Student Conditions
Post-Secondary Readiness	Clearly define the sequence of the pathway coursework and identifying who will teach it and where it will be held	Again our students have missed so much school that they are severly behind academically. Since we only have them in 6 week cycles and sometimes for only 12 weeks total, we don't have sufficient time to catch them up.	School Leadership & School Vision
Climate and Culture	Aligned the SEL standards and CHKS survey and educating students and families on the connection	Our students have not been served at their comprehensive schools, often because of traumatic circumstances, so they come to us with extreme SEL needs. The transition from comprehensive schools to Continuation is another traumatic event.	Personalized Student Support
Rigorous Academics	Fidelity and consistency to creating project-based units and supporting students to coplete project	Students come to us with major academic deficiencies in both skills and course completion. Currently, we focus on credit recovery for graduation requirements but are concerned that we are graduating students who don't have the skills to be college and career ready.	Equity/Access/ Achievement
Pathway Development	Fidelity and consistency to creating project based units and supporting students to complete projects.	Pathway coursework sequence not clearly defined	

2C. Current Strategy Analysis

Instructions:	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>
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Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Use the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support students reading and writing with evidence...	Not Yet	Yes	All teachers have set professional and student outcome goals. We are getting more focused on project based learning through the Senior Portfolio. The goal is to identify the specific student outcomes and rubric alignment with the 3 continuation schools. We are also using reading strategies to develop student toolkit that facilitates reading complex texts. NEXT STEPS: 1. continue training on the reading strategies, 2. using/developing an aligned rubric and choosing a focus strand, 3. Begin to look at data and student work to inform our work.
Culture & Climate Improvement Strategy:	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs. Program and Budget Implications: Change Master schedule to reflect the shift in staff mindset and SEL Intervention Strategies...shifting from an intervention program that is punitive in nature to a program that focuses more on SEL support...such as a reduction in Teacher/Student Ratio, Case Management System and Restorative Justice protocols	Yes	Yes	Structures and processes are in place and working. Students are getting more actively engaged in giving feedback around improving culture and climate at Rudsdale. Relationships with teachers and students has improved; referrals are way down. Students feel welcomed, every student has a strong relationship with at least one adult on campus. The principal is getting more connected with the students. The staff are getting more training and alignment in implementing the RJ principles in every classroom.
Pathway Development Strategy:	Creating a Health and Tech Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	Not Yet	Yes	The structures are there--we have dual enrollment, our WBL has scheduled many college and career visits, our advisory curriculum is supporting FAFSA, resume building etc. We are still working on getting students internships in the field. NEXT STEPS: 1. Creating the structures for Dual Enrollment and course selection-- looking at what's available and accessible to our students, 2. Getting our June seniors into internships, 3. Clearly defined and celebrated pathway identity.

Design Feature #1 (New/Emerging):	Implement ECCO and Get Focused Stay Focused Curriculum during Advisory	Yes	Yes	We tailored the ECCO and GFSF to meet the needs of our students. All advisories are using the curriculum to support College and Career readiness.
Design Feature #2 (New/Emerging):	Block Scheduling	Yes	Yes	The new master schedule, longer blocks, is facilitating the SEL principles--check in and check out, more time for PBL, less movement and transitions for both students and teachers. It has helped teachers to become more intentional around their daily lesson plans, particularly pacing and using the full instructional time.
Design Feature #3 (New/Emerging):	Health & Technology Pathway	Not Yet	Yes	We are still working on some of the structures. We have dual enrollment, but students are struggling to be successful in that class--engagement and rigor in a college level class. We have one period of Computer Science that students are enjoying. Not all teachers are integrating health into the curriculum yet. We need a schedule to start implementing the health focus in every class.
Signature Element #1 (Established):	Advisory	Yes	Yes	Advisory is a huge strength this year. We are using it as a tool to leverage our growth areas. We believe that if students establish more positive relationships with the teacher and each other, then we can better engage them in learning.
Signature Element #2 (Established):	SEL	Yes	Yes	The implementation of RJ as a whole school has transitioned us from being punitive based to being more restorative. Teachers are becoming more proactive in using RJ principles to get students back on track.

3. EQUITY IMPERATIVE FOR YOUR SITE		Complete this by: December 16, 2016					
<i>As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i>							
Equity Imperative		What will be true in three years if you continue to focus on this imperative?					
Literacy for all students with a focus on reading strategies. Giving students the toolbox to be able to think critically and comprehend different texts.							

