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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** August 14, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** Rudsdale Continuation High School  
**CDS Code:** 1612590130146  
**Principal:** Willie Thompson  
**Date of this revision:** 5/14/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Willie Thompson  
**Address:** 8251 Fontaine Street  
Oakland, CA 94605

**Position:** Principal  
**Telephone:** 510-729-4303  
**Email:** willie.thompson@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2019*

*The District Governing Board approved this revision of the SPSA on: 8/14/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

## 2019-2020 School Plan for Student Achievement Recommendations and Assurances

**School Site:**

Rudsdale Continuation High School

**Site Number:** 352

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                           |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)                     |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)        |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/14/19

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)

**Signatures:**

_____ Willie Thompson Principal	_____ [Signature] Signature	_____ 5/14/19 Date
_____ Blanca Maldonado SSC Chairperson	_____ [Signature] Signature	_____ 05/14/19 Date
_____ [Signature] Network Superintendent	_____ Lucia Mendez Signature	_____ 6/6/19 Date
_____ [Signature] Officer, State and Federal Programs	_____ MILDRED OTIS Signature	_____ 6/18/19 Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** Rudsdale Continuation High School**Site Number:** 352

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/14/2019	SSC	Review and vote on 19-20 SPSA, including goals and strategic actions.

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$305,768.62
Total Federal Funds Provided to the School from the LEA for CSI	\$125,580.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$867,709.60

### Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$66,607.96	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$160,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,280.06	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$0.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$112,300.60	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$125,580.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$149,297.19	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$305,768.62</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$309,297.19</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$615,065.81</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

**School:** Rudsdale Continuation High School

**School ID:** 352

#### 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.

#### 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.

**1B: 19-20 STRENGTHS & CHALLENGES**

State Dashboard Indicators	Strengths	Challenges/Barriers
<b>Graduation Rate</b>	<p>According to the data, with the exception of the 2017-18 school year, when the graduation rate dipped to 53.8%, our graduation rate is trending upward. We started with a baseline of 46.3% during the 2014-15 school year and increased to 54.3% during the 2015-16 school year and 62.8% during the 2016-17 school year. On the contrary, the student dropout rate has decreased all subsequent years. Starting with a baseline of 23.9% during the 2014-15 school year, it decreased to 20% in 2015-16, 15% 2016-17, and 12.9% in 2017-18.</p> <p>Again, the question we have about the data, is the graduation rate correct? What formula is being used, given that we do not have a cohort of students (four years). With the dropout rate, are we tracking all of our students correctly (using the correct code) when they disenrollment from Rudsdale?</p>	<p>The question we have about the data...is the graduation rate correct? What formula is being used, given that we do not have a cohort of students (four years). With the dropout rate, are we tracking all of our students correctly (using the correct code) when they disenroll from Rudsdale.</p>
<b>On Track to Graduate (11th Grade)</b>	<p>The nature the Rudsdale program is: the majority of students enroll in Rudsdale are off-track, with a 98.1 being deficit in credits. Given that student narrative, our focus is more on getting students back on track with their cohort and graduating with their class. That means that we are more focused on tracking students credits...or credit recovery.</p>	<p>The nature the Rudsdale program is: the major of students who enroll in Rudsdale are off-track. Given that student narrative, our focus is more on getting students back on track with their cohort and graduating with their class. That means that we are more focused on tracking students credits...or credit recovery by focusing on their attendance and SEL support.</p>
<b>A-G Completion</b>	N/A	N/A

<b>SBAC ELA</b>	<p>Given that Rudsdale has a transient student population, with most students enrolling and disenrolling or graduating from program throughout the year, we have struggled to get meaningful and relevant data to inform and drive our decision-making with respect to student performance. We understand that if data is going to accurately reflect how we are supporting students, we must have a baseline when students enter and leave program. But we have not consistently gotten a baseline when students enroll or prepared and administered tests in a timely fashion. More importantly, if we are not consistently getting a baseline or tracking them, we are not using data effectively to inform our work and drive decision making in terms of supporting students in graduating being college, career, and community ready. As a result, the Alt Ed Collaborative has agreed to use the SRI as the tool to track students progress. According to school data, starting during the 2015-16 school year and ending during the 2017-18 school year, approximately 90.4% of our students are not at grade level. More importantly, over that span of time, 36.7%, of our students, on average, did not take the assessment.</p> <p>Goals: Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at, or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration respectively. Additionally, students will improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester. Also, 100% of our students will be administered the Fall and Spring assessment.</p>	<p>We are not consistently testing our students and teachers are struggling to get accustomed to using a different platform to test (using technology), and understanding the importance of the SBAC test and begin taking and preparing for test.</p>
<b>SBAC Math</b>	<p>The data seems to suggest that our students and teachers are struggling to get accustomed to using a different platform to test (Technology), and understanding the importance of the SBAC test and begin to be more intentional about test preparations and administration.</p>	<p>We are not consistently testing our students and teachers are struggling to get accustomed to using a different platform to test (using technology), and understanding the importance of the SBAC test and begin taking and preparing for test. The data clearly shows that approximately 98% percent of our students are multiple grade levels behind in Math and are in need of more support.</p>
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	<p>Students dual enrollment pass rate has been inconsistent, starting with a baseline of none passing in the Spring of 2015-16. However, starting with the Fall 2016-17 administration, on average, approximately 21% of our students have passed the class with at least a C or above on the next three assessments.</p>	<p>The challenge has been getting more students passing or taking the class more seriously and preparing to pass.</p>
<b>Pathway Participation/CTE Enrollment*</b>	<p>According to data, we are well on our way to ensuring that 100% of our students enroll in a pathway, with 52.5% of Rudsdale Original (RO) students participating in a Pathway in 2017-18 and 87.1% during this current school year.</p>	<p>We want our students to be active rather than passive learners in pathway. That means being more intentional about the identity of school (pathway), curriculum, school-wide instructional strategy, and student outcomes.</p>



<b>English Learner Progress</b>	When we looked at trends, students performed more efficient on Oral Language, with 43.6%, 19.2%, 21.8%, and 15.4% at level 1 through 4 respectively. When we look at student looked at students' Listening and Writing development, they were relatively equivalent, with students scoring 57% at Beginning, 40% at Moderately, and 3% at Well Developed.	93.6% of our students have not met the ELPAC requirement for reclassification. Overall, 64.1% of ELL students are at level 1, 19.2% level 2, 11.5% level 3, and 5.1% level 4. respectively. On the contrary, 79.5%, 15.4%, and 5.1% scored 1 through 3 respectively, with no student scoring at level 4 on the Witten Language. When we analyze data in terms of development, students scored the highest on in Speaking Development, with 39.7% at Beginning, 26.9% Moderately, and 38.3% at well developed. On the contrary, students scored lowest in Reading, with 88.5% at beginning, 10.3% at Moderately, and 1.3% at Developed.
<b>Suspension Rate</b>	0% suspension rate in 2013-14, 2014-15, 2017-18, under the district's 2% goal in 2015-16, 2016-17, and at the moment, only .09% this school year. The majority of suspensions have been due to students who have disrupted campus activities due to verbal or physical altercations. However, suspensions are minimal, and expulsions are rare. This is a positive factor with regards to handling school infractions and school crime. Students are not found committing severe behavioral acts that may be considered criminal. Thus, the past year, there were no student suspensions or expulsions. There was only three expulsions since Rudsdale's inception.	We continue to struggle with students' attendance

### 1C: 19-20 STUDENT GOALS & TARGETS

**District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Increase the graduation rate by 5% each year, starting with a baseline of 46.3% and have a graduation rate of 62% or more by June 2021.	All Students	+2pp	53.60%	56.30%	59%	Improvements needed in systematic use of assessments and data to inform instruction.
Dropout Rate	Decrease the dropout rate by 5% each year, starting with a baseline of 23.9% from our 2015-16 data and have a dropout rate of 17.6% or less by June 2021	All Students	-3pp	20.50%	19.50%	18.50%	Improvements needed in systematic use of assessments and data to inform instruction.
A-G Completion Rate	N/A	All Students	+3pp	n/a	Coming soon	N/A	N/A
FAFSA Completion Rate	N/A	All Students	+3pp	Coming soon	Coming soon	N/A	N/A

College Enrollment	Increase Rudsdale graduate's college enrollment by 10% every year until 2020.	All Students	N/A	29.00%	32.00%	35.00%	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.
Grade 10 Pathway Participation	100% student enrollment	All Students	+5pp	70.59%	75.59%	100.00%	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.

**District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	N/A	All Students	+5pp	48.04%	53.04%	N/A	N/A
Suspensions	Under 2%	African-American Students	-2pp	Under 2%	Under 2%	Under 2%	Continue to increase and build on parent communication and involvement.
Suspensions	Under 2%	Students with Disabilities	-2pp	Under 2%	Under 2%	under 2%	Continue to increase and build on parent communication and involvement.
Chronic Absence	N/A	African-American Students	-2pp	n/a	n/a	N/A	N/A

**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at ,or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration. Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	All Students	+15 points DF3	-201.8	-181.8	100% of students administration	Increase teachers' use of effective practice and instructional rigor in the classroom.
ELA SBAC	Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at ,or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration. Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	Students with Disabilities	+20 points DF3	n/a	n/a	100% of students administration	Increase teachers' use of effective practice and instructional rigor in the classroom.
ELA SBAC	Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at ,or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration. Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	All	+20 points DF3	Please choose a student group at left.	Please choose a student group at left.	100% of students administration	Increase teachers' use of effective practice and instructional rigor in the classroom.
<b>District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)</b>							
Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Math SBAC	Increase by at least 5% every year	All Students	+15 points DF3	-265	Coming soon	12% close or at grade level	Increase teachers' use of effective practice and instructional rigor in the classroom.
Math SBAC	Increase by at least 5% every year	Students with Disabilities	+20 points DF3	n/a	n/a	12% close or at grade level	Increase teachers' use of effective practice and instructional rigor in the classroom.
Math SBAC	Increase by at least 5% every year	all	+20 points DF3	Please choose a student group at left.	Please choose a student group at left.	12% close or at grade level	Increase teachers' use of effective practice and instructional rigor in the classroom.

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Increase by at least 5% every year	English Learners	16%	3.85%	16.00%	17.00%	Increase teachers' use of effective practice and instructional rigor in the classroom.
LTEL Reclassification	Increase by at least 5% every year	Long-Term English Learners	25%	4.55%	25.00%	26.20%	Increase teachers' use of effective practice and instructional rigor in the classroom.

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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SRI Growth of One Year or More	At least 20 points on Fall and Spring Administration	All Students	+5pp	10.90%	15.90%	20.50%	Increase teachers' use of effective practice and instructional rigor in the classroom.
SRI Multiple Years Below Grade Level	At least 20 points on Fall and Spring Administration	All Students	-5pp	35.58%	30.58%	25.50%	Increase teachers' use of effective practice and instructional rigor in the classroom.

#### 1D: IDENTIFIED NEED

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

#### 1E: RESOURCE INEQUITIES

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

Rudsdale students 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). 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.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>School:</b>	Rudsdale Continuation School	<b>School ID:</b> 352
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**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Not at all 2: Somewhat 3: Mostly 4: Completely
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Early on, we understood the importance of having a very clear vision for student improvement and sought to facilitate a collective vision by using various platforms such as Google Docs, Facebook, and Rudsdale's Website to communicate it to most of the stakeholders.	Continue the process of using various platform to communicate vision to the extent that stakeholders begin taking ownership
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	We use student data as indicator	We want improve on the intentionality of process.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	As we use data to drive collaborative decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme, we invariably foster the conditions that facilitates change... that is the best indicator of change leaders.	We want improve on the intentionality of process
<b>School Leadership &amp; Vision Goal for 2019-20:</b>	Use data to drive decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	We have begun to create comprehensive structures and systems that are aligned with school's purpose. As a result, conditions have fostered more coherence and staff support. This has also fostered the conditions that has enabled us to focus more on student equity...that is an individualized plan that prepares students for college, career, and community	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	The leadership team has a very clear and shared understanding of school's goals; and is beginning to develop a very clear pathway theme.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	With a more clear and shared understanding of school's goals, we have also begun to work in a collaborative effort with the RAD to use timely and relevant data to drive decision making.	Continue working with RAD to get timely and relevant data to drive decision making.