4. ANNUAL SCHOOL GOALS				Complete this by: December 16, 2016			
<i>Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.</i>							
FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase the # of students who graduate college, career and community ready by at least 20 %	Pathway Participation	All Students	less than 10%	15%	At least 35%	
Post-Secondary Readiness	Increase the # of students who are participating in the Health & Technology Pathway	Pathway Participation	All Students	less than 10%	15%	At least 35%	
Climate and Culture	Increase student attendance to at least a 88% rate	Attendance Rate	All Students	70%	80%	85%	
Rigorous Academics	Increase the # of student (10% each semester) who increased SRI by at least 30 points...observe student using notes and notice strategies including close reading and annotation	SRI	All Students	N/A	At least a 100 Point gain	At least a 100 Point gain	

Pathway Development	The pathway identity is clear to teachers students and staff and 75% of students participate in a pathway experience, including: internships, health and tech classes, dual enrollment, mentorship, job shadow, career exploration visits, project based learning, CPR certification, basic tech skills etc.	Pathway Participation	All Students	TBD	TBD	75%	
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5. STRATEGIES	Complete this by: February 28, 2017
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Focused Annual Plan (FAP) Major Improvement Strategies			
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<i>Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Align the SEL standards and the CHKS survey and educating students and families on the connection	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	Work-Based Learning	Equity/Access/ Achievement

Measure N Design Features			
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<i>Identify up to three Measure N design features that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Measure N Design Feature #2:	Advisory Health & Tech Curriculum - Revise curriculum to focus on college and career readiness and Health and Tech industries {"Work-Based Learning - Provide opportunities for students to explore college and career opportunities in Health Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	Work-Based Learning	Personalized Student Support
Measure N Design Feature #3	Wednesday Breakfast Program - SEL/community building, delivery of Advisory, WBL, Health and Tech curriculum	Program of Study & Master Scheduling	Personalized Student Support

Signature Elements (Established Practices)			
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<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Socio-emotional Learning (SEL)	Personalized Student Support	School Leadership & School Vision
Signature Element #2 (Established):	Advisory	Personalized Student Support	Equity/Access/ Achievement
Signature Element #3 (Established):	Block Scheduling	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by: February 28, 2017
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Instructions:	Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.
	Target Student Group: For each action, choose a primary student group that you expect to benefit.
	Title I Requirements: If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).
	REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.

Schoolwide Language & Literacy Improvement Strategy: Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth student	A2.1: Implementation of CCSS & NGSS	All Students	Other	\$0.00		Writing with Evid	
School Wide Writing Diagnostic - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practice	A2.1: Implementation of CCSS & NGSS	All Students	Other	\$0.00		Writing with Evid	
ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	A2.1: Implementation of CCSS & NGSS	All Students	Measure N	\$5,000.00	1120	Writing with Evid	
Academic Mentors: Contract with coach to train teachers to develop 6 week, project-based learning units that have a health or tech focus	A3.4: Teacher Professional Development focused on Literacy	All Students	General Purpose Discretionary	\$10,000.00	5825	Create real-world	
Collaboration Time: Teachers have extended planning time to create and integrate literacy and witing strategies into their core curriculum and develop new curriculum	A2.10: Extended Time for Teachers	All Students	Other	\$0.00		Advisory Health &	
Training on Reading strategies using Notice and Notes reading strate	A3.2: Reading Intervention	All Students	Other	\$0.00		Socio-emotional	
Peer Observations Stipends: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Stipends will be provided for teachers serving as alternate observers for TGDS and extended time to debrief and collaborate around observations	A2.9: Targeted School Improvement Support	All Students	Measure G: TGDS	\$12,000.00	1120	Advisory Health &	
ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes	A2.9: Targeted School Improvement Support	English Learners	Other	\$0.00		Advisory Health &	

Schoolwide Mathematics Improvement Strategy: Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.	KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i>	 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i>
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1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2+	3+	3+		Over the past two years, we collaborated with teams to refine and align structures, systems and resources for operations that foster the "Shared Leadership Model or Distributive Leadership (shared responsibility and accountability). We developed a handbook that reflects the Mission and Vision as well as began identifying Leadership Configurations and used Google Doc's to effectively communicate the leadership team's collective responsibilities.	We have spent a great deal of time creating the space and time for staff to reflect in a manner that facilitates self awareness, with a focus on their values and beliefs.
Leadership Configuration	2+	3+	3+			
Distributive Leadership	2+	3+	3+			

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	2+	3-	3-		Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills	Students did not have a clear trajectory of post-secondary options
Diverse Student Representation	3+	3-	3-			
Closing the Opportunity Gap	2+	2+	2+			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2+	3+	3		Nature of program makes it very difficult to create master schedule that supports a Pathway that meets the needs of all students	Students did not have a clear trajectory of post-secondary options
Integrated Core	1	2+	2+			
Cohort Scheduling	1	2+	2+			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)

Rigorous, Relevant and Integrated Learning	2	2+	2+		The positive school climate and intentional SEL support has created the conditions that will foster implementation of common core curriculum and student engagement that will lead to rigorous learning.	Students arrive below grade-level and have deficient literacy and math skills
Collaborative Learning	2	2+	3-			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	3-	3-		Opportunities for staff to share best instructional practices	Scheduled PD and collaboration between Alternative schools
Collaboration Time	2+	3+	3+			
Professional Learning	2+	3+	3+			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	1	2-	2		After school program that supports students in their transition to a more comprehensive program or pathway.	.Students did not have a clear trajectory of post-secondary options
Pathway Outcomes	1	2-	2			
Pathway Evaluation	1	2-	2			

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3	3+	3+		Less than a 5% suspension rate, one on one instruction	The nature of the program. small learning community and the external support enables teachers to establish trusting relationships (SEL) and personalized or differentiated support to meet the needs of our
College & Career Plan	2+	3	3			