<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	We have a very clear vision and mission and have taking the steps to ensure that the master schedule, budget, and facilities are aligned to maximize efforts and support students in becoming college, career, and community ready.	Continue to work in a collaborative fashion not only to ensure that we develop a collaborative vision and mission, but continue to foster a sense of ownership that will lead to high quality pathways and equitable student outcomes.
<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	Leadership is clear about implementation of policies and procedures that facilitates equity of access and achievement in pathway, and has begun to support staff in getting clarity about ownership and intentionality of process.	Continue to work in a collaborative fashion not only to ensure that we develop a collaborative vision and mission, but continue to foster a sense of ownership that will lead to high quality pathways and equitable student outcomes.
<b>Systems &amp; Structures Goal for 2019-20:</b>			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
<b>Communication:</b> Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocol process, newsletters...etc, to communicate vision to the extent that stakeholders begin taking ownership				Enter object code at left.		Enter position number at left.		
Graduation	LCFF Supplemental	\$14,000.00	5826					
Copier maintenance	General Purpose Discretionary	\$7,000.00	5610	Equip Maintenance Agreement		Enter position number at left.		
Stamps	General Purpose Discretionary	\$2,000.00	5910	Postage		Enter position number at left.		
Travel to visit other schools to learn best practices	LCFF Supplemental	\$4,000.00	5200	Travel And Conferences		Enter position number at left.		
Conferences: Attend conferences to learn best instructional practices	LCFF Supplemental	\$2,000.00	5220	Conference Expense		Enter position number at left.		
Professional Development: Partner with Teaching Well to do Mindfulness Training professional development to best support teacher practice to provide wraparound SEL support	LCFF Supplemental	\$17,000.00	5825	Consultants		Enter position number at left.		
Math teacher	LCFF Supplemental			Enter object code at left.	59	Teacher, Structured English Immersion	0.80	

ELA teacher	LCFF Supplemental			Enter object code at left.	2388	Teacher, Structured English Immersion	0.80	
ELA teacher	LCFF Supplemental			Enter object code at left.	3531	Teacher, Structured English Immersion	0.80	
History teacher	LCFF Supplemental			Enter object code at left.	2148	Teacher, Structured English Immersion	0.80	
Science teacher	LCFF Supplemental			Enter object code at left.	3509	Teacher, Structured English Immersion	0.80	
TSA/Math	LCFF Supplemental			Enter object code at left.	2467	11-Month Classroom TSA	0.80	
History teacher	LCFF Supplemental			Enter object code at left.	3368	Teacher, Structured English Immersion	0.80	
ELA teacher	LCFF Supplemental			Enter object code at left.	5093	Teacher, Structured English Immersion	0.80	
11-month TSA	LCFF Supplemental			Enter object code at left.	6116	10-Month Classroom TSA	0.80	
Teacher	LCFF Supplemental			Enter object code at left.	7007	Enter position number at left.	0.60	
Math teacher	LCFF Supplemental			Enter object code at left.	7006	Enter position number at left.	0.80	
Teacher	LCFF Supplemental			Enter object code at left.	6604	11-Month Classroom TSA	0.80	
Consultants	LCFF Supplemental	\$31,433.00	5825	Consultants				
Stipends + benefits (newcomer)	LCFF Supplemental	\$24,756.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		
Bus Tickets (Newcomer)	LCFF Supplemental	\$20,000.00	4310	School Office Supplies		Enter position number at left.		
IXL - Math Class (Newcomer) differentiated math support	LCFF Supplemental	\$1,500.00	4315	Computer Supplies		Enter position number at left.		
WeVideo (Newcomer) Digital Storytelling platform	LCFF Supplemental	\$1,500.00	4315	Computer Supplies		Enter position number at left.		
Math	LCFF Supplemental			Enter object code at left.	2092	Teacher, Structured English Immersion	0.80	
History	LCFF Supplemental			Enter object code at left.	3572	10-Month Classroom TSA	0.80	



Science	LCFF Supplemental			Enter object code at left.	4566	10-Month Classroom TSA	0.80	
ELA	LCFF Supplemental			Enter object code at left.	6113	10-Month Classroom TSA	0.80	
out of Classroom TSA	LCFF Supplemental			Enter object code at left.	4571	10-Month Classroom TSA	0.80	
ELA	LCFF Supplemental			Enter object code at left.	4565	10-Month Classroom TSA	0.80	
ELA	LCFF Supplemental			Enter object code at left.	7008	Enter position number at left.	0.80	
Jenny Romero)	LCFF Supplemental			Enter object code at left.	7007	Enter position number at left.	0.20	
ELA/History (10-month TSA)	LCFF Supplemental			Enter object code at left.	7010	Enter position number at left.	0.80	

# LANGUAGE & LITERACY

School: Rudsdale Continuation High School

[Link to 18-19 SPSA](#)

## ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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..	Partially Implemented	Effective	Teachers are integrating writing into their instruction and students are in fact writing more as well, want to continue to improve quality of writing and continued calibration amongst teachers on what high quality writing looks like

## IMPLEMENTATION GOALS

*Below are your Language & Literacy goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>ELA SBAC</b>	Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at ,or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration. Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	All Students	-201.8	-181.8	100% of students administration	Increase teachers' use of effective practice and instructional rigor in the classroom.
<b>ELA SBAC</b>	Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at ,or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration. Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	Students with Disabilities	n/a	n/a	100% of students administration	Increase teachers' use of effective practice and instructional rigor in the classroom.

<b>ELA SBAC</b>	Improve School-wide Grade-level Reading Proficiency or % of students reading close to, at ,or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration. Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	All	Please choose a student group at left.	Please choose a student group at left.	100% of students administration	Increase teachers' use of effective practice and instructional rigor in the classroom.
<b>SRI Growth of One Year or More</b>	At least 20 points on Fall and Spring Administration	All Students	10.90%	15.90%	20.50%	Increase teachers' use of effective practice and instructional rigor in the classroom.
<b>SRI Multiple Years Below Grade Level</b>	At least 20 points on Fall and Spring Administration	All Students	35.58%	30.58%	25.50%	Increase teachers' use of effective practice and instructional rigor in the classroom.
<b>ELL Reclassification</b>	Increase by at least 5% every year	English Learners	3.85%	16.00%	17.00%	
<b>LTEL Reclassification</b>	Increase by at least 5% every year					

### THEORY OF ACTION

<b>Theory of Action</b>	If we continue the process of using writing rubric to get a baseline of students writing and analyzing as a staff to calibrate around high-quality writing coupled with teacher training on best reading and writing practices, we will begin to see significant improvement in students reading and writing skills.
<b>How are you supporting English Language Learners?</b>	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas and the WBL opportunities; Additionally, real-world and hands on learning opportunities will support ELL students
<b>How are you building conditions for student and adult learning?</b>	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
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<b>Supplies:</b> Purchase supplies to support Language and Literacy development	General Purpose Discretionary	\$10,867.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics
<b>Collaboration Time:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	General Purpose Discretionary	\$12,353.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics
<b>Supplies:</b> Purchase supplies to support Language and Literacy development with integrated English Language Development for our Newcomer program	LCFF Supplemental	\$19,261.00	4310	Pathway Supplies		Enter position number at left.		Rigorous Academics
<b>ELL Literacy Support:</b> Integrate literacy strategies to specifically support ELL students into the English core classes								
<b>Title I:</b> Surplus to allocated in Fall 2019	Title I: Basic	\$65,464.00	4399	Surplus		Enter position number at left.		Rigorous Academics
<b>STIP Sub:</b> Hire a STIP sub to provide intensive academic mentoring to support students who are off track and/or reading below grade level to get back on track and increase their literacy levels	Comprehensive Support & Improvement (CSI) Grant	\$45,382.00	1105	Certificated Teachers' Salaries	7011	Enter position number at left.		Rigorous Academics
<b>STIP Sub:</b> Hire a STIP sub to provide intensive academic mentoring to support newcomer students who are off track and/or reading below grade level to get back on track and increase their literacy levels	Comprehensive Support & Improvement (CSI) Grant	\$50,000.00	1105	Certificated Teachers' Salaries	7011	Enter position number at left.		Rigorous Academics

**RIGOROUS ACADEMICS & CTE**

School: Rudsale Continuation High School

[Link to 18-19 SPSA](#)**RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT**

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	3	3+	3+	Both pathways continue to narrow the pathway focus.
Integrated Core	2+	2+	3	Professional development focused on integrating pathway theme into core curriculum, teachers continue to adjust and improve their own tech and health skills in order to better integrate for students.
Cohort Scheduling	2+	2+	3-	We now have 3 CTE tech courses to offer students; we are offering two health classes, but still working on sequence
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	2+	2+	3	All site PD is focused on backwards planning ending in a pathway aligned culminating projects. We are using cycle of inquiry to look at student work and push for more rigor. We have two exhibitions of student work throughout the year.
Collaborative Learning	3-	3	3+	Our PDs and PLCs are incredibly collaborative with teachers exhibiting growth mindset and constantly pushing themselves and each other to develop stronger units. This is particularly evident in our public exhibitions.
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	3-	3+	4	All of our teachers share their student work during PLC and we videotape teachers classrooms and share out.
Collaboration Time	3+	3+	4	We have extra collaboration time built into our daily schedule and teachers have a strong voice in how we use that time, i.e. PLC, Student Concern Meeting.
Professional Learning	3+	3+	4	Our site PD gets stronger every year, particularly this year with the help of our ILT coach we have developed a cycle of inquiry for our PD deliverables. Teacher feedback consistently shows appreciation and growth in their learning.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?*

**IMPORTANT:** If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

## IMPLEMENTATION GOALS

*Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase by at least 5% every year	All Students	-265	Coming soon	12% close or at grade level	Increase teachers' use of effective practice and instructional rigor in the classroom.
Math SBAC	Increase by at least 5% every year	Students with Disabilities	n/a	n/a	12% close or at grade level	Increase teachers' use of effective practice and instructional rigor in the classroom.
Math SBAC	Increase by at least 5% every year	all	Please choose a student group at left.	Please choose a student group at left.	12% close or at grade level	Increase teachers' use of effective practice and instructional rigor in the classroom.
Standards Based Instruction/ Project-Based Learning	<b>Rudsdale:</b> Every teacher has high quality portfolio worthy projects for each class that include CTE standards for career ready practice and learning with integration of technology to support the pathway. <b>Rudsdale Newcomer:</b> Create and refine 6 week units that align with the CTE patient care standards and culminate in real world projects that are driven by student needs in every class. Exhibition of student work and projects in January and May. Spring exhibition is student planned, run and executed.	All Students	TBD	100% of teachers	Each teacher develop at least 3 project based units that end in an exhibition worthy culminating project and incorporate the pathway theme.	Increase teachers' use of effective practice and instructional rigor in the classroom.
Career Technical Education Sequence	<b>Rudsdale:</b> All new students take Exploring Computer Science (1 course of the CTE sequence). <b>Rudsdale Newcomer:</b> 20% of students will enroll and pass one of our health classes.	All Students	TBD	100% of new students	20% increase	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.
Graduate Capstone/ Culminating Experience	<b>Rudsdale:</b> Senior Portfolio--ask for students to do a deeper reflection of transferable skills that will prepare them for college and career(Slide 16) <b>Rudsdale Newcomer:</b> All graduates to be enrolled and pass capstone class that includes (1) mock interview (2) college/career reflection (3) post high school plan focused on a healthy life, (4) resume	All Students	TBD	100% of students	Each graduating student will have a clearer post high school plan	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.

<b>Course Passage Rates</b>	<b>Rudsdale:</b> : Decrease the amount of No Marks each trimester by 5% <b>Rudsdale Newcomer:</b> 75% of students who take the CASAS test will improve by 10 points every 12 weeks.	All Students	TBD	Increase by 5%	75% increase	Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement.
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### THEORY OF ACTION

<b>Theory of Action</b>	<b>Rudsdale:</b> If every teacher has high quality portfolio worthy projects in their classes that include reflection about intentional skills and learning, then students will be more engaged in their classes and contribute to more robust senior portfolios that demonstrate student readiness for life after high school. <b>Rudsdale Newcomer:</b> If we continue integrate health and student lead curriculum then our students will be able to advocate for their needs in the community.
<b>How are you supporting English Language Learners?</b>	If we continue to focus on literacy and our inquiry cycle, we will continue to identify best practices that will serve our ELLs and all students.
<b>How are you building conditions for students and adult learning?</b>	Partnering with The Teaching Well to increase teachers SEL capacity with a focus on self-management and self-awareness, transformation of students begins with transformation of staff.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
<b>Academic Proficiency:</b> Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	LCFF Supplemental	\$0.00		Enter object code at left.				Comprehensive Student Supports

<b>Latino and African American Students:</b> Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students and Latino students								
<b>Economically Disadvantaged Students:</b> Integrate strategies to specifically support economically disadvantaged students reach academic proficiency								
<b>Homeless Students:</b> Integrate strategies to specifically support homeless students reach academic proficiency								
<b>Low-Performing Students:</b> Integrate strategies to specifically support low performing students reach academic proficiency								
<b>Foster Youth Students:</b> Integrate strategies to specifically support students with disabilities reach academic proficiency								
<b>Students with Disabilities Support:</b> Integrate strategies to specifically support students with disabilities reach academic proficiency	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Rigorous Academics
<b>Pathway Coach:</b> Hire a pathway coach to support with pathway development	Measure N	\$24,000.00	5708	Pathway Coaches				Building the Conditions
<b>Cycle of Inquiry:</b> Work with TSA to coach our ILT around cycle of inquiry to meet our PD goals	LCFF Supplemental	TBD	1119	Support Coach		TSA	0.50	Rigorous Academics



<b>Expanded Learning:</b> Partner with BACR to provide an extensive and rigorous expanded learning program	21st Century Community Learning Centers	\$112,300.60	5825	Consultants		Enter position number at left.		Career Technical Education
<b>Exhibition of Learning:</b> Hold a Project Exhibition twice per year to have an authentic audience for projects and engage with the community and industry partners	LCFF Supplemental	TBD	5826	External Work Order Services		Enter position number at left.		Rigorous Academics
<b>Rudsdale Original - TECHNOLOGY</b>								
<b>Extended Planning Time:</b> Extended planning time for teachers to collaborate and integrate the technology pathway theme into their core content classes	Measure N	\$15,473.00	1120	Certificated Teachers' Salaries: Stipends				Rigorous Academics
<b>Supplies:</b> Purchase supplies to support the integration of the technology pathway theme into the core content areas	Measure N	\$10,000.00	4310	Pathway Supplies				Career Technical Education
<b>Teacher Mentorship Cycle:</b> Create a mentorship cycle between teachers to integrate tech into PBL projects in every class	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
<b>Technology Courses and Support:</b> 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 a Technology course for students.	Measure N	\$58,325.00	5825	Consultants		Enter position number at left.		Career Technical Education
<b>PBL Professional Development:</b> Continue the work with PBL through staff PDs. Teachers will brainstorm and begin planning two PBL projects before school starts that integrates in the Tech theme into their core content areas as well.	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports

<b>CTE Integration for Teachers:</b> All teachers use Google Classroom and Aeries.	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Rigorous Academics
<b>Teacher externships:</b> Opportunities for teachers to learn more about the tech industry in order to incorporate pathway theme into their core classes	Measure N	\$4,000.00	5200					Career Technical Education
<b>Pathway Design Retreat:</b> 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	Measure N	\$8,000.00	5220	Conference Expense		Enter position number at left.		Rigorous Academics
<b>Rudsdale Newcomer - HEALTH</b>								
<b>Extended Planning Time:</b> Extended planning time for teachers to collaborate and integrate the health pathway theme into their core content classes	Measure N	\$16,710.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics
<b>Health CTE Classes:</b> Partner with BACR to provide health sequenced courses to align with mental and behavioral health	Measure N	\$20,000.00	5825	Consultants		Enter position number at left.		Career Technical Education
<b>Supplies:</b> Purchase supplies to build out a health CTE program and to integrate CTE theme into core content areas	Measure N	\$4,052.00	4310	Pathway Supplies				Career Technical Education
<b>Pathway Design Retreat:</b> Plan and attend a pathway retreat to support pathway development continuous improvement and integrate health focus across the four Pathway pillars to create a seamless sequence of coursework	Measure N	\$10,000.00	5220	Conference Expense		Enter position number at left.		Rigorous Academics
<b>Student Led Activities:</b> Every 6 weeks there is a student led activity (Rotation among teachers)	LCFF Supplemental	\$0.00	1105			Enter position number at left.		Comprehensive Student Supports
<b>Capstone Class:</b> Create capstone class (12 weeks)	LCFF Supplemental	\$0.00	0			Enter position number at left.		Rigorous Academics

<b>Academic Mentor:</b> Hire an academic mentor to provide intensive academic tutoring and instructional support	Comprehensive Support & Improvement (CSI) Grant	\$30,198.00	5825			Enter position number at left.		Rigorous Academics
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**WORK-BASED LEARNING** School: **Rudsdale Continuation High School** [Link to 18-19 SPSA](#)

**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

<b>WORK-BASED LEARNING</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Types of Student Experiences	2	2+	3-	Our WBL work has gotten stronger each year as we grow partnerships and build upon successful experiences each year. Students are participating in a variety of experiences such as career exploration visits, guest speakers, internship readiness classes, and internships just to name a few, we are now working to build these experiences into curriculum more and not just have "one-offs"
Pathway Outcomes	2	2+	3-	Have identified pathway outcomes and have started designing instruction and the school portfolio aligned to the outcomes; now that the pathway theme is more clear, we will be aligning even more intentionally and revising the pathway outcomes with CTE and industry standards
Pathway Evaluation	2	2	3-	Now that the pathway theme has been identified, we can evaluate the pathway alignment to the industry standards. Additionally, have been working with the RAD department to be able to access data that help us analyze our effectiveness as an alternative ed school

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

<b>Summary of 18-19 Strategic Actions</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Evidence of Impact and Analysis</b>
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	Partially Implemented	Effective	Early on, we did not have a clearly define pathway; we were not intentional about using evidence to drive decision making and alignment of resources. But now, the pathway had been identified!

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Work-Based Learning.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Career Awareness</b>	<b>Rudsdale:</b> Students get job shadow or internship experience with industry partner <b>Rudsdale Newcomer:</b> Have 10 students participate in an internship per year (HEAL, summer internship, La Clinica etc.) So that students learn US professional skills, confidence and improved English	All Students	TBD	10% increase	10% increase	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.
<b>Career Exploration</b>	<b>Rudsdale:</b> Every student has participated in at least two WBL experiences for graduation requirement <b>Rudsdale Newcomer:</b> There is a report back after every career exploration by student(s) to demonstrate learning and practice presentation skills	All Students	TBD	10% increase	10% increase	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.
<b>Career Preparation</b>	<b>Rudsdale:</b> All students are prepared for and participate in Rudsdale Career Symposium with Resume & Cover Letter written in Advisory. <b>Rudsdale Newcomer:</b> All graduates to be enrolled and pass capstone class that includes (1) mock interview (2) college/career reflection (3) post high school plan focused on a healthy life, (4) resume	All Students	TBD	10% increase	10% increase	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.

### THEORY OF ACTION

<b>Theory of Action</b>	<b>Rudsdale:</b> If we...develop industry partnerships and utilize advisory as a strong support for student career and college readiness, then students will graduate with distinct college and career opportunities that will prepare them for post-secondary success <b>Rudsdale Newcomer:</b> If we continue to push students to explore careers and reflect on their learning, they will improve their English and they will be able to navigate and advocate for a professional life in the U.S.
<b>How are you supporting English Language Learners?</b>	If we continue to focus on literacy and our inquiry cycle, we will continue to identify best practices that will serve our ELLs and all students.
<b>How are you building conditions for students and adult learning?</b>	Partnering with The Teaching Well to increase teachers SEL capacity with a focus on self-management and self-awareness, transformation of students begins with transformation of staff.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
<b>TSA and Teacher Collaboration:</b> Teachers and the TSA work together at the Measure N meetings to coordinate information and opportunities available for students	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports

<b>Ongoing WBL Meetings:</b> Teachers and WBL Liaison have regular meetings to coordinate information and opportunities available for students	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Building the Conditions
<b>Industry Expectations:</b> Clarify school's expectations and goals from industry partnerships	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Work-Based Learning
<b>Workshops:</b> Offer outside workshops for staff	LCFF Supplemental	TBD	5826	External Work Order Services		Enter position number at left.		Building the Conditions
<b>Site Visits:</b> Plan staff site visits to various companies (externships/shadowing)	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Building the Conditions
<b>Advisory:</b> Revisit and re-train teachers in Advisory curriculum and career/college readiness requirements	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Comprehensive Student Supports
<b>WBL Exhibition:</b> Everyone who participates in an internship showcases in a school exhibition(s)	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Career Technical Education
<b>WBL Case Management:</b> WBL TSA case managing students close to graduation and possibly co-facilitating capstone class.	LCFF Supplemental	TBD	5825	Consultants		Enter position number at left.		Comprehensive Student Supports
<b>Financial Literacy:</b> Financial Literacy will be embedded in economics, math and FLIT	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Rigorous Academics
<b>College and Career/WBL Readiness:</b> Revisit and re-train teachers in Advisory curriculum and career/college/WBL readiness requirements	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
<b>Rudsdale Original - TECHNOLOGY</b>								
<b>Work-Based Learning:</b> Hire a full time TSA who will be responsible for developing technology industry partnerships, managing internships and other career preparation and training opportunities	LCFF Supplemental	TBD	1119	Certificated Teachers on Special Assignment Salaries	7007	Enter position number at left.	1.00	Work-Based Learning

<b>Career Exploration Visits:</b> Students will explore various technology career options and funding will be used for transportation	Measure N	\$7,500.00	5826	External Work Order Services		Enter position number at left.		Work-Based Learning
<b>Student Internships:</b> Issue student internships as part of the tech pathway through ousd ECCCO program	Measure N	\$8,000.00	5825	Consultants		Enter position number at left.		Comprehensive Student Supports
<b>Tech Industry Partnerships:</b> Develop industry partnerships (1-2 partnerships) ie: OTX, OUSD IT department	LCFF Supplemental	\$0.00	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.		Work-Based Learning
<b>Tech Experts:</b> Host an expert in a specific tech program that staff is interested in using/learning about during PD	LCFF Supplemental	TBD	5825	Consultants		Enter position number at left.		Rigorous Academics
<b>Site Visits:</b> Plan staff site visits to various companies (externships/shadowing)	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Building the Conditions
<b>Rudsdale Newcomer - HEALTH</b>								
<b>Work-Based Learning Lead:</b> Hire a TSA who will be responsible for supporting the integration of Work-Based Learning into the Core Content areas and building out health partnerships and experiences	LCFF Supplemental	TBD	1119	Certificated Teachers on Special Assignment Salaries	PCN4571	Enter position number at left.	1.00	Work-Based Learning
<b>Career Exploration Visits:</b> Students will explore various health career options and funding will be used for transportation	Measure N	\$7,500.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education
<b>Industry Partnerships:</b> Build partnerships with community colleges and health orgs like CHO, Highland, La Clinica for student events and internships	LCFF Supplemental	\$0.00	TBD	Enter object code at left.		Enter position number at left.		Work-Based Learning
<b>Health Certifications:</b> Create opportunities for students to receive Health related certifications, such as CPR	Measure N	\$5,000.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education

<b>English 4 Curriculum:</b> Move career exploration to core class in order to go more deeply and serve all graduates (resumes, mock interviews and career exploration)	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.		Rigorous Academics
<b>Student Internships:</b> Issue student internships as part of the health pathway through ousd ECCCO program	Measure N	\$8,000.00	5825	Consultants		Enter position number at left.		Career Technical Education



**COMPREHENSIVE STUDENT SUPPORTS** School: **Rudsdale Continuation High School** [Link to 18-19 SPSA](#)

**COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT**

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	3+	3+	3+	Provide lots of wraparound supports for students including RJ, case management, mental health services, Tobacco Use Prevention Education Program (TUPE), advisory and daily check-ins and check outs to name a few
College & Career Plan	3	3+	3+	School has a senior portfolio in place that includes mastery of core college and career skills on both the academic and career side (e.g. resume, cover letter, writing pieces, etc.); move to include reflection and assessment of their readiness to transition successfully to post-secondary life

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Increase family and parent engagement and increase awareness and understanding of Rudsdale's commitment and practice of socio-emotional learning.	Partially Implemented	Effective	Have done a lot of work to increase student engagement, including advisory programs, website, facebook page, etc; which has been successful; want to increase our ability to engage parents as well

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Comprehensive Student Supports.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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<b>Conditions for Student Learning (School Climate and Culture)</b>	<p><b>Rudsdale:</b> Increase implementation of Restorative Justice (RJ) practices and clarity of policies and procedure</p> <p><b>Rudsdale Newcomer:</b> 50% of our students have above 75% of attendance 100% of teachers are working with students to track grade/attendance progress weekly school wide *Staff reach out to 100% of students who are in danger of failing each MP. Develop a system of support for MediCal enrollment and medical, dental and vision access for all students.</p>	All Students	64.70%	71.10%	78.30%	Continue to increase and build on parent communication and involvement.
<b>College Access</b>	<p><b>Rudsdale:</b> College visits offered every marking period, Financial Aid completion (Financial Aid Night), Advisors support in post high school plans, and college application process (partnership with East Bay Consortium).</p> <p><b>Rudsdale Newcomer:</b> All graduates to be enrolled and pass capstone class that includes (1) mock interview (2) college/career reflection (3) post high school plan focused on a healthy life, (4) resume Offer at least 3 college exploration opportunities for students per year.</p>	All Students	TBD	20% increase	20% increase	Continue to strengthening the Advisory Program so that development it provides student personal learning plan and individual learning student support.
<b>Differentiated Interventions</b>	<p><b>Rudsdale:</b> Advisors intentionally support and engage student advisees to be the drivers of their own education plan toward graduation and through to post secondary opportunities.</p> <p><b>Rudsdale Newcomer:</b> Continue Young Hawks class for at risk youth--foster student leadership through campus beautification activities. Create a Study Skills Class for students who need extra credits in order to graduate. Continue early literacy class, refining and aligning to core content classes and life skills</p>	All Students	TBD	20% increase	20% increase	Continue to strengthening the Advisory Program so that development it provides student personal learning plan and individual learning student support.

## THEORY OF ACTION

<b>Theory of Action</b>	<p>Rudsdale: If we use our college, career, and community readiness advisory curriculum and create a more comprehensive support system that all teachers engage with and implement, then all students will be proactive with their future and feel empowered to take initiative to live high-quality and quantity lives after graduation.</p> <p>Rudsdale Newcomer: If we continue to support our students with differentiated instruction, they will be empowered to navigate and advocate for the systems that impact their lives (medical, educational, judicial).</p>
<b>How are you supporting English Language Learners?</b>	If we continue to focus on literacy and our inquiry cycle, we will continue to identify best practices that will serve our ELLs and all students.
<b>How are you building conditions for students and adult learning?</b>	Partnering with The Teaching Well to increase teachers SEL capacity with a focus on self-management and self-awareness, transformation of students begins with transformation of staff.

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
<p><b>Restorative Justice Training:</b> All teachers trained in RJ tier 1 interventions: more public displays of RJ practices around campus, intentional use of RJ practices in classrooms. Make this comprehensive restorative protocol and structure public to staff and students as a productive rather than punitive process and policy: Process map the current state and the desired future state.</p>	LCFF Supplemental	\$0.00	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.		Comprehensive Student Supports
<p><b>College and Career Readiness Support:</b> Create a partnership with East Bay Consortium to provide college and career readiness support for students</p>	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
<p><b>Daily Check Ins (Advisory):</b> Have daily Check Ins (advisory) where students are assigned an advisor in a small group setting and the advisor provides wraparound support for their advisees, such as monitoring attendance and academics, building relationships with the student and family, providing SEL support, etc. The advisory is designed to increase achievement and attendance for our homeless, foster youth, and low-income students</p>	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Comprehensive Student Supports
<p><b>Restorative Justice:</b> Partner with an organization to train staff and provide support with restorative justice training</p>	LCFF Supplemental	\$60,729.00	5825	Consultants				
<p><b>Title I Parents:</b> Surplus to be allocated in Fall 2019</p>	Title I: Parent Participation	\$1,255.00	4399	Surplus		Enter position number at left.		Comprehensive Student Supports

<b>Rudsdale Original - TECHNOLOGY</b>							
<b>Family Engagement:</b> Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	LCFF Supplemental	\$0.00	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.	Comprehensive Student Supports
<b>Partner Advisories:</b> Plan for Wednesday Partner-Advisories so that all students have high quality access to college and career readiness experiences and opportunities: Using Rudsdale Advisory curriculum, Graduation Checklists are visible, Transcript Review	LCFF Supplemental	\$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.	Comprehensive Student Supports
<b>Hire an Additional SSO:</b> Hire an additional SSO (school currently has one SSO allocated for 350 students) to support and create a safe culture and climate [funds in surplus to be allocated as described]	LCFF Supplemental	\$31,151.00	5743	Afterschool School Security Officer (SSO)		Enter position number at left.	Comprehensive Student Supports
<b>Americorps Volunteers:</b> Provide additional wraparound support for the program to ensure students receive all necessary supports to be successful in school	Measure N	\$14,000.00	5825	Consultants		Enter position number at left.	Comprehensive Student Supports
<b>Rudsdale Newcomer - HEALTH</b>							
<b>Social Worker:</b> Hire a full time social worker to provide additional supports for newcomers	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.	Comprehensive Student Supports
<b>Americorps Volunteers:</b> Provide additional wraparound support for the Newcomer program to ensure students receive all necessary supports to be successful in school	LCFF Supplemental	\$28,000.00	5825	Consultants		Enter position number at left.	Comprehensive Student Supports

<p><b>Intensive Pathway Case Management Consultant:</b> 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.</p>	Measure N	\$55,000.00	5825	consultant contract		Enter position number at left.	Comprehensive Student Supports
<p><b>Family Engagement:</b> Call homes together during meeting. Attendance Specialist calls below 50% attendance students and adds language of “you cannot pass” to make it explicit to families how important attendance is</p>	LCFF Supplemental	\$0.00		Enter object code at left.		Enter position number at left.	Comprehensive Student Supports

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number: 352**

**School: Rudsdale Continuation High School**

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$112,300.60	21st Century Community Learning Centers	Expanded Learning: Partner with BACR to provide an extensive and rigorous expanded learning program	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		352-1
\$45,382.00	Comprehensive Support & Improvement (CSI) Grant	STIP Sub: Hire a STIP sub to provide intensive academic mentoring to support students who are off track and/or reading below grade level to get back on track and increase their literacy levels	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	7011	Enter position number at left.		352-2
\$50,000.00	Comprehensive Support & Improvement (CSI) Grant	STIP Sub: Hire a STIP sub to provide intensive academic mentoring to support newcomer students who are off track and/or reading below grade level to get back on track and increase their literacy levels	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	7011	Enter position number at left.		352-3
\$30,198.00	Comprehensive Support & Improvement (CSI) Grant	Academic Mentor: Hire an academic mentor to provide intensive academic tutoring and instructional support		Goal 2: Students are proficient in state academic standards.	5825			Enter position number at left.		352-4
\$12,353.00	General Purpose Discretionary	Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Language & Literacy	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		352-5
\$10,867.00	General Purpose Discretionary	Supplies: Purchase supplies to support Language and Literacy development	Language & Literacy	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		Enter position number at left.		352-6
\$7,000.00	General Purpose Discretionary	Copier maintainance	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreemt		Enter position number at left.		352-7
\$2,000.00	General Purpose Discretionary	Stamps	Schoolwide Enabling Conditions		5910	Postage		Enter position number at left.		352-8
\$24,756.00	LCFF Supplemental	Stipends + benefits (newcomer)	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		352-9

\$19,261.00	LCFF Supplemental	Supplies: Purchase supplies to support Language and Literacy development with integrated English Language Development for our Newcomer program	Language & Literacy	Goal 2: Students are proficient in state academic standards.	4310	Pathway Supplies		Enter position number at left.		352-10
\$20,000.00	LCFF Supplemental	Bus Tickets (Newcomer)	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		352-11
\$1,500.00	LCFF Supplemental	IXL - Math Class (Newcomer) differentiated math support	Schoolwide Enabling Conditions		4315	Computer Supplies		Enter position number at left.		352-12
\$1,500.00	LCFF Supplemental	WeVideo (Newcomer) Digital Storytelling platform	Schoolwide Enabling Conditions		4315	Computer Supplies		Enter position number at left.		352-13
\$4,000.00	LCFF Supplemental	Travel to visit other schools to learn best practices	Schoolwide Enabling Conditions		5200	Travel And Conferences		Enter position number at left.		352-14
\$2,000.00	LCFF Supplemental	Conferences: Attend conferences to learn best instructional practices	Schoolwide Enabling Conditions		5220	Conference Expense		Enter position number at left.		352-15
\$31,151.00	LCFF Supplemental	Hire an Additional SSO: Hire an additional SSO (school currently has one SSO allocated for 350 students) to support and create a safe culture and climate [funds in surplus to be allocated as described]	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5743	Afterschool School Security Officer (SSO)		Enter position number at left.		352-16
\$17,000.00	LCFF Supplemental	Professional Development: Partner with Teaching Well to do Mindfulness Training professional development to best support teacher practice to provide wraparound SEL support	Schoolwide Enabling Conditions		5825	Consultants		Enter position number at left.		352-17
\$28,000.00	LCFF Supplemental	Americorps Volunteers: Provide additional wraparound support for the Newcomer program to ensure students receive all necessary supports to be successful in school	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Consultants		Enter position number at left.		352-18
\$31,433.00	LCFF Supplemental	Consultants			5825	Consultants				352-19
\$60,729.00	LCFF Supplemental	Restorative Justice: Partner with an organization to train staff and provide support with restorative justice training			5825	Consultants				352-20

\$14,000.00	LCFF Supplemental	Graduation			5826					352-21
\$15,473.00	Measure N	Extended Planning Time: Extended planning time for teachers to collaborate and integrate the technology pathway theme into their core content classes		Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends				352-22
\$16,710.00	Measure N	Extended Planning Time: Extended planning time for teachers to collaborate and integrate the health pathway theme into their core content classes	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		352-23
\$4,052.00	Measure N	Supplies: Purchase supplies to build out a health CTE program and to integrate CTE theme into core content areas		Goal 1: Graduates are college and career ready.	4310	Pathway Supplies				352-24
\$10,000.00	Measure N	Supplies: Purchase supplies to support the integration of the technology pathway theme into the core content areas		Goal 1: Graduates are college and career ready.	4310	Pathway Supplies				352-25
\$4,000.00	Measure N	Teacher externships: Opportunities for teachers to learn more about the tech industry in order to incorporate pathway theme into their core classes		Goal 1: Graduates are college and career ready.	5200					352-26
\$8,000.00	Measure N	Pathway Design Retreat: 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	Language & Literacy	Goal 1: Graduates are college and career ready.	5220	Conference Expense		Enter position number at left.		352-27
\$10,000.00	Measure N	Pathway Design Retreat: Plan and attend a pathway retreat to support pathway development continuous improvement and integrate health focus across the four Pathway pillars to create a seamless sequence of coursework	Language & Literacy	Goal 4: English Learners are reaching fluency.	5220	Conference Expense		Enter position number at left.		352-28



\$24,000.00	Measure N	Pathway Coach: Hire a pathway coach to support with pathway development		Goal 1: Graduates are college and career ready.	5708	Pathway Coaches				352-29
\$8,000.00	Measure N	Student Internships: Issue student internships as part of the tech pathway through ousd ECCCO program	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		352-30
\$8,000.00	Measure N	Student Internships: Issue student internships as part of the health pathway through ousd ECCCO program	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		352-31
\$14,000.00	Measure N	Americorps Volunteers: Provide additional wraparound support for the program to ensure students receive all necessary supports to be successful in school	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Consultants		Enter position number at left.		352-32
\$20,000.00	Measure N	Health CTE Classes: Partner with BACR to provide health sequenced courses to align with mental and behavioral health	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		352-33
\$55,000.00	Measure N	Intensive Pathway Case Management Consultant: 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.		Goal 5: Students are engaged in school every day.	5825	consultant contract		Enter position number at left.		352-34
\$58,325.00	Measure N	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 a Technology course for students.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		352-35

\$5,000.00	Measure N	Health Certifications: Create opportunities for students to receive Health related certifications, such as CPR	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.		352-36
\$7,500.00	Measure N	Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.		352-37
\$7,500.00	Measure N	Career Exploration Visits: Students will explore various health career options and funding will be used for transportation	Work-Based Learning		5826	External Work Order Services		Enter position number at left.		352-38
\$65,464.00	Title I: Basic	Title I: Surplus to allocated in Fall 2019	Rigorous Academics	Goal 1: Graduates are college and career ready.	4399	Surplus		Enter position number at left.		352-39
\$1,255.00	Title I: Parent Participation	Title I Parents: Surplus to be allocated in Fall 2019	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		Enter position number at left.		352-40



## **Title I School Parental Involvement Policy 2018-19**

(Blue fonts indicate an area that needs to be completed)

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

### **Involvement of Parents in the Title I Program**

Rudsdale High School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional leadership Team.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

These meetings are scheduled once a month. We will contact you by e-mail, school newsletters, school postings, flier home with student, web-site, and robo calls.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings once a month, attend parent institute workshops, and/or join Schools' Instructional leadership Team.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

These meetings are scheduled once a month. We will contact you by e-mail, school newsletters, school postings, flier home with student, web-site, and robo calls.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional leadership Team.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional leadership Team.

### **School-Parent Compact**

(Name of school) Rudsdale Continuation High School

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) Rudsdale Continuation High School

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California’s academic content standards
  2. The State of California’s student academic achievement standards
  3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child’s progress

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the Rudsdale Continuation High School Site Council on May 14, 2019 and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The Rudsdale notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

\_\_\_\_\_  
(Principal's Signature)

05/14/19

\_\_\_\_\_  
(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

\_\_\_\_\_  
Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature



**Teacher Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

# School Site Council Membership Roster **High School**

**School Name:** Rudsdale High School **School Year** 2018-2019

<b>Chairperson: Ms. Maldonado</b>	
<b>Secretary: Ms. Emma Batten-Bowman</b>	

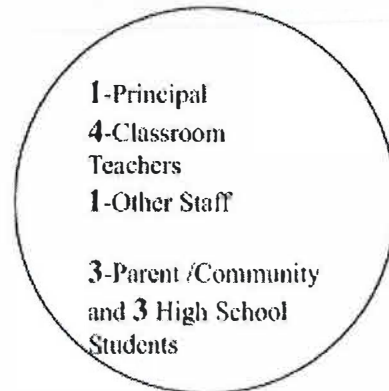
Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Community	Student
Ms. Maldonado				x	
Mr. Johnson				x	
Ms. Cruz				x	
Laura Villalta					x
Lidia Laisenia					x
Isaiah Russell					x
Willie Thompson	x				
Tara Austin		x			
Mary Thomas		x			
Jessica Wan		x			
Brad Skaggs		x			
Emma Batten-Bowman			x		
<b>Alternative</b>					
Naja Johnson					x
Robin Cooper					x
Alessandra Cabrera			x		

<b>Meeting Schedule</b>	<b>2nd Tuesday @ 8:30 am</b>
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**SSC Legal Requirements:**

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site.



**OUSD – FINANCIAL SERVICES - State & Federal Compliance**  
**Submit a copy of this Completed Form to State & Federal**

Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a High School SSC Composition